

**A Report of the
Annual Stakeholders**

St Joseph's College

P.O. North Point

Darjeeling

2016

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Preface

St Joseph's College, North Point, Darjeeling, West Bengal is a Catholic Minority Institution situated in Lebong Cart Road on the outskirts of Darjeeling town. The college started in the year 1927 based on the philosophy of St Ignatius of Loyola. Initially it was affiliated to the University of Calcutta and by 1949 the college was fully accredited to give courses in B.A. and B.Sc. Later, with the establishment of the University of North Bengal in 1962 the college changed its affiliation to the University of North Bengal. The college was recognised under 2(f) and 12 (b) act of UGC in 1972 and receives development assistance under different UGC schemes and Five Year Plan periods. The college is spread over an area of 6.26 acres and is now in the 92nd year of its service. It is managed by the '**Darjeeling Jesuits of North Bengal**' with other colleges namely North Bengal St Xavier's College, and Loyola College of Education, Namchi, Sikkim.

St Joseph's College is a co-educational Institute which offers the following courses: Honours in English, Nepali, History, Political Science, Economics, Sociology, Botany, Zoology, Physics, Chemistry, Mathematics, Accountancy (Commerce) M.A. in English (self-financed). B.A. Geography (Honours & General), B.Sc. Microbiology (Honours), B.Sc. Computer Science (Honours and General), Bachelor of Computer Applications (B.C.A.), Bachelor of Business Administration (B.B.A.) and B.A. Mass Communication and Journalism (Honours and General) are offered as self-financed courses. Two new courses were introduced in the past few years; Masters in English in 2006-07 and Geography Honours in 2013.

Apart from the academic courses, our students and staff are involved in various co-curricular activities like National Cadets Corps (NCC-Boys and Girls), Current Affairs Forum, National Service Scheme, Nature Club, AICUF, Women's Cell, Career Guidance Cell, Research Cell, Games & Sports, Cultural activities, Film Club, IT Club etc.

1. Prologue: Formation of the Audit Committee

In October 2016, St Joseph's College constituted a three member Committee to conduct an academic audit of the college. The audit committee consisted of the following members:

- Prof C.B Rai: former Principal of St Joseph's College, Chairman

- Fr Dr Lalit Tirkey: Principal of North Bengal St Xaviers's College, Member
- Fr Cherian Maliekal; Principal St Peter's School Gayaganga Member

2. Scope of the Audit

The Principal at a first meeting with the members outlined the objectives of the audit as an independent assessment of the college and make recommendations to serve the best interest of the college. Accordingly the team decides to look into the following aspects/components

- a. Vision/Mission/Values
- b. Teaching-learning/Evaluation
- c. Infrastructure/Facilities
- d. Current good Practises
- e. Future Prospects

3. Methodology

The audit team visited the college from November, 24 and 25, 2017. A sample of 100 students (50 Boys and 50 Girls) studying across the stream, were selected by using Random Sampling method. For the purpose of the study, a questionnaire was constructed incorporating both close-ended and open-ended questions. The questions mainly cover the five criteria viz. Vision/Mission/Values, Teaching-learning/Evaluation, Infrastructure/Facilities, Current good Practises and Future Prospects. After framing the questionnaire, it was distributed among the respondents in order to collect the data. Besides this, in-depth interview was taken of few teachers to supplement the data collected from the students. The quantitative data, thus collected, were analysed with the help of tabulation and figure; and qualitative data have been described systematically.

4. Findings

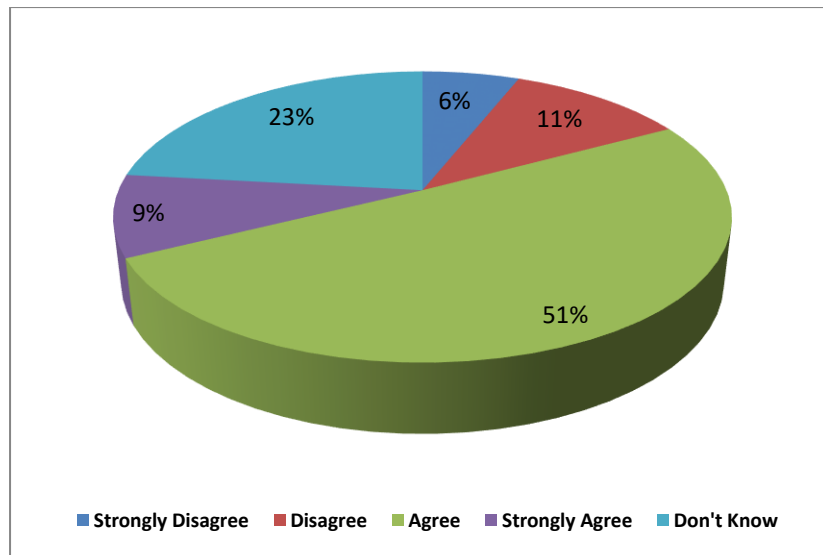
After collecting the data, in any scientific study, the most important part is the data processing and analysis. The data have been processed and analyzed according to the five criteria as mentioned in the section: scope of the study. The data have been presented below:

