

LOYOLA ACADEMY

(DEGREE & PG COLLEGE)

Alwal, Secunderabad – 500010

An Autonomous Degree College & Affiliated to Osmania University 'College with Potential for Excellence' by UGC Accredited 'A' grade by NAAC - 3rd cycle



LOYOLA ACADEMY POLICY STATEMENTS

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POLICIES OF LOYOLA ACADEMY (LA)

I. INTRODUCTION:

Loyola Academy (Administered by Andhra & Telangana Jesuit Province) institutional education policies are written to govern, learn, train, test and transform the students to realize their goals. It provides the basis for almost all activities associated with providing quality education and training the students to reach the unreachable aspirations and goals and molding the staff as per the signs of the times to equip themselves with latest skills and technology to impart the knowledge with latest pedagogical skills. The institution policy includes guidelines, protocols, and standards. The handbook of Loyola Academy contains the basic level of policy matter whereas the policy document contains in detail about the vision and mission of each policy of LA. However, each policy is supported by the code of conduct to realize the institutional needs and strategies.

Loyola Academy has a range of stakeholders who contribute their views to build the quality education and help the management to strive for the progressive realization of the success of the institution.

Loyola Academy provides a holistic and multidisciplinary education to all its students so that they are trained for life to live with values, futuristic goals, and prescriptive aspirations. ‘Love to learn’ and ‘live to love’ and ‘learn to transform’ is the concept that LA imparts in the minds of the students through its vision and mission and Ignatian pedagogical statements.

Loyola Academy aims at Quality teaching which involves drawing up the curriculum that is useful to the students to fulfil their goals and it is taught by using the latest pedagogical techniques like ICT, LMS, MOOCS based methods to enhance perfect course/ programme and learning outcomes. It involves several dimensions, including the effective application of student centric methods, and a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

Teaching and learning are inherently intertwined, and this necessitates a holistic approach to any development initiative. Sustained quality teaching policies require long-term, non-linear efforts and thus call for a permanent institutional commitment from the top-leadership of the institution.

Hence Loyola Academy teaching and learning are designed consistently at institutional, programme and individual levels. The programme levels are the pivotal place where quality teaching is likely to flourish. Encouraging a quality teaching culture will consist in inter-linking the various types and levels of support so that collaboration and its likely impacts on the teaching and learning are enhanced among leaders, teachers, students, staff, and other stakeholders. Strengthening horizontal linkages and creating synergies is a particularly effective way of supporting the development of quality teaching.

The environment, students’ profiles and demands, job markets requirements, reputation and history of the institution are the prominent factors amongst others that influence a strategy of teaching improvement.

II. A BRIEF LEGACY OF JESUIT HIGHER EDUCATION:

The ties that unite the Society of Jesus with the University World dates from the time when Ignatius and the first companions met at the University of Paris. It is in this University where Ignatius recruited his first followers. Ignatius' Education takes place outside the university and it must be remembered that the society was born in a University environment but not for the purpose of founding universities and colleges.

Though the society was content to take advantages passively of existing university structures such as in Coimbra and in Padua, in Louvain and in Cologne, for the formation and education of the Jesuits, in 1548, eight years before the death of Ignatius, the involvement in the educational apostolates moved from being passive to being active and by this time four or five new colleges were founded per year.

Thus, the society founded educational institutions both for the formation of Jesuit students and significantly for the education of "externs". Thus, at the death of Ignatius, the "Colleges" of the Society exceeded 30 in number.

Since its origin, the Society of Jesus has been active in the field of **education** throughout the **world**. In the **world**, the **Jesuits** are responsible for 3,897 **Educational** Institutions in 96 countries.

A. Contribution of Jesuits to Nation Building in India:

While Jesuits in India now, run University Colleges, Professional colleges, Technical institutes, AICTE Institutions, colleges of Education, Business Management schools, Schools of various capacities educating more than four lakh students from different walks of life, religion and socio-economic groups.

Most of the Jesuit colleges are autonomous and some of the colleges are colleges with Excellence. Some Jesuits, the French, namely Guy Tachard, Jean Richard, Pierre Mauduit, Jean- Venant Bouchet, Jean Calmette, Claude Stanislaus Boudier, and Jean Francis Pons came to India as Astronomers and cartographers and made accurate astronomical observations about lunar eclipse and the longitudes and latitudes of many Indian cities as well as determining the meridional altitude of a few stars.

Similarly, Joseph Tirffenthaler (1710-1785) did excessive work in astronomy and geography. He travelled in west and north India for about thirty years and his book on Historisch – Geographische Beschreibung von Hindustan (The Historical and geographical Description of Hindustan) is a book with 38 illustrations of maps, plans of cities, view of cities. He has a good drawing of maps of rivers Ganga and Ghogra and his work is published by Dr. John Bermonlli an astronomer and a member of Royal academic of sciences in Berlin in 1780.

In life sciences, the Sacred Heart College, Shembaganur, Tamil Nadu played a great role.

At the suggestion of Jesuit Brother J. Ciceron, the collector of Medicine vere Levinge, created kodaikanal lake in 1863.

The collections of insects by Fr.J.Mallat, Professor of Science in Shembaganur were the first of its collections. In 1895 Schs P. Decy and M. Schanl laid a garden with Ferns and begonias and it is developed into Orchidarium Fr. A. Anglade in 1909 collected plants of Palani Hills and illustrated them in 1910 plates. He made a 'a library of Timbers' consisting of more than 300 kinds of timber of the same hills. He also studied about the Dolmens of the lower Palani Hills and is kept in the museum in the Sacred Heart College Fr. G. Andre and J. Questes collected Mosses which are new to science.

Fr. A. Rapinat, Frs. K.M. Mathew, V.S. Manickam, John Britto did Botanical Collections. Frs. S. Ignacimuthu, S.J and Fr. S. Maria Packiam, S.J have contributed significantly towards formulation of botanical pesticides.

Fr. Ethelbert Blatler, S.J (1877-1934) the founder of Blatler Herbarium, has specialized in plants of Maharashtra and 8 plants are named after him.

Fr. Hermengild santapan, S.J (1892-1970) associated with several institutes of Botany in the country.

Fr. Cecil saldahna, S.J a Padma shree awardee (1930-2001) is an acclaimed plant taxonomist in India. In recognition of his contribution several plants have been named after him.

Physical Science:

Fr. Francis Lanrent (1886 -1963) an ingenious designer and maker of scientific instruments Fr.

Charles Racine, S.J (1897-1976), an expert in the field of relativity and celestial mechanics; Fr. Lourdu M. Yeddanappalli, S.J., (1904-1970) a researcher and a great contributor in chemical Kinetics, high polymers, chemisorption, heterogeneous catalysis, adsorption of polar gases on collagens and paper chromatographic studies of amino acids and proteins. Fr. Francis P. Xavier, S.J. on cost effective sources of energy. Fr. Eugene Lafont SJ, St. Xavier's College of Kolkata the Father of Science has Knowledge of experimental physics and his ability to popularize Science among the people. Sir J.C Bose and Dr. C. V. Raman found encouragement for their introduction to science in the person of Fr. Eugene Lafont, S.J.

B. Indian Languages:

Fr. Beschi, S.J and Fr. Veeramanumvar, S.J contributed to the growth of Tamil Literature. Fr. Camille Bulcke (1909-1982), a Belgian Jesuit and most famous Christian Hindi Scholar was awarded Padma Bhushan in 1974.

C. History and Geography:

In the field of History and Geography, Jesuit like Fr. Henry Heras (1888 – 1953), Bombay province, a Spaniard, an archaeologist and historian founded the Indian Historical Research Institute in 1926 and not only did he train historians but also promoted the Indian Historical Records Commission, Indian History Congress, and the International Congress of Historical Sciences.

The Indian Historical Research Institute was renamed as the Heras Institute of Indian History and Culture.

D. Empowerment of the Marginalized

Fr. Constant Lievens, S.J (1856-1893), the apostle of Chotanagpur, came to Chotanagpur in 1885. He learnt the plight of the adivasis losing their lands to the outsiders named Dikhus. He put them in contact with trustworthy pleaders in the court and got back their lands.

He besides bringing 80000 Catholics, made 20000 catechumens; Fr. John Baptist Hoffmann, SJ (1857-1928), a Belgian Jesuit established in 1909 the catholic cooperative credit society, after he reached India in 1878.

This cooperative built their self-confidence and many benefits economically and socially.

A “grain Bank” (Dhan Gole) was established and he wrote the Chotanagapur Tenancy Act in 1908 with the approval of Mr. Lister, the Settlement officer. This Act presented the tribal from presenting the tribal lands from passing into the hands of non-tribals.

He also wrote Munda Handbook and Munda Dictionary and the encyclopedia Mendarica in 5000 pages in 15 volumes the culture and civilization of Munda tribe.

E. Dalits:

From the time of Robert de Nobili, Jesuits like Frs. Adrian Caussanel, J.P Trincal, Faustine corti, Archbishop John Peter Leonard worked for the eradication of caste system.

F. Women:

Fr. J.P. Trincal blessed a widow's marriage in 1843 amidst great opposition and conscientized people against child marriage.

G. Jesuit Contribution to Education in India:

Jesuits started many schools and colleges in India to educate the poorest of the poor and the needy. They are instrumental in providing the best education and better life to those students who pursued their education in Jesuit colleges and schools. They started more than 67 higher educational institutions of which Loyola Chennai, St. Josephs Trichy, St. Josephs Bangalore, XLRI Jamshedpur, St. Xavier Bombay, St. Xavier's Kolkata, Xavier University, Bhubaneshwar etc. They have gained prominence in the eyes of the higher education sector by producing many towering personalities who were instrumental in shaping India.

H. Jesuit Higher Educational Institutions in Andhra Province

a. Andhra Loyola College

Andhra Loyola College is managed and administered by the members of the Society of Jesus (Jesuits), a Catholic religious order, which has rendered signal service in the fields of education and service to humanity for over 450 years. The college was founded in December 1953 at the request of the Catholic bishops of Andhra Pradesh and began its academic sessions in July 1954. The college offers Intermediate (+2), Degree, and Postgraduate courses as well as conducts research programmes in collaboration with several reputable universities. In 1988, the college was accorded the status of Autonomy for the Degree-level programmes by the University Grants Commission (UGC) in recognition of its excellent contribution to the cause of higher education. The degrees for both UG and PG programmes are awarded by Krishna University to which the college is affiliated.

The department of Biotechnology was selected as star college under star college scheme to department of Botany, Biotechnology, Microbiology, Zoology, Chemistry, and Physics.

In 2004, the college won the prestigious 'College with Potential for Excellence' (CPE) status from the UGC. In September 2008, the college was re-accredited by the National Assessment and Accreditation Council (NAAC), Bangalore, with Grade A (CGPA 3.65 out of 4.00).

b. Andhra Loyola Institute of Engineering and Technology (ALIET): Vijayawada

ALIET is approved by AICET in 2008 and founded by Society of Andhra Loyola College.

c. Loyola Degree & Polytechnic Colleges (YSRR), Pulivendula:

This college was founded by Sri. Y.S. Raja Reddy Educational Trust in 1979 and was affiliated to Sri. Venkateshwara University. Late Chief Minister of Andhra Pradesh Sri. Y.S. Raja Sekhara Reddy (Alumni of Andhra Loyola College, Vijayawada) approached Loyola (Jesuit) Fathers in 1993 to take over the institution. From 1993 to 1998, the college was administered by the Jesuits on an experimental basis. Later they decided to take over the college to cater to the needs of semi urban, rural students. Since then the college achieved many milestones in giving the best education to the students.

d. Polytechnic:

Loyola Polytechnic, formerly known as Sri Y.S Raja Reddy Polytechnic, was established in the year 1980 by Sri Y.S Raja Reddy Educational Trust, Pulivendula led by Late Dr. Y.S Rajasekhar Reddy, former Chief Minister of Andhra Pradesh as its President. In the year 1993 the administration of the college was handed over to the Jesuits who run well known colleges like Andhra Loyola College, Vijayawada Loyola College, Chennai. In 1993, Government of Andhra Pradesh accorded Minority Status to Loyola (YSRR) Polytechnic by which 50% seats are reserved for Christian Minority students from A.P. and the rest are admitted by the Government through Polycet.

e. Loyola College of Education, Karimnagar:

It is established in Rekurthy, Karimnagar in the Campus of Loyola School in December 2007, it is affiliated to Kakatiya University.

f. Loyola Academy, Secunderabad, Hyderabad:

Loyola Academy (LA) a spacious eco-friendly campus with excellent infrastructure is managed and administered by the Catholic clergy, popularly called Jesuits of the Andhra Jesuit Province, belonging to the Society of Jesus (founded by St. Ignatius of Loyola), an International Catholic Religious Order. Loyola Academy was founded by Rev Fr T. Baliah SJ in 1976 in Alwal, Secunderabad, Telangana. Initially an Intermediate course and an Associate Degree in Chemical Technology were offered. Subsequently other UG programmes (1978) and PG programmes (1993) were started.

Loyola Academy was granted Autonomous status in 1992 for Degree courses and PG courses in 2010. Appreciating the achievements and qualitative pursuit of Higher Education needs, UGC awarded Loyola Academy “A College with Potential for Excellence” (CPE) in the year 2008.

In addition to this, in the first cycle National Assessment and Accreditation Council (NAAC) accredited the college in the year 2005 with ‘A’ grade and the second Accreditation in the year 2011 with ‘A’ grade and the third Accreditation was conducted in the year 2019 with ‘A’ grade. National Institutional Ranking Framework (NIRF) ranked our College between 100- 150 for both (2017-18 & 2018-19) successive years.

The Institution offers a unique, unrivalled array of Undergraduate and Post Graduate courses, imparting its students’ potential skills which are highly relevant in today’s market and aims at molding young minds into extraordinary individuals, who love what they do, thereby enabling young men and women to Master new concepts and emerge as confident Professionals in their chosen domains.

