1. Title of the Best Practice
Education for All

2. Objectives of the Practice
● The Institution's goal is to support students coming from the weaker and underprivileged sections of the society by providing higher education and ensuring inclusiveness.
● The Management of the College, through the admission policy ensures preferential admission for the following:
- Economically challenged sections of the society
- Physically weak or disabled (PWD) students
- Students from socially marginalized communities such as SC, ST and OBC.

3. The Context
Equal access to education for students belonging to different economic and community backgrounds have been the objective of the college. Availing quality based educational opportunities to a wider section of the student community who aspire for quality education but fail to access of it has been recognised as one of the major drawbacks of Indian higher education system. Attempt has been made to enhance the availability of quality based of higher education for such students at college. There has been a huge gap in the educational opportunities made available to students. The presence of widespread disparity in the society had led to the need to bridge this huge gap. Under the prevailing system in the country higher education is not accessible and available and for all sections of the community. Thereby, this practice enables all students irrespective of their background have equal access to the education they deserve.

4. The Practice
During admissions, applications received are segregated and scrutinized with greater care to identify such students from disadvantaged backgrounds. After the admission conscious efforts are taken to execute a seamless integration of these students into the mainstream student body. It is ensured that there is equity in terms of opportunities provided to all the students. The institution has introduced a wide range of schemes like fee concession, fee payment in installments, scholarships, mid-day meals, bridge course classes, special classes, remedial classes etc. to effect the inclusion of such students bring about effective inclusion. Progression of these students is tracked periodically in order to devise timely intervention.

5. Evidence of Success
● The sheer number of students from the underprivileged sections of the society who apply to study in the college
● The number of admissions granted to students irrespective of their social backgrounds
● The number of students who clear the papers, acquire their degree and secure jobs through the college placement cell

6. Problems Encountered and Resources Required
● To ensure that all deserving students are provided with financial support and scholarships
● To create an atmosphere in college that is supportive of students coming from economically and socially disadvantaged backgrounds
● Financial Support and scholarships to be provided to students from economically disadvantaged sections of the society
● Accessible infrastructure is a prerequisite while providing admissions to academically deserving, physically challenged students

7. Notes:
● Majority of the deserving students who approach the Institution for admission all get access to quality education
● Economically backward students get an opportunity to not only get the classroom education but are exposed to a wider range of curricular and co-curricular activities which make them more competent to survive in the world outside.
● This system leads to a greater sense of equality and diversity within the student community

1. Title of the Best Practice

Quality Enhancement Processes of Students

2. Objectives of the Practice

Objectives of this practice are:

● To develop the institutional culture to engage students and strengthen the student-teacher relationship further.

● To help revisit the old paradigm of student-teacher relationship in the wake of changing nature of education.

● To help teachers benefit from the student feedback and evaluation on teaching methodology and classroom learning process.

● To helps the institution in getting the students' insight on key institutional – academic and administrative – aspects.

● To identify any deficiencies in the academic and physical infrastructure and in student services from the perspective of the students can be gained for the purpose of quality enhancement and development.

● To strengthen the student-teacher synergy in the process of quality enhancement in higher education.

3. The Context

Higher Education Institutions in India has been playing a crucial role in evolving the knowledge communities and societies dedicated to the advancement of knowledge education system. To this end, the participation of all stakeholders including the involvement of students' participation in the Institutional quality enhancement processes is important. Students' participation in quality enhancement, at St. Joseph's College of Commerce, is an ongoing and continual practice. Students' participation becomes inevitable in the process quality enhancement in higher education due to below listed reasons:

● Students are seen as qualified human resources who will participate and contribute to the overall growth and development of business and industry. They are the major forces who would continuously strive to develop the frontiers of knowledge. Students' participation in the quality enhancement is viewed as an opportunity where they can participate in its continual development process. This also generates a sense of belongingness towards the Institution and a sense of responsibility for maintaining and protecting the performance excellence of the establishment.

● Teaching is the core area of an educational sector. In an educational institution efficient handling of the teaching-learning practices enable a conducive to meaningfully engage the student voice. Student-friendly teaching learning environment can be created to foster a better learning among students.

4. The Practice

● The Internal Quality Assessment Cell (IQAC) of the institution from time to time organizes student participation programmes.
● Student Council / Governing Body are consulted on various matters of student welfare and other policy matters.
● Events such as open house for students and also exclusively for girl Students is organized.

5. Evidence of Success
It has been observed that the students have shown keen interest in understanding the quality initiatives of the college. Many of the students have willingly participated in such activities which have given them an opportunity to envision actions embossed with quality. Regular feedback has enabled the institution to add value to the existing academic and administrative practices and make it student centric.

6. Problems Encountered and Resources Required

The challenges to adoption and implementation of this practice are in the form of understanding and definition of quality among the students. Students come with varied interests and understanding on quality in academic and administrative practices making it difficult to arrive at a consensus on quality standards. A certain amount of rigidity exists in the classroom teaching and examination processes and students perception of these aspects may act as a limitation in adopting some suggestions.

Resources would be required in terms of time spent on these exercises. A comprehensive and updated list of alumni profiles tracking their career growth is also an essential resource. This would help the institution invite those that may be instrumental in giving important inputs in the process of quality enhancement. A comprehensive feedback system where students can voice their concerns and rate various academic and administrative aspects of the institution is another requirement for earmarking areas for quality improvement. The ERP tool Knowledge Pro was integrated with this feedback system making it less time consuming and automated in feedback collection, processing and analysis of results.

7. Notes:
● This practice has enabled adopting a Student-Centric approach not only in learning process but also in institutional quality enhancement.
● It has created a platform for students to share their ideas and views.
● Students' involvement has brought about newer and dynamic ideas into quality enhancement of higher education.
● Teachers, by way of this practice, stand to gain in terms of much valuable feedback from the students on quality enhancement in classroom teaching and innovative practices in teaching.
● This practice has enabled the institution to offer programs and courses that are well accepted. Also, has help create a student-centric environment in the institution.