a. Vision/Mission/Values

The Figure No. 1 depicts mission and vision of SJC. The respondents were asked regarding their belongingness with the institute as well as institution's role on imparting value based education through giving importance of marginalized and privileged section either by taking constant

feedback or giving stress on completing curricular and non curricular activities by conducting academic or non academic actions. In this aspect respondents were also asked to give their feedback on role of management. The overall response from the respondents is satisfactory. If we take all these criteria together then 51 percent are agreed and 9 percent are strongly agreed that institution role on fulfilling its vision and mission are satisfactory. On the other hand, 17 percent respondents are either disagreed or strongly disagreed in this matter. However, it is master of great concern that about one-fourth (23 percent) respondents are unaware in this regard.

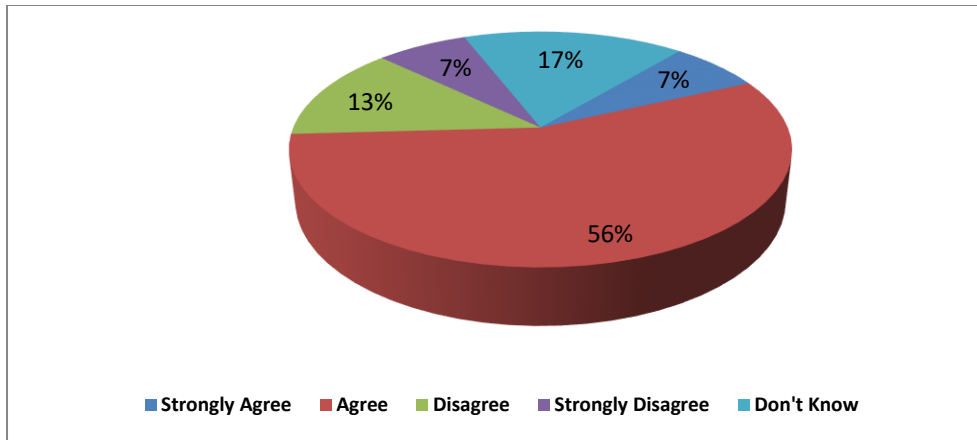
Figure No. 1: Vision/Mission/Values



b. Standard Teaching–learning/Evaluation

The responses about teaching learning facilities have been shown in Figure No. 2. It is found that out of 100 respondents, about two-third (63 percent) opine that the facilities available in the college for teaching learning method is satisfactory and the teachers clearly explain the learning objectives before beginning the lesson. They also agree that the teachers make use of different teaching methodology keeping in the learning style of the students. However, one-fourth of the students disagree with that and another 17 percent are totally unaware about instructional strategies and evaluation of the teachers.

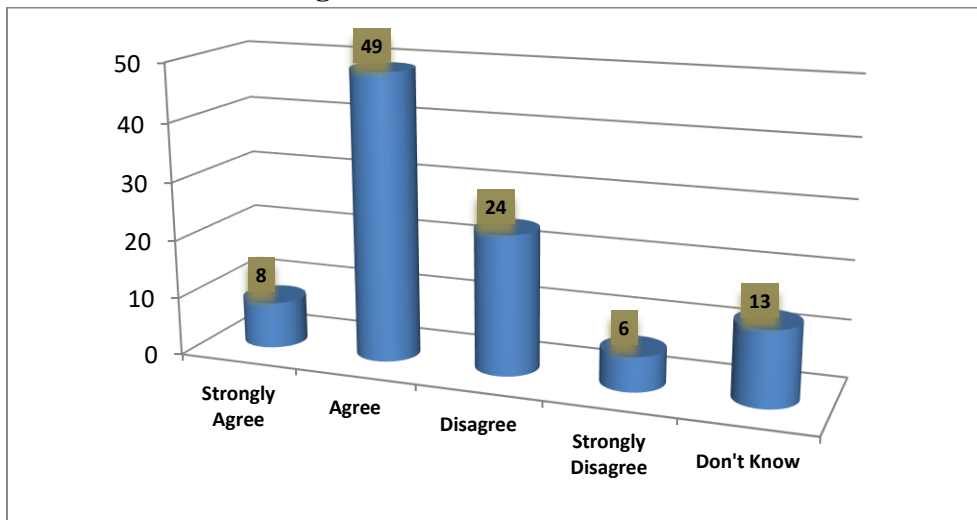
Figure No. 2: Standard Teaching–learning/Evaluation