III. LOYOLA ACADEMY VISION, MISSION, AIMS & VALUES / OBJECTIVES POLICY:

Loyola Academy (LA) is semi-Professional college started with the intention to provide job facilities to those students who aspire to be placed in decent companies and make a value based lively hood. To fulfill this aspiration Loyola Academy started Job oriented courses right from its inception and later it started courses that are viable to develop practical life skills and carrier-oriented courses.

As the number of higher educational Institutions are increasing in both the States of Andhra and Telangana, every Jesuit, serving in these higher educational and professional colleges, felt these Institutions need to have a focus in terms of its Aims, objectives, strategies and method of Governance in every sector of colleges.

Besides the vast range of changes in various disciplines and their demand, the frequent revision of rules, regulations, GOs and proceedings of Commissionerate of Telangana, it has become a necessary and important to formulate the Jesuit Higher Educational Policy and our way of proceedings in Telangana region.

Accordingly, the members of the management of Loyola Academy felt the need of institutional policy and requested Fr. L. Joji to prepare a policy as per the signs of the times and can be implemented with immediate effect after the final approval of the governing body for the smooth functioning of the institution.

A. Vision, Mission, Aims & Objectives of Loyola Academy:

a. Vision:

To impart Higher Education with integral formation involving academic excellence, spiritual growth, Social commitment, and value-based leadership.

The Foundational Philosophy of the Vision of Jesuit Education

1. This form, in spirit and in letter, the ways by which we teach, and the ways students learn in Jesuit institutions of higher education.
2. The Ignatian tradition guides a formative process in and through teaching, learning and governance that emphasizes the awareness of God's active presence in human life in positive and life affirming ways.
3. This leads the learner to become socially conscious to care for the other, men and women for others.
4. Self, God / nature, and others altogether form a triadic locus in which the learner forms her / his personality that influences social change.
5. Students are called to do their very best and to always strive for personal excellence in all aspects of life – intellectual, emotional, moral, and physical. This personal excellence leads to concern for others. It is a love in service to the people on the periphery.
6. The guiding principle in this is service of faith through promotion of justice that is integral to every work of Jesuits. This service empowers the powerless to become competent. This is Jesuit excellence. Excellence in education is not just accumulation of knowledge by memory but deeper understanding that makes a student more wise than knowledgeable.
7. This excellence is not only in the quality of education that Jesuits provide, but also in the ways in which the students from the marginalized sections of the society, in the mission context of (Sunrise) Andhra and Telangana Nadu, the poor, are given access to this quality education. The quality education, in the Jesuit sense, should not be understood in admitting

meritorious students and making them more meritorious /persons.

8. Instead, it should be seen in the ways by which we admit students from the marginalized sections of the society and provide opportunities, facilities and intellectual atmosphere that help them become creative, competent, committed, and competitive in the lives they would lead after their learning in the Jesuit institutions.

b. Mission:

It is to form “men and women for others” and mould our students as global citizens with competence, conscience and compassionate commitment, with preferential option for the marginalized students.

c. Aims:

1. To promote an integrated formation in and through academic, co-curricular and spiritual programmes.
2. To conduct value- based trainings that enhance social commitment among faculty staff and students.

3. Objectives:

4. Creating an ambience for imparting Ignatian pedagogy paradigm i.e., learning, experiencing, reflecting and Action.
5. Developing knowledge & skills that nurture in them a deep sense of right and Ignatian values.
6. Directing them in fostering healthy relationship
7. Helping them to understand diverse forms of faith and culture and celebrating them to promote communal harmony.
8. Becoming a Holistic Person by seeking God’s help

9. Strategies:

10. Molding them through self-awareness
11. Motivating them to learn skills that make them competent.
12. Involving them in activities that make them socially conscious of their environment.
13. Creating situations that will help them to be compassionate and committed to the welfare of the most disadvantaged and marginalized.
14. Exposing them to situations that conscientize them towards unbinding of moral values and social values of life.

B. Core Values of The Jesuit Higher Education

a. Greater Glory of God:

As embedded in the ‘Constitution of the Society of Jesus’ the Principal goal of Jesuits to commit themselves with God’s grace to care for the “Salvation and perfection” of themselves and work towards the “Salvation and perfection” of others. This Principle is lined and carried out in every sector of any apostolate and establishes “Greater Glory of God” in every activity and apostolates. Finally, Jesuit Education is meant to form “men and women for other” with a focus on formation of characters.

b. Integral or Holistic Formation of the Person:

1. Jesuit education essentially looks at education, not merely in terms of quantity of knowledge, but in terms of quality of knowledge that helps form the character of students, ‘total formation of individual’.
2. The knowledge here is seen holistically. Even the subjects a student learns should be interdisciplinary and integrated.
3. The Society of Jesus from its origin unambiguously announced to the world that “the end of this Society is to devote itself with God’s grace to salvation and perfection of the members’ own souls, but also with great diligence to labor strenuously in giving aid toward the salvation and perfection of the souls of their fellow men [and women]”
4. This kind of formation of character emphasizes shaping of totality of personality, in Ignatian idiom, it is a ‘soul education’.

c. Owning of the Learning:

In Jesuit Colleges, the teaching and learning is not only meant to gain information and knowledge, but it meant to make both their own and “integrate into the very activity of God within created reality “this way of learning and teaching enables even student to assimilate and understand experiences, reflect on them, evaluate them, and again learn from the experience.

d. Ignatian Pedagogical Paradigm (IPP)

Loyola Academy applies Ignatian Pedagogical Paradigm (IPP), i.e., Learning through Context, Experience, Reflection, Action and Evaluation. The paradigm reminds faculty to build a reflective practice where students attempt to make meaning of their learning and then move into action on what they have learned and evaluate the success of the action to change their lives, by developing students' knowledge as well as skills, guiding them to grow in wisdom and harmony, nurturing in them a deep sense of right values, directing them in fostering healthy relationships, celebrating with the diverse forms of faiths and culture, thus enabling them to develop as Holistic individuals.

Context-

Since human experience, always the starting point in a Jesuit education, never occur in a vacuum, educators must know as much as possible about the actual context within teaching and learning take place. Teachers need to understand the world of the learner, including the ways in which family, friends, peers and the larger society impact that world and effect the learner for better or worse.

Experience-

Teachers must create the conditions whereby learners gather and recollect the material of their own experience in order to instill what they understand already in terms of facts, feelings, values, insights and intuitions they bring to the subject matter at hand. Teachers later guide the learners in assimilating new information and further experience so that their knowledge will grow in completeness and truth.

Reflection-

Teachers lay the foundations of learning how to learn by engaging students in skills and techniques of reflection. Here memory, understanding, imagination and feelings are used to grasp the essential meaning and value of what is being studied, to discover its relationship to other facts of human knowledge and activity and to appreciate its implications in the continuing search for truth.

Action-

Teachers provide opportunities that will challenge the imagination and exercise the will of the learners to choose the best possible course of action from what they have learned. What they do as result under the teachers direction, while it may not immediately transform the world into global community of justice, peace and love, should at least be an educational step towards that goal even if it merely leads to new experiences, further reflections and consequent actions within the subject area under consideration.

Evaluation-

Daily quizzes, weekly or monthly tests and semester examinations are familiar instruments to assess the degree of mastery of knowledge and skills achieved. Ignatian pedagogy, however, aims at evaluation which includes but goes beyond academic mastery to the learners well-rounded growth as persons for others. Observant teachers will perceive indications of growth or lack of growth in class discussions and students generosity in response to common needs much more frequently.

e. Other Centeredness:

Many educational institutions remain theoretical, not practical. But our students will be different. For we form the self for a purposeful life. That purposefulness makes our students contribute to the growth of society. They will participate in every area that needs innovative ideas as well as action to solve problems and engineer growth. The formation we give is a process, not a single act. This process begins from unlearning the negative principles and practices they have learnt. This re-forms them. It is an act of purification. Then we guide them to relearn to be positively innovative. When they leave our campuses, they will be graduates, who will be able, capable, and employable and will generate life around by engaging in creative activities.

i. Competency:

Being and becoming responsible for one's life is the fundamental dimension of competency. Jesuit education is committed to making its students confident. When one is competent He/She becomes confident. Jesuits aim to train men and women to become 'leaders of quality' with corporate social responsibility. These leaders would play vital role in bringing about the desired change in society.

ii. Conscience:

Conscience is the in-depth perception of what is right and wrong. It is an integral part of human nature and a process of discernment. JE helps the students to have clarity of mind and purity of heart by going through a discernment process in setting their goals and life ambitions.

iii. Compassion:

Learning a skill is not merely to increase one's own wealth and make only one's individual life comfortable. But education should contribute to others and to the society while it enhances one's growth. In fact, the real test of a learned person lies in the ways in which s/he is concerned about the welfare of the other who is in a disadvantaged position. Compassion is not just a feeling for the other but feeling with and into the other.

It is not just a feeling, but it is a blend of feeling and action. If you are compassionate you feel with and into the other who suffers and do something to change that situation. Jesuits do not want the students in their colleges and institutes simply to succeed in their lives. Instead, they want the students to succeed together. By studying in Jesuit institutions, one has to achieve greatness that contributes to the growth of the society.

iv. Commitment:

In fact, life hinges upon the choices we make. To do this, one needs to be responsible. One needs to make responsible choices. And one is committed to that choice. Jesuit education expects its students to become committed persons. In other words, Jesuit education wants always students to realize that learning is their responsibility, and they should be committed to learning more than anything else. The colleges will teach and provide facilities for learning. But it is up to the students to learn and form themselves.

f. AMDG:

Ad Majorem Dei Gloriam in que Hominum Salutem" (For the Greater Glory of God and the Salvation of Humanity) is the motto of the Society of Jesus and of the college. It means any work that is not evil, even one that would normally be considered inconsequential to spiritual life, can be spiritually meritorious if it is performed in order to give glory to God.

Magis: Magis is a Latin word that means "more" or "greater". Magis refers to the philosophy of doing more for Christ, and therefore doing more for others. Magis is the value of striving for the better, striving for excellence. Loyola Academy believes in Magis-driven leadership. A Magis-driven leader is not content to go through the motions or settle for the status quo but is restlessly inclined to look for something more, something greater.

g. Cura Personalis:

Cura Personalis translates as "Care of the Person". Cura Personalis suggests individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights.

h. Good Samaritanism:

The parable of the Good Samaritan is a parable told by Jesus in the Gospel of Luke. It is about a traveller who is stripped of clothing, beaten, and left half dead alongside the road. First a priest and then a Levite comes by, but both avoid the man. Finally, a Samaritan passing by helps the injured man, despite the fact that Samaritans and Jews despised each other. Loyola Academy, through its various extension and social outreach programmes aims at molding a Good Samaritan in all its students.

Inter-religious Understanding & Community in Diversity: Reflecting themes from the Second Vatican Council, the 34th General Congregation of the Society of Jesus made a significant commitment to ecumenical and inter-religious engagement and understanding. As Loyola Academy comprises a wide variety of religious traditions, the Inter faith Forum and the Campus Ministry of the college supports Roman Catholic, Protestant, Orthodox Christian, Hindu, Muslim, Sikh, Jain and Buddhist student groups.

Contemplation in Action: St. Ignatius believed that prayer and reflectivity should so guide our choices and actions that our activity itself becomes a way of entering union with and praising God. Contemplation is a critical dimension of the spiritual life and it is reflected in Loyola Academy's commitment to daily prayer, Eucharistic worship, and retreats. Analogously, in the academic life, Loyola Academy believes that a spirit of reflectivity is a critical aspect of intellectual inquiry.

Sustainable Development: Sustainable development can be classified as development that meets the needs of the present without compromising the ability of future generations. Loyola Academy views "the term 'sustainability' as humanity's target goal of human-ecosystem equilibrium (homeostasis).

Forming Whole Persons of Solidarity for the Real World: Unity of Heart, Mind and Soul God created our mind, heart and soul to exist in cohesion with one another. Developing the whole person and integrating all aspects of our lives into an unwavering expression of character and heart is central to Jesuit pursuit. Therefore, Loyola Academy places emphasis on developing the whole person and integrating all aspects of their lives. The result of this kind of a unison is a whole person of solidarity for the real world.

Women and Men for and With Others: Being engaged in community is a core value of the Jesuit tradition urging that all men and women should share gifts generously, pursue justice, and show concern for the poor and marginalized. Loyola Academy believes all people will have a responsibility to make the world a better place for one another and a responsibility to care for one another's humanity by helping it flourish. Loyola Academy uses this value to broaden students' understanding of cultural and global differences and increase civic engagement.

Forming & Educating Agents of Change: The Jesuit tradition believes in teaching behaviours that reflect critical thought and responsible action on moral and ethical issues. Instead of shying away from using intellect or growing in their understanding, they apply critical thought to every pursuit, as it works together to illuminate a perspective of the world and culture around them. Loyola Academy achieves this end by teaching behaviors that reflect critical thought and responsible action on moral and ethical issues.

i. Plurality of culture and unity in mind and heart:

The Ignatian process in learning allows pluralism. There are many ways to reach God. One's experience springs out of his/her individual histories, contextualized in a culture and communicated to others in concrete actions of faith and service. Communication with others here in India leads to dialogue with cultures, religions, and languages of India. The teaching and learning in Jesuit institutions in Andhra Province, must be understood in the context of multi-cultural, multi-religious, and multi-lingual fabric of Indian society. Students during their stay in a Jesuit College understands, appreciates other religious, culture, customs, and languages ultimately standards become the other centered person.

j. Forming innovations:

1. Jesuit education evolves a process of learning based on The Exercises that begins with freeing of persons from biases and guides one to make life's choices by discernment.
2. The learning makes the student have inner freedom. This process enhances the person who learns to form his/her character with competencies that are measured in the ways by which it has contributed to society at large.
3. The nature of freedom gained in this way breeds innovation.
4. Innovation involves new ways of understanding social problems and creates new ways of solving them. Innovation is one of the key competencies that students build in the process in Jesuit institution.

IV. POLICY ON GOVERNANCE

"The complexity of a Jesuit College/university college can call for new structures of government and control on the part of the Society to preserve its identity and at the same time allow it to relate effectively to the academic world and the society of which it is part, including the Church and the Society of Jesus. More specifically, for an institution to call itself Jesuit, periodic evaluation and accountability to the Society are necessary to judge whether its dynamics are being developed in line with the Jesuit mission. The Jesuits who work in these colleges/ universities, both as a community and as individuals must actively commit themselves to the institution, assisting in its orientation, so that it can achieve the objectives desired for it by the Society (GC 34: 412)."

Levels of Decision Making for the institution:

A. Governing Body:

Every higher education (HEI) shall be headed by an effective Governing Body, which is unambiguously and collectively responsible for overseeing the institution's activities, determining its future direction, and fostering an environment in which the institutional mission is achieved, and the potential of all learners is maximized. In the recent past more autonomy to institutions and increased focus on institutional policies implies that institutional governing bodies are becoming central actors in developing strategies for colleges. The management of the Society shall vest in the hands of the Governing Body. Loyola Academy has the policy that the chairman (Provincial) heads the governing body and the Governing board by the Vice chairman (Superior).

Ref. Service rules for the functions of the governing body

B. Governance at the institution:

Governance in Higher Education is becoming more and more complex and requires proper action and decision. It also makes every official or director of works not only interact with one another and share information with one another but also forces everyone in the helm of affairs take decision collectively and democratically without losing sight of Law of Natural Justice and principle of subsidiary.

Governance at Loyola Academy is about ensuring that the values the college aspires to are part of everyday life on campus. The management team works towards keeping an ideal atmosphere in the college to carry out its vision:

a. Objectives of General Body/ The Board of management:

1. The Jesuit community members come together for a joint reflection and discussion and make recommendations on policies and programmes and review their implementation. Through this they ensure that the orientation of Higher Education reflects the overall vision and the mission of the college.
2. The General Body Meeting strives to translate the vision of LA into concrete action plans.
3. The General Body Meeting provides an occasion for sharing of information on new initiatives taken, problems faced and issues to be tackled.

C. General Administration:

The Board of Management consists of all the members of the Loyola academy Jesuit teaching staff/ Community of the college. The House Consult which is the standing committee of the Board of Management has an important role to play in the college administration. More than the monthly meetings and the supply of regular information from the college, the Jesuit

Community gives the mandate to the different officials and evaluates their performance. Concrete steps are taken in this direction and the initiative comes from the officials themselves to involve the Jesuit Community in the process of administration.

Along with the submission of audited statements of accounts, wherever possible open and frank exchange of information and involvement of the Jesuit Community in the process of financial administration are done to make it a common and united endeavor.

The board of management and the community consult should be quick in uptake of the matters pertaining to the upgradation of the syllabus/ introducing new disciplines/ constructing new buildings/ building infrastructure in the college equipping labs with latest facility and software, improving the strength in the college as per the signs of the time etc.

The board of management should resolve any issue that props up in the institution and make sure that it converts institutional vision into action.

The board of management should be smart in going through the GOs and the regulations of the state and update the polices or introduce the new ones as and when it is required.

The board of management should be able to retain the staff by promoting to different higher levels as per the norms of the policy.

Objectives:

1. It should Ensure the institute's orientation in line with its objectives.
2. The board of management monitors its effective functioning, administrative and academic efficiency.
3. It exercises the financial control over the institute; it approves the annual budget and monitors the institute's income and expenditure; for any extraordinary expenditure not foreseen in the budget the prior approval of the managing committee should be obtained.
4. It ensues smooth working relationships and effective flow of communication within the institute and vis-à-vis the Jesuit Community.
5. The board of management meets at least once in a month or once in two months. The agenda for the meeting is circulated well in advance to the members. The minutes of each meeting are carefully maintained and approved at the following meeting.
6. The board of management along with the principal has the overall responsibility for the academic and extension programmes of the institute and the admission of students.
7. The Board of management along with the principal and the correspondent has overall responsibility for the finance of the institute.
8. The Provincial during his visit convenes a meeting of the correspondent., principal, procurator and the vice chairman/ with the members of the House Consult for a review of the functioning of the college.

V. POLICY ON HOSTEL ADMINISTRATION:

Loyola Academy provides hostels both for boys and girls. It is a place where students usually live and which is managed by the hostel directors or wardens.

A. Aim:

1. To provide a home for students and to help new arrivals to become adjusted to the new environment.
2. To offer the right atmosphere for study and interchange of thoughts and ideas
3. To create awareness to social and moral values for improving the quality of life through education
4. Hostel life teaches student to live independently, and how to deal with the other students and roommates.
5. Hostel life teaches also makes students more ambitious, those students who have stayed in hostels are more self-reliant and confident than other students.
6. In hostels students learn audacity, bravery, daring from other student, which may help students to face the practical life more confidently.
7. Hostel life is a mixture of different cultural backgrounds, where student learns to live with different cultured background people.
8. Hostel life change the way a student is, its effect on the personality behavior, thinking, and dressing and many more.
9. Hostel life teaches a student regularity and punctuality.
10. Its aim is to grow student emotionally, mentally, psychologically.
11. and physically.

B. Appointments & Objectives to fulfill:

The following persons shall constitute the Hostel administration: a) Principal as Chief Warden b) Warden and Other staff associated with the hostel administration. a) Ward boy b) Hostel Attendant (For girls' hostel) c) Supervisor, Electrician, Plumber and Driver (Attached with the office of Chief Warden). d) Sweepers

C. Chief Warden

The Principal is the ex-officio Director of all the college hostels. The Principal is answerable to the University and the Government on all matters relating to the hostel administration. He, therefore, keeps in touch with the hostel administration particularly in its major and serious events and transactions. The principal has to establish coordination with Wardens/Assistant Wardens of both boys' and girls' hostels for smooth running of day to day routine work of hostel. He has to maintain data base of students through the office in the college.

D. Warden:

1. The Director of the hostels are independent in the day-to-day administration of the hostels. They make admissions to the hostels and' plan the regular programme for the year in consultation with Assistant Director. The number of Assistant Directors is decided by the House Consult. All major decisions in the hostel are taken only in consultation with the Principal and the Superior. The Superior and the Principal are taken into confidence and are briefed on any serious developments in the hostel administration.

2. The financial transactions of the hostels are maintained in two separate account books. The first one contains all details of receipts and expenses connected with the dividing system of the mess. These accounts should be made available, if necessary, to the student representatives for verification. As this is a very special area of concern, strict supervision of the expenses is necessary and careful and transparent accounting methods are to be adopted.
3. The second account book has all details of receipts and expenses that are not connected with the dividing system of the mess. This is strictly the management account, and it includes all collections due to the management, like admission fees, establishment charges, guest room rentals, guest collections and all other miscellaneous collections. The bank account is to be operated by the Director and the Procurator.
4. All major expenses from the establishment charges and from other collections are done with clearance from the House Consult. Statement of accounts once in three months for both the accounts are made known to the Principal, the Secretary and the Superior. The hostel accounts are audited separately. The model considered suitable for accounting purposes, can be evolved by the consultation with the Director of hostel and followed.
5. All fixed deposits in the hostels are in the joint accounts of the Director and the Procurator. Disbursal of concessions and scholarships are done according to norms and guidelines given by the Superior. Loans to hostel workers are given if necessary, by the Director in a limited way.
6. The Director of the hostel can operate a bank account for cashing D/Ds of the mess bill, scholarship transformation, etc.
7. He/She should make regular visit to hostel for better interaction with the students.
8. The warden has to nominate the students for constituting various committees like mess committee, generator committee, discipline committee, sports committee etc.
9. The warden must supervise the working of ward boys, hostel attendant, sweepers and other hostel staffs.
10. The warden must solve the day-to-day problems of the students and deal with the acts of indiscipline of the students.
11. The warden has to ensure the quality of food in the mess.
12. They must maintain the various registers and ledgers necessary for smooth functioning of the hostel from time to time.
13. The wardens have to communicate with the parents/guardians of the inmates regarding progress/ indiscipline activity or misbehavior of the student in the hostel premises.
14. The wardens have to maintain overall ambiance of the hostel premises.
15. To ensure proper maintenance of the rooms and hostel premises.
16. To send advance information to the principal about the removal and addition of students.
17. To cater to the immediate minor requirements in the hostel

E. Assistant Warden:

1. To assist Warden in maintaining hostel discipline and all other works mentioned above.
2. To advise and guide in smooth running of the Mess i.e. display of the menu and maintaining the quality of the food.

3. To check the account of the mess regularly and countersign the entries in various registers maintained by the mess in charge.
4. To maintain the leave record of the students and to keep a watch on the In and Out register.
5. Regular visit to the hostel to solve the day-to-day problems of the students.
6. Heater, induction cooker etc. creating noise through loud speakers.

f. Strategy:

The hostel warden (He/she) should be guided with the functions of the maintenance of the hostels on Campus. For ladies hostel the superior can appoint a Religious sister or an educated person. The hostel wardens are to make sure the following requirements.

Hostel Setup

Create various categories of hostel rooms.

Create blocks & floors with details.

Registration

Register students/staff/ online.

Assign multiple students to hostels.

Student Account

Capture profiles of students

Maintain daily attendance records with entry and exit timings.

Room Allocation

View details of hostels, rooms, and student occupancy

Automatic room allocation based on room type and number of occupants in each room, waiting list & other parameters.

Add/Drop/Delete/Swap/Transfer students in each room.

Fee Payments

Manage hostel fees including deposits, expenses & refunds.

Maintain hostel bills collection, mess bills linked to student's hostel fees.

Vacation

Drop or transfer students when they vacate the room.

Delete student record from the database upon vacation.

Repairs & Maintenance Management

Automatically assign and track maintenance tasks to housekeeping staff based on requests.

Assign costs to repair works.

Visitor/Guest Tracking & Management

Capture and maintain hostel visitors' records.

Automatically generate hostel gate pass

Simple & faster check-in & check-out of visitors from premises

Mess Management

Create menu items & prices, control the cost & run the mess efficiently.

Access student information including mess joining, change & discontinuation, hostel room & warden.

Reports

Generate various kinds of reports on student information, discipline information, Warden information, Mess information, Fee collection and more.

F. Code of conduct in the hostel:

Smoking • Consumption of alcoholic drinks/drugs • Gambling • Intimidation or violence • Willful damage to property • Entering the hostel premises in intoxicated state • Moving in the colony sector or near the Girls hostel premises after 07:00pm. • Shouting and using abusive language in their own hostel or in other hostel premises and campus. • Employing unauthorized persons for personal work such as washing clothes, etc. • Cooking in room • Using immersion rods, electric kettle, electric iron,

VI. POLICY ON FUNCTIONS OF OFFICE BEARERS

A. Principal:

Aim: The principal of Loyola Academy should be competent, qualified, professional, SMART, academician, administrator, leader and task master to achieve the institutional development plans (IDP) and goals of the institution at each and every stage of its existence. An institution is bound to fail if the institution does not have a proper leader. Leadership is a must at each level of hierarchy for effective and purposeful management. The Principal is the leader and hub of the college management. A lot of power vests on him and the power brings responsibility. Responsibility to action and action to fetch the best result possible. He should be diligent and risk taking in order help the institution to progress from one stage to another. He is solely responsible for the maintenance of the quality and promotion of research in the institution. He should try to achieve desirable standards for the students and the staff.

Appointment:

The Chairman/Provincial appoints the Principal after verifying the qualifications and the required years of service from the candidate. The candidate should be responsible, Accountable on matters of academic administrative affairs of the institution.

Functions:

1. Participation in the teaching work, research, and training programmes of the College
2. Assisting in planning and implementation of academic programmes such as orientation courses, seminars, workshops., FDPs, skill acquiring courses and other training programmes for academic competence of the Faculty Members
3. Admission of students and maintenance of discipline of the College
4. Evaluate lesson plans, syllabus coverage, pedagogy and encourages to utilise various methods of teaching and evaluation.
5. Encourages ICT, LMS methods of teaching and training.
6. Serves as role model for students and staff.
7. Assumes the responsibility of the welfare of the students and the staff.
8. Risk taking and task oriented.
9. Delegates powers
10. Develops effective educational programmes.
11. Management of Departments, College Libraries, Laboratory, sports, clubs, NCC, NSS, Extension activities,
12. Assessments, Accreditations and Evaluations etc.
13. Observance of provisions of Accounts
14. Correspondence relating to the administration of the College.
15. Administration and supervision of curricular, co-curricular/extra-curricular or extramural activities, and welfare of the College, and maintenance of records
16. Observance of the Statutes, Ordinances, Regulations, Rules and other Orders issued there under from time to time.
17. Supervision of the COE office, moderation and assessment of answer papers and such other work pertaining to the Examinations.

18. Assessing and evaluation reports of the lecturers, their progress, academic, contribution and maintenance of Service Books etc.
19. Assessing reports of members of the non-teaching staff, maintenance of their Service Books and looking after the general welfare of the non-teaching staff
20. Observance and implementation of directives issued by Government, authorities viz UGC, Director of Education / Higher Education / University and other concerned authorities.
21. Assessing student progress from time to time
22. Assessing teaching learning and performance
23. Envisaging and implementing to start new disciplines.
24. Safeguard the interests of teachers/non-teaching staff members and the Management.
25. Timely submission of information / returns to different authorities viz. Government / University / University Grants Commission / Management etc.

Strategies:

1. The principal should be able to give priority to Personal values and integrity.
2. To know what the college is before the principal takes over the position.
3. Should be able to build trust and confidence within the staff and students and the college community. Should be confident and approachable. Should spend time to learn the mission and vision. Should be able to see the value and give praise for effective teaching and learning practices.
4. Should be able to establish caring, professional relationships with faculty, students, parents, and board members. Should listen carefully. Should be able to solve the problems related to academic administration.
5. To be inspiring! Should be able to deliver good talks and address the faculty, students and parents with speeches about noble educational possibilities, highlighting the college vision and mission. Should be able to create an enthusiasm and optimism to work together in creating future directions for the college.
6. Value the past. Should be able to take time to learn all that has gone on at the college before he arrived. Learn about the traditions, initiatives, successes, and failures of the college.
7. Should be able to remember that he is responsible for everything that happens in the college.
8. Empower students to make changes in their voice, choice, contribution, leadership, governance, and international partnerships. Support the staff and empower them with the latest knowledge and skills.
9. Develop highly effective teams; look for unseen talents in the staff and utilize them. Empower formal and informal leaders. Trust and delegate responsibility.
10. Establish a professional learning community in the college.
11. Research best practices for 21st Century teaching and learning and ensure the college has a professional development plan in place for teachers and parents. Quality teaching is the best way to improve student learning so help the faculty to be their absolute best.