c. Infrastructure/Facilities

In respect of physical infrastructure available in the college for both curricular and co-curricular activities, more than half of the respondents agree that the college has sufficient infrastructure for both curricula and co curricular activities. However, near about one-third (30 percent) students respond that the current infrastructural facilities available in the college for curricular and co-curricular activities are inadequate and another 13 percent respondents express that they do not know on this matter. The responses about infrastructure facilities have been portrayed in Figure No. 3.

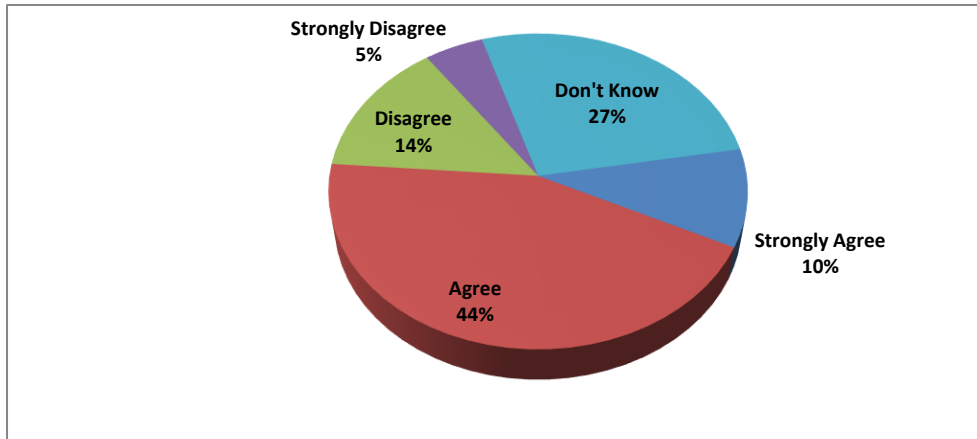
Figure No. 3: Infrastructure/Facilities



d. Existing Good Practises

The Figure No. 4 shows the current good practices being carried out by the college. The respondents were asked to express their opinion on the good practices such as outreach programme, collaboration and networking and care for the mother earth. 54 percent respondents agree that the good practices are carried out in the college where as 27 percent of them not even aware of what is happening in the college. However, about one-fifth percent of the respondents show their dissatisfaction in this regard