12. Ensure focus on what is important rather than what is urgent every day. Research the college strategic plan and focus on what needs to be achieved to improve student learning including student engagement, student motivation and student well-being.
13. Surround with “can-do”, forward thinking people.
14. Define personal and professional goals each year. Revisit these goals weekly to keep focused. Include health, fitness, rest, renewal, and planned adventures in personal goals as these will help to be alert, focused and creative.
15. Remember that goal is to leave the college in a better place than it was. Be strategic, work with college board to create an innovative new strategic plan to drive the college successfully into the future.

B. Vice Principals:

The overarching duty of a vice principal is to assist with defining and enforcing policies and guidelines for students, and faculty of the college. Vice principals are heavily involved with administrative tasks and are responsible for carrying out the principal's decisions. Vice principals deal with disciplinary issues and motivate students and staff to be optimistic, creative, innovative qualitative and dynamic in all their walks of life.

a. Appointment:

As a rule, one of the Vice-Principals is Jesuit appointed by the vice chairman with the consultation of the Principal.

Any lay Vice Principal who has more than 8 years of service and who has adequate Ignatian values/charism and who knows the vision and mission of the institution in knowledge / practice can be appointed by the management. Staff who are willing to take part in Jesuit administration can be sent for training on Ignatian pedagogy and spirituality.

The number of Vice-Principals and Deans/ coordinators/COE/IQAC is decided by the principal.

b. Functions of the Jesuit Vice -Principal:

1. In the absence of the Principal, the Jesuit Vice-Principal is responsible for the running of the college.
2. The Jesuit Vice-Principal should work in close collaboration with the Lay Vice Principal (if appointed) and is mainly responsible for the general discipline of the students.
3. He oversees students' discipline, leave letters of students, late chit, coordinating student activities and orientation programme for newcomer's requirements of staff (teaching and non-teaching).
4. He monitors the attendance and regularity of the students. He is responsible for all that concerns their attendance, regularity, leave of absence, leave on duty, medical leave, late coming, absence without leave and discipline.
5. He supervises the student council election and its activities in close collaboration with the Students, council advisers and the Lay Vice-Principal(s). He convenes the council meetings two or three times a semester and looks after the council members.
6. He studies the results of the students and keeps in touch with the weaker students.
7. He also meets the parents of the students, weak in studies, to discuss the progress of their wards.
8. He selects the students for prizes and medals.

9. He approves the class tours and field trips of students in consultation with the Principal.
10. He visits the exam halls during internal tests and semester examinations.
11. He looks after the general discipline during functions.
12. He attends to the general needs of the girl students.
13. He identifies the poor students among the hostellers and recommends them for scholarships and concessions.
14. Blood donation by students and staff comes under his control. Care is to be taken in selecting the needy and deserving cases who request blood donation.
15. He keeps the Secretary informed of all the general facilities to the staff and the students like the canteen, furniture, electricity, drinking water and other requirements.
16. He meets the Principal regularly and keeps him informed of all developments. He is also in constant touch with the Heads of Departments.
17. The Lay Vice-Principal(s) works in close collaboration with the Jesuit Vice-Principal and they are responsible for the general discipline of students.

c. Lay Vice Principal:

He is responsible for Campus maintenance, students' discipline, leave letters of students, late chit, contingent staff, arranging for photos/video recording in function, electricity, noon-meal scheme (if applicable), conduct of Mid and End Semester Examinations, signing railway concession forms, signing bus passes, and permission for re-tests.

d. Strategy:

1. A Vice principal/Block in charge should display paramount leadership qualities, determination, confidence, and **strong** decision-making abilities. Because their job entails a range of duties, **assistant** principals must possess excellent communication, organizational, and interpersonal skills.
2. Monitoring playgrounds and other school sites; interacting with parents; coordinating student events; attending administrative meetings with or in place of the principal; and chairing the Student Study Team for Special Education Placement should be done by the vice principals on regular basis and prove to be the best available person to the students.

NB: Unlike the **principal**, the **vice-principal** does not have the decision-making authority that the **principal** carries.

e. Block-in-Charge:

He is responsible for academic matters, students' discipline, leave letters of students, late chit, exam, railway concession stationery, free attendance (OD), and Coordinator of elective courses.

B. Role of the Admission Officer/ Dean of Administration:

The Admission Officer/ Dean of Administration takes charge of the process of admission right from the beginning till it is finished. He works in close collaboration with the Principal. He along with the admission committee analyzes the applications of prospective students based on standard admission policies. Interview students to understand their objectives and background. Aid with recruitment activities, admission publications, and information sessions.

a. Appointment:

The Deans of Administration is appointed in Loyola academy to decentralize the professional and academic administrative system. They work to Plan and organize various co- and extra-curricular activities in particular lays a supportive role to the principal in matters of academic administrative functions of the college and applying for various projects that an institution can deserve from various government agencies, UGC DBT etc. The dean should know the Ignatian norms and values to understand the ethos of supporting a Jesuit institution.

b. Functions:

The Admission Officer sees to it that the following are done:

1. Admission work is systematized, decentralized,
2. Counselors are appointed to guide the students,
3. An Admission Information center is set up to disseminate information,
4. Keeps ready the online latest admission forms with corrections /deletions/ additions if any.
5. Announces the dates for filling up the online admissions.
6. Arranges with the help of COE admission test.
7. Prepares the mark sheet and sends it to the principal's office for the scrutiny by the Jesuit community.
8. Arranges interview boards with the help of the Principal.
9. The applicants are graded according to the marks obtained in Plus Two/UG courses.
10. They are also classified according to Religion and Community.
11. The admission committee decides on the cut-off marks for each category.
12. Decides for the students who are provisionally selected through the interviews to collect their original certificate and the fee collection at the college office and IOB.
13. Ensures with the help of the office staff to enter the names of the Selected candidates in the admission register and makes sure the same is entered in the ERP with the email- id, phone number and Aadhar card of the student.
14. Sends the name list to the concerned Vice-Principal/s, block in charge, HOD.
15. He makes sure that the attendance clerk in Vice-Principals office enters the name list of the students into the student attendance register.
16. Any change in the group/deletion of name from the college shall be brought to the notice of the vice principal and the clerk in charge.
17. All recommendations of the Jesuits are routed through the Superior. All recommendations of the staff /politicians/ government officials are routed through the Principal.
18. The Dean plays a vital role and supports the principal in matters of academic administrative functions of the college by applying for various projects that an institution can deserve from various government agencies, UGC DBT etc.

C. The Deans:

Dean is a title employed in academic administrations such as colleges or universities for a person with significant authority over a specific academic unit, over a specific area of concern, or both. Deans are academic leaders who have academic, programmatic, managerial, and

fiscal responsibilities for a college. Deans verify the adequacy of instruction, monitor academic integrity and are responsible for student recruitment, admission, and academic progress etc.

c. Appointment:

The Deans are appointed in Loyola academy to decentralize the professional and academic administrative system. They work to Plan and organize various co- and extra-curricular activities. Manage, and act as Faculty Advisor for Students events including resonance, college day, parents' teacher day, sports meet etc., coordinate dates, timing, preparation almanac, syllabus, and budgets and provision of funds.

d. Functions:

1. The Dean's Office has a well-established structure with computers, printer, and other facilities.
2. There can be a Dean of Administration, Dean of Academics, Dean of Science, Dean of Arts, Dean of commerce, Dean of cultural activities, Dean of discipline etc.
3. They plan, coordinate, supervise and arrange the meetings of the following: Governing Body (If applicable), Academic Council, and Boards of Studies of all Departments, Finance Committee, Planning & Evaluation Committee, Curriculum Development Cell and Research Cell, functions, extracurricular-cocurricular activities with the help of HODs etc. The minutes of these meetings are maintained in the Dean's Office.
4. The agenda and the minutes for the weekly meeting of the Heads of the Departments and for the monthly meetings of the College Council are prepared by the Principal and the concerned Dean.
5. All the Research Departments and the Research Scholars deal with the Principal and the Dean's Office. All grants received by them are handled in their office and they deal with all communications and announcements in this regard.
6. The Respective Dean's Office deals with the files relating to AIACHE, XAVIER BOARD, JEA/JEHESA, the Principals' Association and the Managements' Associations.
7. All deputations of staff members to different programmes, staff participation in seminars, meetings, conferences and programmes within and outside the college are arranged in the Dean's Office.
8. Visiting commissions from different agencies like the Government, the University, the UGC, the NAAC, and others are received by them. They also take up the preparation and the follow-up measures to these commissions.
9. Supervision of the Extra-Departmental Courses and the maintenance of their accounts are done in the Dean's Office.
10. Preparation of Annual Report, College Calendar, Staff Seniority list is entrusted to the Dean's Office.
11. The syllabi for UG/PG courses are revised once in three years. This work is completely done by the Dean's Office.
12. The preparations of prospectus and application forms for various courses are supervised by the Deans. Applying to the University for new courses / additional seats are handled by the Dean's Office.

D. Head of the Department:

The prime role of the Head of an Academic Department is to provide strong academic leadership. The Head of Department is required to lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities.

e. Appointment:

The HODs or any other administrative posts are appointed by the Principal/ management to facilitate the decentralization and for the smooth functioning of academic and administrative works. They shall be having good reputation both among the staff and the student community.

The suggested names are considered and finalized by the principal and can be informed the Jesuit management.

f. Functions:

1. Allotment of workload to teaching and non-teaching staff for each semester.
2. Preparation of timetable for each semester by constituting a committee of three staff members.
3. Looks after the day-to-day administration of the academic work of the department.
4. Forwards CL, ML and OD of teaching and non-teaching staff to the Vice Principal and directs it to Principal and ensures the work adjustment.
5. Constitutes a committee of three staff members to finalize the list of scientific equipment's and books to be purchased under Science fee Account and UGC Grant and forwards the priority list to the Principal for ordering.
6. Maintains a stock register and takes steps for stock verification every year.
7. Initiates steps for the upkeep and maintenance of scientific equipment's once a year with the prior approval of the Principal.
8. Prepares a list of equipments (not in working condition and beyond repair) to be discarded.
9. Monitors the Association activities, Seminars, workshops, Endowment lectures and participation of students in academic activities organized by other Institutions.
10. Forwards the students' educational tour plan to the Principal.
11. Issue's letter of certification and consent to students for field visit / training programme / project work.
12. As the Chairman of the Board of Studies, suggests names of experts to be members of the Boards of Studies, suggests names of external examiners for various subjects to the Controller of Examinations.
13. Undertakes steps for the revision of UG and PG syllabi when due.
14. Collects the question papers for the mid-semester and the end-semester tests and forwards them to the Principal / Controller of Examinations.
15. Checks the semester examination question papers.
16. Suggests names of examiners (Department Staff) for arrear examination and supplementary examination to the Controller of Examinations.
17. As a member of the Academic Council presents the report of the Board to the Council.
18. Views of the department staff and his own views on academic matters and student strength

may be presented to the Principal.

19. All kinds of requests of department staff may be submitted through the Head of the Department.
20. Prepares the total workload of the Department as per Government norms.
21. Reasonable suggestions of Heads on departmental matters must be given due consideration.
22. The Chairman for the semester PG and UG Valuation Boards shall be the HoD or department staff in the LSG grade recommended by the Head of the Department.
23. Functions as a member of the Staff Selection Board.

E. Library Director:

Director of Libraries work involves responsibility for the management of a library collection and for the provision of library services to Students, staff and its stake holders. Duties include policy recommendation, departmental planning and direction and administration of library activities.

g. Appointment:

The Library Director is appointed by the Jesuit Superior in consultation with the principal and the Librarian can be appointed by the correspondent after following the norms of the interview. They shall be having good reputation both among the staff and the student community.

h. Functions:

1. He is the representative of the management in the library.
2. He is overall in charge of the entire library.
3. He must arrange along with the Librarian, the planning in the library.
4. He signs along with the Librarian all the notices meant for the staff and the students.
5. He must see that discipline is maintained in the library.
6. For any ordering of books or any item of furniture in the library, the Library Director's consent is necessary.
7. He signs all bills and checks whether the books ordered were bought or not.
8. The granting of leave to the management staff is done with his consent.
9. For any staff appointment to the library and for any staff transfer from the library his consent is necessary.
10. The Librarian brings to the notice of the Library Director any change in the normal functioning of the library e.g., if the number of volumes lent is more than allowed by rules.
11. He has to check whether the functioning of the staff in the library is satisfactory. If there are complaints against any staff in the library, he has to call them and advise them. If they fail to correct themselves, he reports to the Principal or to the Secretary.
12. His advice is sought by the Librarian for imposing or cancelling of fines.

F. Campus Treasure:

The Campus Treasurer is the Personal Advisor to the Principal & correspondent on financial matters. The Campus Treasurer's Office, comprising the Campus Treasurer and his clerk, work under the guidance of the Principal & Correspondent.

Appointment:

a. The campus treasurer is appointed by the Chairman/Provincial with the know of the vice chairman. He should know thoroughly to deal with the accounts, preparation of budgets etc.

b. Functions:**• Budget:**

1. The budget is prepared with the guidelines given by management.
2. Every Department prepares budget and submits to Campus Treasurer.
3. Campus Treasurer prepares master budget and sends it to the house consult and the house finance committee for its approval.
4. The Campus Treasurer sitting along with the Principal / correspondent finalizes the budget for the year.
5. Finally, budget of the entire institution is submitted to the house finance committee and house consult for its approval.
6. The house treasurer sends the consolidated budget to the Province Procurator by 10 February.

c. Current Expenses:

Accounts are to be jointly operated by the Principal and /Campus Treasurer and correspondent

Maintenance:

He gets the approval of the local Superior / house consult / house finance committee and executes the work.

d. Payments and Investments:

All Payments are only cheque payment. He sees that expenses above Rs. 1,00,000 are carried out after the permission of the local Superior and the house consult / Principal. Investments are not to be in individual name and only in nationalized banks. Ref.: service rules for the functions of the treasurer.

G. Role of the Controller of Examinations:

The right to design and execute an appropriate and effective method of evaluating the academic achievement of the students is central to the implementation of Autonomy of an Educational Institution. The Academic Community headed by the Principal has the ultimate responsibility for ensuring that the evaluation system is administered without any flaw. However, as a way of sharing of responsibility, the task of administering the evaluation system is delegated to an Examination Cell headed by the Controller of Examinations. The latter functions under the direction of the Academic Council and is answerable to the Academic Council of the College/Institute. He has an independent office with the required number of co-workers of various categories.

a. Appointment:

1. The Controller of Examinations may be a teaching Jesuit or a teaching lay Faculty. Normally a Jesuit is preferable given the nature of confidentiality to be maintained. In such a case, he is appointed by the local Superior in consultation with the House Consult. In the absence of a suitable Jesuit, a qualified and who is Loyal to the institution / College may be appointed as Controller of Exams by the Principal. An Assistant Controller of Exams may also be appointed following the same procedure. The term of office of the controller and the Assistant Controller will normally be for 3 years.
2. The persons chosen must be of proven capacity, with personal integrity and ability to maintain confidentiality. Though the Controller and the Assistant Controller of Exams are not entitled to any special privileges except for a monthly Honorarium to be paid from the Autonomy Fund as per the UGC norms, they may be given a concession in the teaching workload as are the Heads of the Departments at the discretion of the Secretary and the Principal.

b. Functions:

1. The controller of examinations shall equip with good equipment facility and infrastructure to maintain and keep confidentiality about the office management of the COE.
2. The COE Shall procure in advance all the question papers in sets (two/three/four/five etc) from HODs and print a question paper that is selected just before the exam. At times, the COE can give multiple question papers to avoid copying (Particularly when online exams are conducted)
3. Results should be published within 20 days of the last exam.
4. All the results should be displayed only through online.
5. Moderation rules to be followed as per the norms of autonomy given by UGC.

Ref: For the functions of controller of Exams Please refer to the service rules of Loyola academy.

H. IQAC Coordinator:

IQAC in any institution is a significant administrative body responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in institutions and colleges.

Objective: Quality is popularly defined as getting things right every time. Hence the main purpose of having an Internal Quality Assurance System is to build up a system for to improve the academic and administrative performance of Loyola Academy besides institutionalization and internalization of quality culture.

a. Appointment:

The persons chosen must be of proven capacity, with personal integrity and ability to maintain quality as benchmark of LA. The IQAC coordinator appointed can be one of the senior lecturers or a person who is loyal to the institution and he/she should take care of the above parameters. The coordinator may be given a concession in the teaching workload as are the Heads of the Departments at the discretion of the Secretary and the Principal.

The IQAC Coordinator or any other administrative posts are appointed by the Principal/ management to facilitate the decentralization and for the smooth functioning of academic and

administrative works. They shall be having good reputation both among the staff and the student community.

The suggested names are considered and finalized by the principal and can be informed the Jesuit management.

b. Functions: to

1. Develop quality benchmarks/parameters for various academic and administrative activities of the institution.
2. to facilitate and create a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
3. to arrange feedback response from students, peer group, self, parents and other stakeholders on quality-related institutional processes and dissemination of information on various quality parameters of higher education
4. organize institutional workshops, seminars on quality related themes and promotion of quality circles.
5. Acting as a nodal agency of the Institution for coordinating quality related activities, including adoption and dissemination of best practices
6. Development and maintenance of institutional database for the purpose of maintaining/enhancing the institutional quality.
7. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.
8. Preparing the college for NAAC by 1. Setting a documentation process in motion 2. Awareness creation and generation of confidence 3. Evolving formats for information and data 4. Stipulation of schedule for work 5. Drafting of quality status report Objectives of IQAC
9. To Collect and collate data from all the departments so as to enable the college to participate in National Ranking programs of the governmental & nongovernmental agencies and to extend to international agencies.
10. Regular conduct of meetings to share the inputs relating to decision making in the areas of Quality measures of the University.
11. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process in coordination with Dean Education.
12. Periodic revision of feedback forms
13. Documentation of the various programmes/activities leading to quality improvement.
14. Periodical conduct of Academic and Administrative Audit (AAA) and its follow-up.
15. Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.
16. The members should meet at least twice in a year as and when necessary.
17. To facilitate in the preparation of Annual reports.

Ref: refer to the service rules of Loyola academy.

I. NSS Coordinator:

The Programme Coordinator is the key functionary as far as NSS is concerned. Therefore, a dedicated and devoted Programme Coordinator can plan, execute, and evaluate the NSS activities in a proper perspective. The Programme Coordinator will execute all administrative and policy directives of the government, decisions of the State Advisory Committee and the institutional Advisory Committee. The NSS programme will be prepared in the light of the guidelines issued by the Government of India.

a. Appointment:

The Programme Coordinator may be appointed on short term contract for the period of three years extendable by one year further. No Programme Coordinator will be appointed on Permanent basis.

Functions:

1. To assist and guide the NSS unit for implementation of NSS programmes at college level.
2. To help in organising camps, training and orientation programmes for the NSS leaders.
3. To visit the NSS units for monitoring and evaluation.
4. To ensure implementation of NSS Regular activities and special camping programmes.
5. To bring out documents and reports on the achievements of NSS.
6. To visit different NSS units and camps for supervision, consultancy, guidance etc.
7. To ensure that the NSS programme is implemented as per NSS manual.

J. NCC Coordinator:

The objective of National Cadet Corps is to develop character, comradeship, and capacity for leadership among youth in India. NCC at Loyola Academy motivates the students with best training and the ideals of selfless service. The training inculcates team spirit, a sense of nationalism and it also helps in developing the overall personality of an individual. NCC parades are regularly conducted in LA Ground on every evening of working days and on Saturday from 7.00 to 11.00 AM as per Parade Schedule.

The NCC cadets actively participate in the Independence Day and Republic Day celebration in the campus. Annual Training Camp, Republic Day Camp (RDC - New Delhi), Inter Group Competitions (IGC), National Integration Camp (NIC) and special camps like Trekking Camp, Firing Camp are held periodically.

a. Appointment:

Any trained staff who has 'C' certificate can be appointed and be given guidance by the head of the institution to train the students following the objectives of the National Cadet Corps. The persons chosen must be of proven capacity, with personal integrity and ability to maintain good relationship and integrity with the NCC officials who visit the unit. He should be dedicated in training the students and helping them to participate in various activities conducted by the state and the nation at large.

The policy here in after shall be referred to as "Policy framework regarding Attendance, internal assessment & external evaluation, and promotion of NCC students in Loyola Academy Degree & PG College 2015, as amended on 25th March, 2015" and shall be implemented with effect from 25th March, 2015.

A) Attendance

1. All the NCC cadets shall be marked attendance of 20 days / semester for attending NCC camps on production of proof of the same in the form of letters of intimation from the competent authority.
2. In addition, those who are selected to play for the battalion in inter-battalion sports meets at the national level will be given condonation of attendance for the actual number of days of travel and participation.
3. those who are selected for Republic Day Camp / Republic day Parade will get the entire period of absence condoned, after having been certified by the Unit Officer, and approved by the Principal.
4. Those who are selected for any camp have to produce letter signed by the competent authority before availing leave of absence from the classes. The letter should be countersigned by the in-charge of the local unit and the Principal.
5. In case, due to any justifiable reason, a cadet cannot produce the letter in time, he or she should present the letter from the competent authority within three days of returning from the camp / program.

B) Continuous Internal Assessment

1. The cadets who miss internal examinations (both theory and practical) which includes weekly test, mid-semester, or pre-finals will be allowed to appear for the same on later dates as approved and decided by the Controller of Examinations, and practical with due information to the HoDs of the concerned departments.
2. A grace mark of 5 in each subject in theory as well as practical in internals (continuous internal assessment) will be awarded to those who take part in state level and national level campus, as well as inter battalion sports and games meets.

Weightage of Internal Marks for NCC Students

Policy framework regarding Internal Assessment & Evaluation for National Cadet Corps students.

Internal Assessment and Evaluation

A) No student admitted under NCC and who represent the state, and the country level NCC camps shall be detained in Internal examinations and all possible instruments should be engaged which Includes Assignments, viva etc. to make up for shortage of Internal marks.

B) Those of the National Cadet Corps students, **INTER UNIT COMPETITION, INTER GROUP COMPETITION & NATIONAL LEVEL COMPETITION, INTER NATIONAL LEVEL COMPETITION LIKE MOVLANKAR NATIONAL SHOOTING CAMP, REPUBLIC DAY CAMP (RDC), TSC & YEP** and could not attend their internal assessment examinations, will have to write the internal Pre-final examinations for the semester. As recommended by the Commanding Officer, Associate NCC Officer & Principal, Sufficient flexibility to be adopted in the conduct of these examinations on a case to case basis at the discretion of the Principal.

C) Pre-final in each semester is a must for all those Cadets who miss the other internal examinations due to CAMPS. In exceptional cases, if they miss pre-final as well, will be permitted to write pre-final examinations and the marks will be weighted for assignments, viva, weekly tests, and mid-semester, on the basis of pre-finals marks for both theory and practical. However, for internal practical weightage, submission of record book for the concerned subject

is compulsory.

D) Re-exam shall be conducted for those who miss internal weekly, mid-semester, pre-final and internal practical examinations on account of their participation in CAMPS which include **INTER UNIT COMPETITION, INTER GROUP COMPETITION & NATIONAL LEVEL COMPETITION & CAMPS** by the Associate NCC Officer & Commanding Officer approved by Principal.

Functions: Ref. NCC Manuel

K. Placement Officer:

Placement officer assist students and coordinate with the institution's staff and their daily duties range from examining job descriptions and employment ads to helping students complete the hiring process. Working as a placement officer takes someone with a human resources background who likes helping people plan and develop their careers. While they sometimes travel to visit employers or attend hiring events

a. Appointment:

Loyola Academy is a semi-professional college and the departments in Loyola Academy are mainly started with the intention of providing jobs for the students. The appointment of a placement officer by the management is done mainly selecting a candidate who is interested in the affairs of the college and students and who maintains a good rapport with national and international companies suitable to all the students of various disciplines of the college. He /She should work round the clock in the campus/college for the welfare of the students in motivating them on how to prepare for the best placements in the nationally or globally reputed companies.

b. Functions:

1. Placement officers conduct seminars workshops, to help the students learn the skills, abilities, and credentials which employers seek from graduates and postgraduates.
2. They help the students to create their resumes and cover letters, find internship or externship sites, and apply for jobs in their fields are all part of a placement officer's duties. They also provide mock interviews to give students practice answering common questions and provide information about companies hiring in the area.
3. They should have strong relationships with companies where students can do internships or externships or visit for job shadowing. They also recommend students to these companies/employers after they learn what skills companies prefer from candidates.
4. They plan campus hiring events like job fairs gives students exposure to potential jobs and helps local companies find suitable candidates. Placement officers use their knowledge of job trends and the employer network they have built to bring a variety of employers to the school for a successful event.
5. Placement officers run background checks on students who seek internships or externships to verify students have the prerequisite education and meet all additional requirements for these companies' positions.
6. Placement officers need a passion for helping students succeed professionally and strong networking skills to coordinate with potential employers.

L. Strategy For all the Deans, Coordinators, Block in charge's, HODs & Staff:

1. The strategy is to train the student who join Loyola Academy to come out with flying colours by giving the best teaching, learning evaluation and research skills to each student.
2. To accomplish the goals of the student each staff must work tirelessly acquiring latest skills in their profession.
3. To nurture the student giving full confidence and attendance through mentoring and counselling.
4. To be responsible for each student whom the faculty teaches
5. To be a role model in all walks of life of the student
6. To help the student the spirit of serving others and the neighbourhood.
7. To inculcate the best practices in the mind of the student.
8. To be loyal to the institute in achieving its vision, mission and aims and aspirations.

VII. LOYOLA ACADEMY STAFF APPOINTMENT POLICY:

A teaching faculty in higher education is not a dictating machine but a facilitator who identifies the learning ability of the learner and accordingly designs the curriculum and the methodology to deliver the content. Hence proper selection of a lecturer is of greater importance in the process of educational endeavor. Loyola academy selects its staff following the procedure of the policy and trains and motivates them to be the useful knowledge disseminators to the student fraternity.

A. Staff Selection and Appointment:

The selection of a faculty in a Jesuit College guarantees the continuity of the vision of Jesuits:

1. It will ensure a fair selection of candidates as per the requirement of the staff and the regulations of the UGC to be followed.
2. It will make the staff (Jesuit and lay) feel that they all belong to one Jesuit management of Loyola Academy with common vision, mission, and objectives.
3. The Provincial assigns the Jesuit Principal & and the correspondent appoints. Whereas the teaching Jesuits appointed in the college come under the supervision of the principal and they are appointed by the correspondent. The Jesuit vice principals are assigned by the Jesuit management of LA and the appointment is given by the correspondent.
4. The interviews will be held in the college for which the posts have been advertised.
5. The interview board for the selection of the staff consists of the following members: The Correspondent, the Principal, Dean of Academics, the Head of the Department concerned and one external expert from the University.
6. The selection of candidate is based on her/his merit, ability, outlook, excellent communication, skills (ICT, LMS) vision and suitability for the post.
7. Candidates with NET/SET/JRF/PhD (fulltime/part time) and the number of papers published in peer reviewed journals prescribed by UGC and the books published, teaching experience, by the candidate should be considered and should be given priority accordingly.
8. Towards the empowerment of women, the appointment of Catholic/Christian woman staff is given due weightage to the extent of 25% or more of the total staff strength.
9. The staff selected and appointed should be given a thorough orientation about the vision, mission, goals and Ignatian pedagogy and should help them to follow the rules and regulations as per the service rules.
10. In the recruitment of the staff, we adhere to the qualifications prescribed by UGC. Above that we also give priority to the minority Catholics based on their qualification

The weightage for above factors is inbuilt into the break-up of marks for the interview.