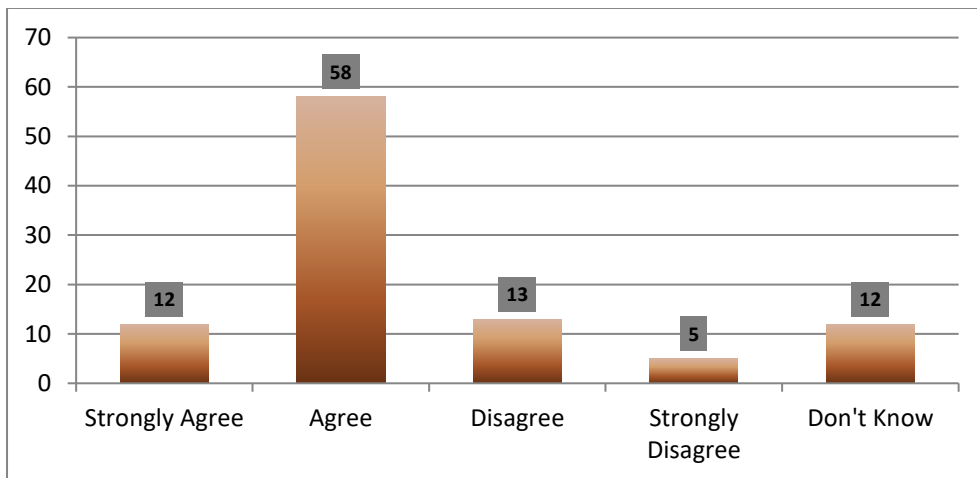
Table 4: Good Practises



e. Future Prospects

In respect of prospect of the college, more than two-third respondents have an optimistic view about the college. They are of the opinion that the college has great potentiality to emerge as an important institution for higher studies not only in this region but also in the whole state. Less than one-fifth of the respondents have a pessimistic view about the future of the college while another 12 percent of the respondents are not sure about the future prospects of the college. The future responses regarding future prospects of the college have been shown in Figure No. 5.

Figure No. 5: Future Prospects



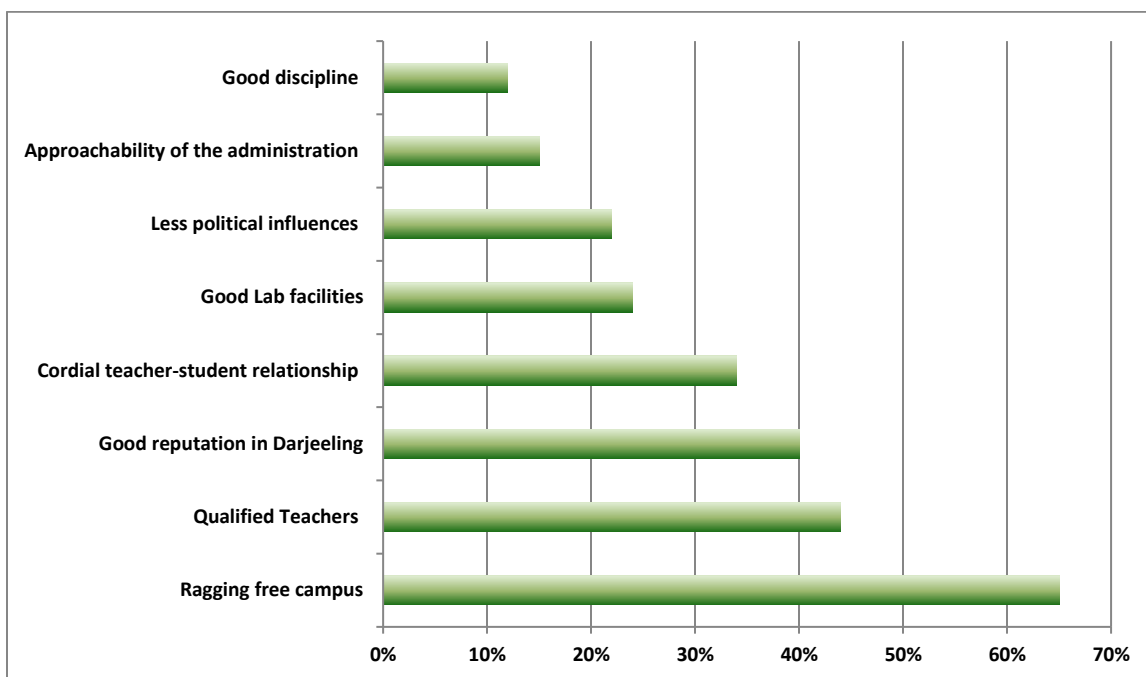
f. SWOC

The respondents are also asked to express their opinion about the strength, weakness, opportunities and challenges of the college. The responses have been given below:

i. Strength

In respect of strength of the college, out of 100 respondents, two-third students mentioned about the ragging free campus and 44% students mentioned that qualified teachers are the strength of the college, good reputation of the college in Darjeeling Hills mentioned by 40% respondents. The other strength mentioned by the respondents are cordial student-teacher relationship by 34%, good facilities of lab by 24%, less political intervention by 22%, approachable administration by 15% and good discipline by 12%.