Knowledge of the Subject			Teaching Skills: 30					Total
			Presentation		Clarity	Communication		
20			10		10	10		50
Catholics/ others	Communication & Subject	Skills acquired	SLET/NET besides Ph.D.	Authored Book	Edited Book	Paper Published	Teaching Experience	Total
15		1-5	1-5	1-5	5-10	1-5	1-5	

B. FDP Vacancies: (Aided staff only)

1. We are permitted to relieve the staff on FDP only when qualified staff is selected for appointment in such vacancy.
2. The University Grants Commissions pays the substitute salary.
3. Till such salary for FDP substitute is received, subsistence monthly salary may be advanced, and it must be recovered as and when the salary is received from UGC.

C. Orientation

1. Persons appointed against sanctioned posts/vacancies shall be placed on probation/temporary for a period of two years.
2. Such temporary/probationary staff is liable for assessment/termination at any time during the probation/temporary without any prior notice and without stating any reasons.
3. When the performance/conduct is found unsatisfactory at any stage she/he can be relieved from service.

Probationary/temporary staff will be made permanent on successful completion of probation/temporary for a continuous period of two years within a span of three years. Then an order of confirmation is issued by correspondent after duly assessing the academic performance, conduct and character.

D. Attendance Register:

1. Three attendance registers shall be maintained, one for persons employed under government aided posts one for unaided regular staff, the other is for temporary or on probation. Posts.
2. Aided attendance register shall contain the names of all teaching staff appointed against the posts sanctioned by the government for the grant-in-aid.
3. The unaided attendance (regular and temporary) registers shall contain the names of all teaching staff other than those indicated above.

E. Termination- Removal-Dismissal.

In case of staff in grant-in-aid s/he can be relieved from duty/service by giving three months' notice or three-month salary on either side.

When the management observes that a grant-in-aid in the sanctioned post needs to be either removed or dismissed on disciplinary grounds or mis-conduct / mis-behavior / unsuitability for continuance in service, the management removes/ dismisses him / her after calling upon the delinquent employee to that course of allegations / charges and in cases where conduct of an enquiry is necessary to prove the allegation / charges and or thereby provide her / him a fair opportunity to defend herself / himself.

In cases where the public interest or the interest of the institution is at risk or endangered the management has the right to place the delinquent employee under suspension for a period of 15 days pending disciplinary proceedings (ex. domestic enquiry) and pay her / him a maintenance allowance at the rate of 50% of her / his basic salary during such period.

F. Appointment of the Headship:

As far as the headship of the department is concerned the headship is a pivotal position which conveys the efforts of the development of the departments. Hence it is highly expedient and essential to appoint a person of eminence in academics and efficient in administration. The

management has the right to choose the person of such eminence and efficiency as HoD. This, however, will not hamper the policy of the management to designate appropriate persons by rotation (three to five years). The management has the right to relive and appoint another person as HoD if he/she performance is not up to the mark. HoD position can be given to any competent person who is capable.

G. Appointment of Non-teaching Staff:

1. Any candidate seeking appointment as a non-teaching staff should submit the application with relevant particulars.
2. The Correspondent will conduct the interview and select the candidate for the post of Non-Teaching Staff.
3. The Selection Committee consisting of the Principal, correspondent, and Jesuit Nominee will interview the candidates and select a suitable person.
4. The correspondent will issue the appointment order.
5. The appointment of non-teaching staff is based on probation for two years and at the end of completing the probation satisfactorily, the staff/employee is confirmed in her/his job, otherwise s/he is relieved from duty.
6. The service conditions of the non-teaching staff are as prescribed by the Government and according to the rules and regulations laid by the management from time to time.

H. Training & Development:

1. The non-teaching staff should also share the vision, aims and objectives of the Jesuit institution. For this purpose, opportunities are provided to attend seminars, workshops, and training programmes according to their requirements.
2. Opportunities are also given to them for self-development and professional advancement.

The inclusion of on-going formation of teaching faculty and non-teaching staff is one of the major conditions for enabling them to be effective staff in their respective academic and administrative positions. This on-going formation not only begins from the entry of a staff but also in every academic year and in every phase of career advancement of staff in the form of workshops, trainings, and qualifying examinations along with regular input on Ignatian pedagogy. This formative training is an essential component for a lay staff to become a collaborator in realizing the Jesuit Charism in higher education.

NB: Termination rules are applicable for every staff / employee who are given appointment by the correspondent through the interview board.

VIII. STAFF CLASSIFICATION POLICY DOCUMENT

The Staff Policy Document is prepared to make all staff working at Loyola academy aware of rules and regulations that govern their working in the institute. The policy is effective from January 1978 and at January 2019 and now April 2021. It is expected that staff members strictly adhere to the rules and regulations spelled out in this document. The management reserves the right to change/modify the policies as and when necessary and apply their discretion in specific cases.

A. Classification of Employees:

At Loyola academy employees are classified on a functional basis to optimize institutional efficiency, while clearly distinguishing authority and responsibility at each level.

Employees are broadly classified as:

B. Teaching Faculty: It comprises of persons who are involved in teaching /Research at the institute on a full-time basis i.e. all whose salaries are paid on a monthly basis.

C. Eligibility Criteria:

- Must be completed UG & PG in respective branch with first Class. * These qualifications are subject to change as per AICTE norms A full time faculty may be: I. Regular: The faculty member approved by UGC and has completed two years in probation.
- Ad-Hoc: The faculty member not approved or in the process of approval or approved with one year ad-hoc approval by Osmania University and yet not completed two years in probation.

D. Administrative Staff: It comprises of Principal, Vice Principal

Teaching Staff: Deans, Coordinators, Counsellors, HODs, and the Lecturers employed for the teaching, learning and research purpose etc.

E. Office staff: Stores and Purchase Officer, Medical officers, Executive Assistants, Hostel Director, Accountants, Assistants, Clerks, Data Entry Operators, and receptionist.

F. Supporting Staff: It comprises of Lab Attendants, Peons, Electricians, Drivers, Watchmen, Sweepers, Gardeners, Plumbers and Assistants to Hostel Directors and Book-lifters.

G. Teaching Load:

The teaching load in hours (minimum) is assigned cadre wise to each faculty as per his/her post and position as follow:

- a. Head: 16
- b. Block In charges: 14
- c. Dean / Coordinators: 14
- d. Lecturers: 23

H. Discipline:

a. Dress code and ID-card: All the staff should wear ID Card regularly. The Female staff should wear Saree/salwar kameez and Male staff should wear formals every day. If any staff member is found not in dress code, disciplinary action is taken against him / her. Initially verbal warning is given to the staff member. If repeated incidences occur written letter is issued to him/her.

- b. Reporting on duty upon arrival:** Everyday staff members are required to register their attendance in the attendance register as well as Biometric system.
- c. Late Arrival:** Staff members are expected to report on duty 15 Minutes prior to reporting time on all working days. 15 Minutes delay is permissible. Only two times late arrival of 30 Minutes is permissible per month with intimation to the Head of the department (or his/her deputy). For 3 late arrivals one day leave is considered. Repeated incidences of late arrival is recorded in personal file and attracts negative points in performance evaluation.
- d. Leaving the Campus before time:** In general, staff members are not allowed to leave the campus before the official working hours. The only exception to this rule is Special concession or On-duty leave. Authorized persons perform a random check, and the irregularities are reported to the disciplinary committee for further necessary action.
- e. On Duty Leave:** All staff members should fill up the printed-on duty form and take Head of the Department / appropriate authority's authentication and submit the same to Principal for approval. The form, duly approved and signed by Principal should be submitted in college office for records. In case of Head of the Department, the On-Duty form should be submitted directly to Principal for approval. The On-Duty form must be accompanied by suitable proof. Such proof must be submitted to college office within two working days. The late submission of proof is treated as leave for applicable period. In case where proof is not available, it is the responsibility of the sanctioning authority to judge the genuineness of the case.
- f. Confidential Information:** Some employees handle confidential information as they perform their duties. Such information is not to be discussed or made available to anyone until it has been approved for release by proper authority. Any person found using such classified information invites suitable disciplinary action against him / her depending on the severity of the matter.
- g. Outside Employment:** Employment outside the Institute is not permitted except in cases where such employment does not interfere with the regular and punctual discharge of duties and responsibilities of the institute. The employee must discuss with the Head of the Department before indulging in any outside employment to be sure there is no conflict of interest. Use of institute property in such endeavors is prohibited. An employee must seek written permission of the Management before taking up any kind of employment.
- h. Leaves:** All employees are entitled to 15 days of CL, or part thereof, in a calendar year depending on the date of joining.
1. CLs are to be used at the discretion of the employee, subject to the approval of the Head of the Department/Vice Principal/Principal/ Correspondent
 2. Unused CLs do not get carried over to the subsequent calendar year under any circumstances. CLs entitled to employee for the year can be availed proportionately in the same calendar year.
 3. Not more than 2 CLs can be availed in continuation.
 4. The Holidays or Weekend days that are sandwiched in the CL duration are counted as CLs. CL can be taken for half day also.
 5. Casual Leave must not be Pre-fixed or suffixed to vacation or any other type of Leave, except OD.
 6. In case of emergency (Like accidents/deaths/fatal ailments) telephonic intimation is acceptable to reporting authority and not through the subordinate.

7. All CL forms must necessarily be sanctioned by the concerned Heads of the Department and further submitted to Administration office Department and vice Principal. CL of Head of the Department is sanctioned by the Principal.
8. Permission to be sought from the head of the institution before availing the leave and follow the procedures. In case of accidents or Covid positive cases, information should be given to the principal immediately over the phone and leave should be applied when the staff rejoins the college.
9. Medical leave is not entitled in Loyola academy. However, it can be dealt by the correspondent with the consultation of the principal from case to case.
10. Maternity leave can be given for 60 days / two months.

IX. POLICY ON SELF-FINANCED COURSES

Loyola Academy offers unique Self– Financing Courses with the prior permission obtained by the parent university and the state council of Telangana and these courses started by Loyola academy without grant-in-aid from the government. Salary for teachers and non-teaching staff and expenses for conducting these courses are to be met from the collection of fees from the students.

1. Background to Start Self-Financing / Unique Courses:

1. According to the need of the time and in context of the Andhra and Telangana Government stopping grant –in- aid courses from 1996, the only way to start innovative / job – oriented courses and to take care of our stake holders demand is to go in for self – financing courses.
2. The National Assessment and Accreditation Council (NAAC/NBA) assesses the academic and extension programmes of their growth vertically every five years. One of the parameters by which NAAC/NBA assesses colleges’ quality, access and excellence is the start of number of new relevant, innovative, skill oriented, research based, broad based, value based and community-oriented courses.

2. Procedure to Start New Courses (Rationale to Start New courses):

When the management thinks in terms of starting a new discipline or adding an additional section to an existing Discipline/ course, it is necessary to reflect on the long-term implications and commitment - financially, personnel-wise, and also space requirement-wise. At the same time keeping in view of NEP2020 and the latest trends which include quality, equity, access, multidisciplinary Loyola academy should increase strength of the college in order to transform from Autonomous-to-Autonomous Degree granting colleges to Teaching intensive Universities thereupon.

1. The New disciplines that Loyola Academy envisages should have long shelf life and useful to the student community both in getting good placements/ to pursue their lifelong goals or go for higher studies or to become creative entrepreneurs.
2. Hence, before starting anything new, it is better that many people (stakeholders) are involved in the discernment process, the long-term implications are clearly foreseen and spelt out and the real benefit to the students is assessed objectively.
3. Keeping these in mind the following draft policy is being proposed for reflection and discussion.
4. This policy is applicable to Higher Education or Vocational Education or ODL

3. Areas to Be Looked Into:

While applying for permission to start a new Discipline or a new section for an existing course, a thorough feasibility study looking into all aspects of the proposed new Discipline or additional section, including the following:

1. The justifying reasons or the real need for starting a new Discipline or an additional section.
2. The employable skills and employability or pursuing higher studies promoted by such a discipline/ additional section.
3. Availability of any scholarship or subsidy from the Government or from other sources for the students who may be joining the new Discipline or additional section.
4. A scientifically/professionally substantiated market demand study for the proposed course additional section.

5. Financial viability and sustainability for the initial period (first 3 years) the amount required, the amount that can be generated locally, the financial support/grant available from other sources, etc.
6. Personnel requirement and their sustainability the number of additional staff required, the sources for their salary at the initial period (3 years).
7. Space requirement: the amount of space required, both in the Institution and perhaps also in the hostel for accommodating the students; the availability of the required space or the cost and the sources of fund for creating the required new space.
8. However, in order to increase the strength facilities, have to be created by the management to meet the demands of the signs of the times at war footing.
9. The management must consider new NEP policy and its demands and must wake up to stand the odds that the institution is going to face.

4. The Procedure:

Before starting a new discipline or an additional section to an existing course, the following procedures are to be followed.

1. Since starting a new discipline or an additional section in the existing course has a long-term implication for the community both financially and also personnel-wise, the Jesuit community and its superior should be actively involved in the discussion and discernment about the desirability and feasibility of such a decision. Finally, the Principal can take a step forward in starting the new discipline/additional section. In starting new disciplines, the principal should take an upper hand in briefing the community about the viability of the discipline.
2. In addition, the lay staff members in the respective department/area should be actively involved in making a thorough study of the proposed new discipline/or additional section to an existing discipline, considering all the implications and consequences and listing both the advantages and the disadvantages.
3. After fulfilling the two conditions of procedure listed above, if the over-all opinion is in favor of starting a new discipline or an additional section to an existing discipline, an application is to be submitted to the principal through the dean of Academics and Dean of Administration.
4. The principal will brief the Jesuit management and places across the academic council and the governing body for the permissions to start new discipline or additional section.
5. The following will be the time frame:
 - a. The starting of new discipline or additional section should be thought of by the end of November and the syllabus has to be framed in the board of studies.
 - b. Once the syllabus and the viability of the Discipline is discussed the file should be ready to be placed in the academic council thereafter to the governing body. The intake of the students and the facility available or to be provided, the proposed fee structure should be discussed in the governing body.
 - c. After sufficient study, reflection and discernment, the governing body will announce their decision and the Principal will then take further steps accordingly putting up a file to the parent university for the permission to start an additional section or to start a new discipline.
 - d. Any autonomous college can start a new discipline/ apply for additional section after supplying the minutes of the governing body meeting to the parent university. Any

discipline intended to start should befall under the generic names of the UGC. It is not mandatory that the autonomous college should wait for the permission of the University. In case of delay of the permission the principal can start the new discipline or add an additional section provided that the autonomous due period has not lapsed.

NB: In case of AICTE courses/ students recruited through OU CET, should be dealt as per the norms of the AICTE and the OU norms.

- e. Thus, the starting of any new course or an additional discipline needs about five to six months to reflect, discern, and take a formal decision. Hence, all these steps are to be carried out in the previous academic year, so that any new course or additional section to an existing discipline can be started in the following academic year.

5. Guidelines for Staff Selection in Self-Financed Courses:

1. The correspondent is the appointing authority for all faculty members in the self-financed courses.
2. If the appointment is for less than ten months, the correspondent constitutes a Selection Board / if it is for the temporary post the correspondent decides for the panel by inviting a university nominee (Subject expert) and the observer and chooses a suitable candidate.
3. In case of promotion of the staff from temporary to permanent the correspondent decides for the panel by inviting a university nominee (Subject expert) and the observer and chooses a suitable candidate. The Correspondent keeps in mind the rules of parent university /AICTE/UGC, management in appointing the regular or permanent staff. There shall be enough permanent staff for the self-financed disciplines.

6. Appointment and Acceptance:

The correspondent issues an appointment order in duplicate duly signed by him to the candidate selected as lecturer for a particular discipline.

1. The selected candidate signs the duplicate copy of the appointment order as a sign of his/her acceptance and returns it to the correspondent.
2. The appointment order specifies, the nature of the post, the period of temporary/probation, the scale of pay, due to him / her according to the terms and conditions of the management.
3. The office of the correspondent should make sure that all the originals of the appointed staff should be verified and two xerox copies along with the originals should take into custody by the office. The originals can be relieved upon the permission granted by the correspondent through a letter.
4. The correspondent is entitled to give service certificates to any staff at any time of the period.
5. The correspondent office should clearly mention about the leave rules of the college and promotion progress and the academic and administrative institutional contribution to the staff.
6. The correspondent should make it very clear apart from teaching hours the rest of the hours in a week (total of 42 Hours) the staff should utilize for the welfare and progress of the students and the institution.
7. Staff should be encouraged to do research and publish with cutting edge research papers & peer reviewed journals like Scopus index.
8. They shall be provided initially with seed money by the institution as per the policy to start

their research work and encourage them to write and pursue minor/ major research government projects in their field of expertise to support their seed money and continuation of the project.

7. Staff Categories for the Self-Financed Courses:

1. Category 1: Those who have cleared SET/NET or Ph. D. should be preferred.
2. Category 2: Those who possess MTech. Masters/PG qualification or as per the time-to-time guidelines of the UGC

8. Pay Scales:

1. All the staff who have cleared MTech, NET / SET or with Ph.D., shall be paid more than that is paid to the PG holders – say Rs.1000/- extra as per the norms of the institution.
2. All the staff only with Master's degree shall be paid a minimum of Rs.25,000/-per month as a starting salary/ as per the norms of the institution.
3. The staff employed on an hourly basis shall be paid Rs.300 per hour or according to the nature of the course and as decided by the management/ as per the norms of the institution.
4. The salary for the staff employed in teaching professional courses like MCA, MBA, M. Sc (Biotechnology) etc. shall be fixed by the correspondent/as per the norms of the management.
5. The Staff shall be encouraged to attend Refresher/Orientation Courses conducted by the University or UGC sponsored programmes and publish papers in UGC prescribed journals or conference publications. The staff can avail OD for attending international seminars to present papers.
6. If the staff publishes articles in national or international journals they shall be paid as an honorarium Rs.250/- for 12 months and if they publish papers in peer reviewed journals or Scopus index or UGC prescribed Journals they can avail Rs.500/- and if the impact factor is more than 5 the staff can be paid Rs.750 for the same. If the staff publish any kind of book that is useful to the student community or the institution or institutions, they can be given an honorarium Rs.1000/- per12 months. If the staff fetches foreign active MOUs, they can be granted 250 per each MOU for 12 months. If the staff Achieves patent Rs.2000/- can be paid for 12 months and if the staff is honored by any government agency for the contribution in the community service, they can be honored Rs.500/month and if anybody achieves meritorious awards/ national or international awards they can be paid Rs.250/500/1500 accordingly for twelve months.

NB: The college name should reflect in every paper they publish or book they release.

X. POLICY ON STARTING NEW COURSES

Loyola Academy seeks to develop courses and programmes of study that reflect the institution's values, goals and mission, that provide an excellent experience for students to learn, discover and fulfil their academic potential and also securing appropriate academic standards. Programmes will be relevant to external needs for high quality courses which equip students to find graduate employment, gain professional advancement or start up new businesses.

A. New Programs:

A new program shall begin with the submission of a detailed template explaining about the number of Core, Skill enhancement papers and discipline specific electives along with credits. This template will serve as the basis from which a full proposal will be developed.

A. Full Program Proposal:

Once approved by the department curriculum committee and department faculty, the department head will forward the recommendations and along with the full program proposal to the dean of academics.

After receiving a confirming recommendation from the department head and the college faculty, the dean will forward all recommendations of the program to the principal. The dean's recommendation shall in all cases be accompanied by supporting documentation concerning:

1. The need for the proposed curriculum.
2. Supporting statements from the deans and curriculum committees.
3. Budgetary implications of the proposal.
4. Implications of the proposal for any support services not covered in the above (library, Space Committee, academic services, and computing).

B. Final Approval

The principal will initiate action after receiving a curriculum-related proposal and recommendations from the appropriate administrator and committees as defined in this policy, e.g., initiating dean, and the Academic Council.

If the proposal is presented to the Academic Council for a recommendation, after deliberation the Academic Council submits its recommendation for or against the proposal to the concerned university authorities.

C. Student Load and Credit Hours:

Credit or Credit Hour Definition: Credit or credit hour: A unit of measure representing the equivalent of an hour (60 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree,

Contact Hour Calculation: The actual amount of academic work that goes into a single semester credit hour is often calculated as follows:

1. One lecture, seminar, or discussion credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation.
2. One laboratory credit hour represents 1 hour per week of lecture or discussion time plus 1-2 hours per week of scheduled supervised or independent laboratory work, and 2 hours of

student preparation time. Most laboratory courses are awarded up to 4 credit hours. For a laboratory course earning 3 credit hours, this formula represents at least 45 hours of class time, between 45 and 90 hours of laboratory time, and 90 hours of student preparation per semester.

3. Normal student credit hour load: The normal student load is 20-24 semester credit hours. As a general rule, the maximum student load should not exceed 24 semester credit hours in any one term with a maximum of 24 clock hours in class and laboratory. In those curricula with predominant laboratory and studio loads, the maximum scheduled clock hour load shall not exceed 30. Honor students may enroll in up to 25 semester credit hours in a term. Permission for any student to enroll in additional semester credit hours can be granted at the discretion of the head of the academic unit in which the student is enrolled.

XI. POLICY ON TEACHING & LEARNING

Learning to unlearn in order to relearn and to enhance Quality teaching and the use of latest pedagogical techniques to produce learning outcomes for students is the need of the hour. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project- based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

A teaching and learning policy promote best practice and establishes consistency in teaching and learning across the whole COLLEGE. It aims to ensure that all STUDENTS are provided with high quality learning experiences, leading to a consistently high level of pupil achievement and attitude.

A. AIM:

The aim of the policy is to set out the principles that underpin Loyola's approach to achieving excellence in teaching practice to support quality learning. It seeks to ensure that teaching practice at Loyola engages with the Catholic Intellectual Tradition, teaching, curricula and the learning provided for students give expression to the principles of Catholic Social thought.

Learning and teaching activities are a core part of the Loyola Academy's academic portfolio. Practices that enable excellence in teaching include at three levels:

At the institution-wide level: including projects such as policy design, and support to organization and internal quality assurance systems.

B. Programme level:

Comprising actions to measure and enhance the design, content, and delivery of the programmes within a department.

C. Individual level:

Including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus. These can include initiatives such as:

1. A center for teaching and learning development.
2. Professional development activities (e.g., in-service training for faculty)
3. Teaching excellence awards and competitions for remarkable improvements
4. Teaching innovation funds teaching recruitment criteria
5. Support to innovative pedagogy
6. Communities of teaching and learning practices.
7. Learning environments (libraries, computing facilities...)
8. Organization and management of teaching and learning
9. Support to foster student achievement (e.g., counselling, career advice, mentoring...)
10. Students' evaluation (i.e., Staff, course, program ratings, evaluating learning experiences)
11. Self-evaluation of experimentations, peer-reviewing, benchmarking of practices
12. Providing a supportive and positive learning environment

13. Providing rich and varied contexts and experiences to help students develop a wide range of skills.
14. Offering a curriculum that promotes spiritual, moral, social, cultural, physical, mental, and emotional development.
15. Providing a high level of literacy and numeracy teaching
16. Encouraging imagination and creative expression
17. Encouraging a supporting home learning environment by providing ways for parents/carers to get involved.
18. Community service and work-based programmes, development-based programmes
19. Competence-based assessments- Several factors have brought quality teaching to the forefront of higher education policies.

D. Institutions engage in fostering quality teaching essentially for the following reasons:

1. To respond to the growing demand for meaningful and relevant teaching. Students as well as employers want to ensure that their education will lead to gainful employment and will equip them with the skills needed to evolve professionally over a lifetime.
2. To demonstrate that they are reliable providers of good quality higher education, while operating in a complex setting, with multiple stakeholders, each with their own expectations (ministries, funding agencies, local authorities, employers...). To balance performance on teaching and learning achievements along with research performance, since even for elite, world-class universities, research performance is no longer sufficient to maintain the reputation of the institution.
3. To effectively compete for students, against the backdrop of higher tuition fees and greater student mobility.
4. To increase the efficiency of the teaching and learning process as funding constraints become more stringent. Teaching quality throughout the world is also influenced by contextual shifts within the higher education environment.

XII. POLICY ON ADMISSIONS:

The principal aim of the Admissions Policy is to offer admission to all qualified students with a special concern to minority and rural areas. Each applicant is individually assessed, without partiality or bias, in accordance with the policy on Equal Opportunities. The institute provides one of the best academic experiences in the state and ensures that its students are also of exceptional high quality. The education in Loyola Academy is affordable, accessible, equitable and employable. The education rendered here is a value based, need based, experiential based, practical based and broad-based education.

Once students are admitted they are encouraged to establish their goals and periodic orientations, seminars, workshops, guest lectures, are conducted on how to accomplish their goals. Loyola Academy ensures that a student performs well in the discipline that he/she chooses. Slow learners are identified, and are given remedial coaching, soft skills training etc. Students are given personal attention through mentoring and support those who are financially weak for the successful completion of their course at Loyola.

Students can apply for admission through online. Any student who is eligible within or outside the state or country can apply for the admission, provided that they meet the conditions laid by the parent university. Loyola Academy conducts admission entrance test and the interview in order to give priority to the deserved candidates.

NEP proposes to have good strength of the students in Autonomous degree granting/ teaching intensive universities. In such scenario it is necessary obligation to increase the strength of students by increasing the new disciplines.

A. Monitory Rights in Admission:

As a religious minority educational institution, we have not only “the ‘right to administer and establish educational Institutions of our choice (Const. Article 30, 1, 2) but also the right to admit not only students from minority nature but also from other denominations. Admissions also taken for students who apply form other states/ or foreign countries provided they are eligible as per the norms of UGC and the parent university. The minority educational institutions are fully exempted from admitting students according to the community quota system.

B. Admission of Women Students:

Though the central Government is encouraging 33% of the women to be admitted for admission and appointment, it is imperative to Jesuit Colleges like Loyola Academy to grant admission to women to a maximum.

C. Application Format:

1. According to the undergraduate and postgraduate courses of Loyola Academy, application format is printed and posted in online through ERP to provide the facility for online application (Visit website: loyolaacademyugpg.ac.in).
2. Students should go through the prospectus of Loyola Academy and its terms and conditions and then only fill the application and apply before the due date.
3. The application format indicates the financial assistance given by the Jesuit management to the deserving and disadvantaged students based on their performance/regularity / punctuality.

D. Admission Procedure:

Loyola Academy every year constitutes an admission committee headed by Fr. Principal. The principal along with his committee prepares the college for the entrance test and the interviews

after scrutinizing the applications of the applied candidates.

The Admission Team comprises of

- a) Principal: Chairperson
- b) Jesuit Vice Principal
- c) Admission Officer/
- d) Dean of Administration
- e) Lay Vice-Principal
- f) Woman Faculty
- g) Dean for Academics, Hods & Teaching Staff (Appointed By The Principal)
- h) Office Staff etc.

E. Roles of the Admission Committee:

1. The committee decides the cut off marks for each course and ensures that college office provides all the particulars needed for the selection process according to the admission policies of Loyola academy.
2. It displays the selected and admitted candidates on the notice Board of the Community and the college on regular basis.
3. AICTE norms are to be followed for AICTE course and OU norms are followed for the OU SET courses.
4. Admission of the Poor / Catholics to these courses is given by lowering the cut-off marks in the entrance examinations & interviews.

F. Counselling:

A group of staff drawn from science, arts and commerce will constitute the counseling team and facilitate applicant to make their correct choice.

G. Role of the Rector/Superior:

All recommended candidates by Jesuits in the community or another Jesuit Community is routed through the Rector of the community. He in turn submits them to the Principal.