Figure No. 6: Strength of the College (N= 100)



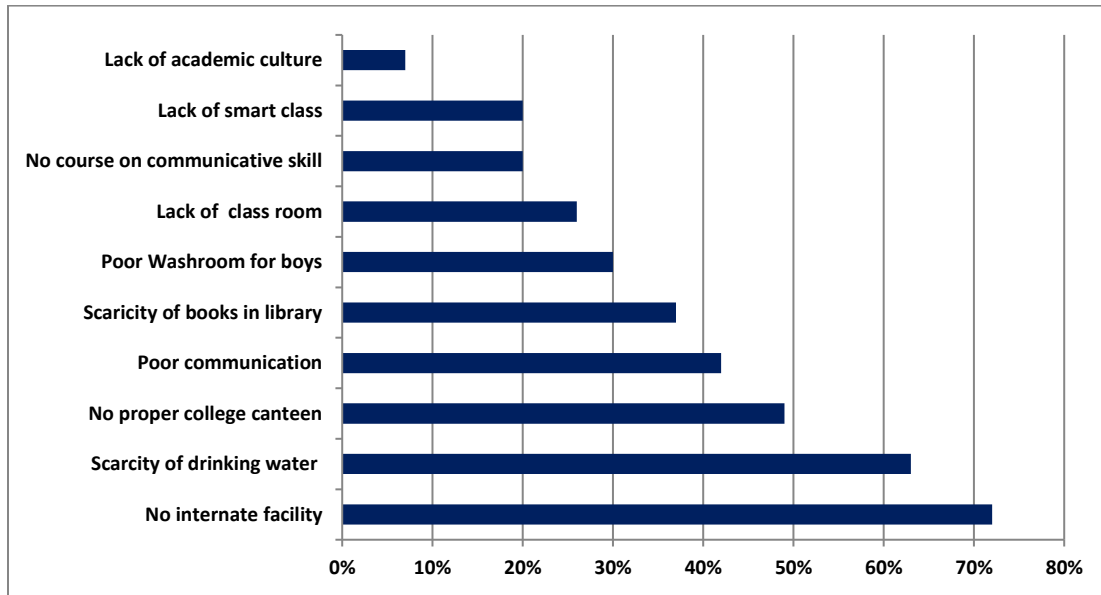
*Multiple Responses

ii. Weakness

The opinions of the students regarding the weakness of the college deserve more attention to college authority because it pinpoints unmet needs of the students, where the college can do better. In this regard overwhelming majority of the students have risen the issues related to college infrastructure like, no internet facility by more two-third of the students, lack of safe drinking water by 63%, no college canteen by half of the students. Apart from this students also raise the issues like poor facilities for washroom for boys, scarcity of classroom and book in library, lack of communicative skill based courses, etc. Therefore in future planning, more

emphasize should be given to build up these infrastructure facilities. The responses of the students about the weakness of the college have been portrayed in Figure No. 7.

Figure No. 7: Weakness of the College (N= 100)

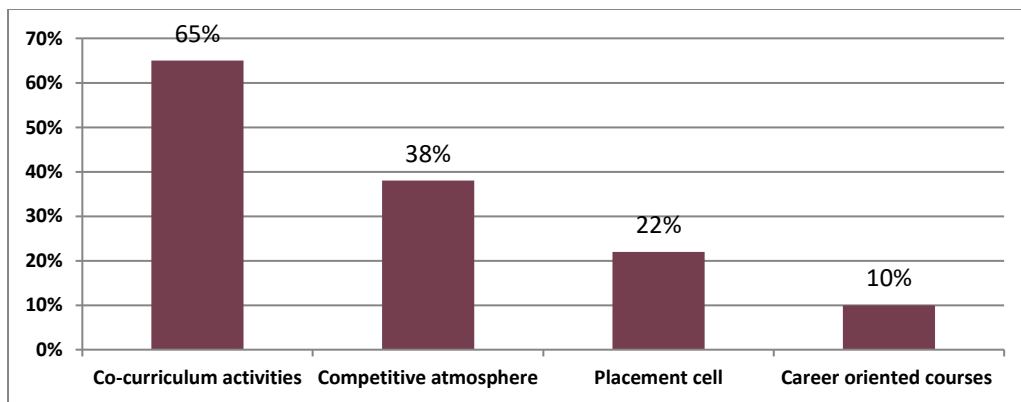


*Multiple responses

iii. Opportunities

In respect of opportunities in the college, about two-third students mention about the co-curriculum activities which provide them the scope to develop themselves. Apart from this, competitive atmosphere as opportunity mentioned by 38% respondents, 22% mention about job placement and career orientated courses said by 10% student. Figure No. 8 depicts the responses of the students about the opportunities in the college.

Figure No. 8: Weakness of the College (N= 100)

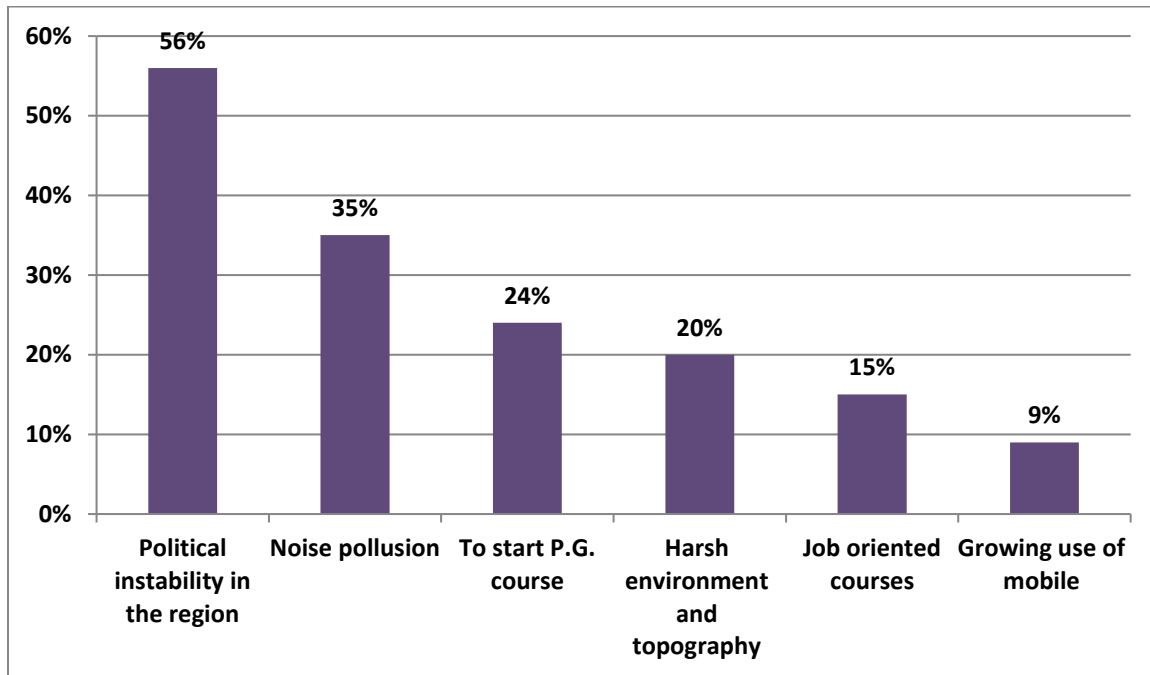


*Multiple Responses

iv. Challenges

Figure No. 9 shows the opinion of the respondents regarding the challenges to the college. More than half of the students consider that the political instability as the biggest challenge to the college. Beside this, the other challenges are also mentioned by the students like noise pollution in the surrounding of the college by one-third students, to start post graduation courses in the college by one-fourth (24 percent), harsh environment and topography by 20 percent, to start job oriented course by 15 percent and growing use of mobile in college premises by 9 percent students.

Figure No. 9: Challenges to the College



*Multiple Responses

5. Conclusion

The present study depicts that though majority of the students hold a positive opinion in respect of Vision/Mission/Values of the college, Teaching-learning/Evaluation process, Infrastructure/Facilities of the college, Current good Practises and Future Prospects college, but considerably a good amount of students either hold negative opinion or are unaware about those things. This clearly indicate that in the coming academic session the college will has to concentrate more to reach maximum number of students and to sensitize the students on those issues. Further, in regard to infrastructural facilities, though the students accept that in respect of other colleges of the region, this college has better infrastructural facilities, but still they point out some of the drawbacks in infrastructures like lack of smart classroom, canteen, washroom, proper communication, shortages of books in library, lack of internet facility, etc. In the coming

academic session the college authority has to take initiatives to fulfil these unmet needs of the students.

Last but not the least, the committee members express their sincere thanks to the college authorities for their wholehearted cooperation extended to during their visit. They also like to express a genuine sense of being honoured by the college in being invited to conduct the audit.

Prof C.B Rai
Chairman

Fr Dr Lalit Tirkey SJ
Member

Fr Cherian Maliekal,SJ
Member