H. Eligibility Criteria for Admission:

The eligibility criteria for the Undergraduate Courses such as B.A / B.Sc./ B.Com. / B.Com. (Voc) / B.Com.(Hons) / BSW / BBA / BBM / BCA etc., shall be as mentioned below:

Candidates seeking admission into 1st year degree courses like B.A. / B.Sc. / B.Com. / B.Com. (Hons) / BBA etc. must have passed Two Year Intermediate Examination conducted by the Telangana State Board of Intermediate Education OR an Examination of any other University/ Board recognized as equivalent hereto.

I. The following policies are followed for admission:

1. Though the order of merit is considered during the admission, but mainly the aptitude of the student towards reaching his/ her goal is tested through the college entrance exam and the interview.
2. Admissions to the 1st Year of the three/ four-year Degree Courses will be made in order to the guidelines issued by the management for that particular year.

3. Provisional allotment of seats into disciplines/Courses / College shall be made as per the guidelines given to the admission committee every year by the management.
4. Issue of allocation for **B. Com, B.Sc.:** 60% of the total Intermediate mark shall be obtained.
5. Issue of application for **B.A:** 55% of the total Intermediate mark shall be obtained.

J. Postgraduate Admissions: MCA & MBA

For Category A Seats (ICET seats): Candidates must qualify in I-CET (Integrated Common Entrance Test conducted by the University) and admissions are made by the I-CET Convenor.

b) Category B seats (Management seats): Admissions made by the Management (ICET not mandatory).

K. M.Sc. Biotechnology and M.Sc. Organic Chemistry:

For a) Category A seats: Candidates must qualify in PG-CET Examination (Post Graduate Common Entrance Test). After PG-CET results, candidates are to contact the Director, PG Admissions, Osmania University. b) Category B seats (Management seats): Admission made by the Management (PG-CET not mandatory) NB: Those who apply for M.Sc. Biotechnology should have studied Chemistry in all the three years of their degree course.

M.Sc. Food Technology & Management, M.Sc. Food science and Nutrition, M.Sc. Data Science and the related / new courses admissions are made according to the Collegiate norms and procedures.

L. Admissions to Hostels:

1. Hostels in Loyola Academy are Home away Home. It is a house of integral formation in faith, individual development, Communal Harmony and community living and sharing.
2. Admission to local poor students from the neighborhood districts/states is granted .
3. Students, residing at a distance of 20 KM and above, may be given preference to live in the hostel because students residing within 20 KM do have frequent transport facility to come to college.
4. The composition of the hostellers is to be to mixed and well-distributed to promote communal and religious harmony and integration during their stay in the hostel.
5. A cost-effective simple mess is conducted to suit to all the students. There are only vegetarian and non-vegetarian messes.

Star learners shall be helped to focus more on their goals, innovative ideas through incubation centers established in the college, they can be encouraged to entrepreneurs, to pursue higher studies/ to write competitive exams etc.

Ref: to Hostel Administration

M. Financial Support:

Poor / Catholic / the downtrodden students who need financial support over and above the government scholarship are assessed and supported accordingly.

No student will receive two or three scholarships from the management and the government.

N. Hostels for Women:

1. As more women students are admitted into Loyola Academy, there is a need to provide hostel facility to the Catholic and rural women students. It would support them with a safe environment and encourage them to carry out their academic exercises without hurdles.

2. The ownership of the women's hostel shall rest with the management. The day to-day administration should be carried out by women staff or any other women religious congregations chosen by the management.

O. Applications:

1. The cost of application forms should be affordable.
2. Information regarding financial assistance to the poor students should be mentioned in the application forms.

P. Ban On donations:

No Donation is accepted in any form during the admissions.

This 'Ban on Donation' is informed to the public through the prospectus, college notice Board and College Handbook. If any violation occurs, it may be brought to the notice of the principal,

Academic Assistance: (Slow learners & Advanced/ Star performers)

Ref: to Hostel Administration for further norms

XIII. POLICY FOR ACADEMIC EXCELLENCE

Academic excellence describes the great importance that Jesuits have placed on the mind as a means for uncovering truth and discovering meaning. Loyola Academy's emphasis on academic excellence is reflected in the careful selection of faculty and students, the quality of teaching and the importance of research on campus, and it has led to our recognition as one of the top three colleges in the City.

LA is committed to Universal Value Based Education System through excellence in Academics, Co-curricular & Extra Curricular activities and to mould, nurture and develop high quality, creative, innovative, dedicated, professionals bearing impeccable moral characters. Loyola Academy will provide students the knowledge, insight, and skills needed to comprehend, achieving academic excellence is a process of both formal and informal education. Every student will have the opportunity to enter an intellectually engaging and challenging experience living-learning, experiential based, community-based, faculty-mentored research and internships to graduate enriched and fully prepared for challenging and fulfilling lives.

Objective: Academic excellence, the cornerstone of LA's mission, begins with the faculty. LA seeks to build on its strong foundations by enhancing opportunities for professional development and by strategically developing and growing programs to meet the needs of our students. LA is committed to achieving academic excellence by promoting innovative pedagogy and by investing in our faculty and our academic programs.

Methodology:

1. promoting innovative teaching and learning practices by engaging students with an increasing emphasis on active and service learning and research opportunities; supporting faculty growth and excellence; and strategically strengthening academic program expansion and development while emphasizing program excellence.
2. To Develop an experience that will immerse the students on a purposeful, ambitious path of inquiry and achievement in the classroom and in their personal development.
3. To Ensure that our curriculum provides students with the best possible preparation for lifelong learning, success in their chosen profession.
4. To enhance creativity, Student centric methods, IT based learning & teaching methods, participative and collaborative learning and Student minor and major projects and research are given priority in the curriculum.
5. To Encourage and support the production of excellent scholarly and creative work and develop an attitude of social responsibility and an understanding of cultural and intellectual differences.
6. To Create institutional structures to support an enhanced culture of writing, and to strengthen and expand faculty development opportunities to support inclusive pedagogy and continuing faculty innovation in the classroom.
7. To Enhance faculty professional development opportunities with a focus on developing skills and engaging students through high-impact learning strategies, including metacognition skills, teaching techniques, curriculum design, and providing customer-focused service to all.
8. To Build academic leadership capacity among faculty.

9. To Recruit and retain faculty who are highly qualified in their discipline and demonstrate excellence in teaching.
10. To Design and implement a comprehensive recruitment and retention plan for diverse faculty.
11. To Embed and support high-impact teaching strategies and best practices for student engagement to promote learning and increase retention.
12. To Focus on involving students in decision-making, research, and creative activities with faculty, scholarship, service learning, international education, co-op, and internships.
13. Provide students the opportunity and support to participate in and receive recognition for research, creative, and academic endeavours.
14. Increase the quality and capacity of pedagogical and technological support.

Strategies

1. To Ensure relevance of all academic programs through ongoing curriculum development and program review.
2. To financially invest in and promote nationally recognized programs that attract students to
3. To Identify, pursue, and promote opportunities for new high-quality, distinct, and compelling programs with capacity to grow enrolments.
4. Support and invest in opportunities for high-achieving students.
5. Increase capacity in existing programs identified as having high demand.
6. Invest in state-of-the-art, cutting-edge technology across all programs.

XIV. STUDENT SUPPORT POLICY

Student supports contribute to the quality of Student learning experience and their academic success. Therefore, the importance of support activities for the students is obvious but also presents the management of services with difficulties due to the increasing number of students and their needs. As such, some of the most important qualities are passion, leadership, ability to organize, sense of humor, classroom management and knowledge. An outstanding lecturer uses excellent classroom management techniques to produce a healthy classroom that is safe, resourceful, and productive. The Education Support Services is designed to help students reach their academic goals and achieve better success within their college and home environments, enabling more positive outcomes.

Loyola Academy provides student support programs, services, and activities consistent with its vision & mission that are intended to promote student learning and enhance the development of its students. It provides ethical support, Cultural support, Health support, NCC, NSS, PLANET support, green Support, quality support, counselling support, placement support, slow learners support, advanced learners support Establishing, Centre for academic excellence support, innovation, incubation support, transforming the students to become entrepreneurs, Student council support, Course outcome and programme outcome disciplines to map the right track of the students support, Learning and information support through library, information, communication technology, Scholarship to the economically backward student support etc.

Under the student support the college can also establish some good practices where it goes beyond to help the students who deserve by way of conducting online classes, coaching classes, competitive classes, thereby they could secure possible decent jobs for their living.

Some students can be helped by employing them under the name “Earn while you learn” and can be paid a decent stipend based on case to case and hour to hour.

Policy on Financial Support to the students:

Loyola Academy introduced various financial scholarships to facilitate meritorious students of outstanding performance, sports students in the education sector as well as to the students of socially and economically backward categories.

Loyola Academy established Student support scholarships to the economically poor and disabled and sports students.

The intention of providing the scholarship is to support the families and the students who are economically poor and who cannot pay the college fee for lack of income.

The criteria for disbursing this scholarship is by identifying the student that he/she is economically poor and he/she is trying to pursue his/her goals through hard work maintaining regularity and punctuality. The staff in charge/ HOD /block in charge/ vice principal/ Principal would monitor such deserving candidates in their day to day interaction and identify the need to support the student financially.

Every deserving student can apply for the management scholarship upon the notification served from the superior or Rector’s office and fulfill the conditions by providing the necessary documents mentioned in the scholarship form within the prescribed time.

The candidates who are applying for the scholarship should have good attendance and they should be Loyola in their academic activities. In case if a student is absent in grave situations like death in the family or accident etc. the student can supply required medical certificates to the institution as per the rules and appeal for the scholarship. In Such cases a thorough study is made and only then considered for issuing the scholarship.

The scholarship is disbursed to the parent account in the form of cheques. No student is supported with liquid cash and the parent passbook details has to be furnished along with the other necessary documents requested by the college. Students who are supported with government scholarships or whose parents are government job holders are not applicable for this scholarship. Following are the types of categories of scholarship that the students can avail during their period of study.

1. Sports students of National cadre are supported with full tuition or college fee.
2. Disabled students from the economically back word classes are supported with full tuition/college fee.
3. Students who lost both of their parents and if there are no siblings to support them will be given full scholarship.
4. Student who is supported with single parent or whose parents are divorced and whose income is below one lakh can be supported with 75% of tuition /college fee.
5. Students whose parents are the employers in the college working as Non-teaching and supporting staff can be given support to 50-75% of the college fee.
6. Students whose parents are daily laborer/ricksha drivers/ auto drivers/taxi drivers/poor farmers, can be sported with 50 to 60% of the scholarship.
7. Students whose parents are working as peons, carpenters, electricians, or working with minimal jobs could be supported with 40 to 50% of the college fee.
8. Students who are economically poor and whose income is below one lakh fifty thousand can be supported with 20 to 40 % of scholarship.
9. Catholic students can be dealt from case to case and be given a leverage of 10% while considering all the above parameters.
10. Students still who feel that they need support (case to case) for their education can always meet Fr. Superior or Rector and explain the cause and can receive the support.

XV. STUDENT ATTENDANCE POLICY

Loyola academy believes that student success is promoted by regular attendance and participation in class. It is the responsibility of the faculty member to notify students in writing of any special attendance requirements for the class. This policy applies to all modes of course delivery. This document sets out the Loyola academy's policy and expectations with regard to student attendance, attendance monitoring and absence from study.

A. Attendance Policy:

1. Staff members must take attendance within first 5 minutes of starting the period.
2. Late-comers shall not attend that hour instead they can sit in the library and do some useful work.
3. Teachers are advised to refrain from awarding punishments like: Dismissal from the classrooms, making them stand in the classrooms etc.
4. Troublemakers in the classrooms must be reported to the HOD/Principal for further action. Students violating dress code must not be allowed to attend the lecture classes, laboratories and Library.
5. Faculty members must report such cases to HOD. For every 15 days attendance is monitored by H.O.D. if it is below 75% an undertaking from students and parents should be taken.
6. If any student is irregular then HOD/Class mentor should take responsibility to intimate parents and students by taking undertaking.
7. If any student is found irregular and having more backlogs, finds if he/she is indisciplined, then institution has right to issue T.C. or suitable punishment.
8. However, HOD should identify the list of the detained students before one month of closing instructional day of semester.

B. Action Against Late Coming Students:

Students are not allowed to the classes if they are coming late however they are allowed into the departments, separate class work will be planned for them. If they are regularly late HOD/Class mentor should identify such students and appropriate ACADEMIC punishment is imposed on them. Students are not permitted to visit the canteen or sports grounds during class timings. Parents of such students shall be intimated about the absence of their wards during class hours.

C. Pre-arranged Appointments –

For appointments with the court, social services or other state agencies and appointments with health care providers, official documentation must be presented to the College.

D. Family Death or Emergency –

For absences because of a death in the family or an emergency beyond the family's control, the Parent must notify the College and provide documentation for the absence.

E. Indiscipline – Punishment:

Cases of indiscipline, misbehaviour or insubordination should be dealt at HOD or Principal level as such teachers should not threaten the students in the name of marks or other punitive action for their lapses or indiscipline. Following punishments are to be awarded to students indulging in indiscipline activities.

S.No.	Offence	Punishment	Authority to Award
1.	Ragging	As per Govt. Orders	College Discipline Committee
2.	Disturbing the class by making noise (use of cell)	Forfeiture of attendance for one day	Any faculty member
3.	Copying in External Examinations	As per Osmania University norms	Malpractice prevention committee.
4.	Copying in Internal Examinations	Cancellation performance in all subjects held till that day	Malpractice prevention committee.
5.	Damages to the Institute's property	Recovery of damages from the concerned student(s) / class	HOD/Principal

F. Violation of Dress Code – Confiscating Id Cards:

It is Mandatory for students to display ID cards at all times when they are in campus otherwise they will be sent out of the campus immediately.

G. Prohibition of Cell Phones:

Usage of cell phones with cameras is strictly prohibited in the classroom.

Students must surrender their cell phones to the invigilators during Internal / External examinations. Cell phones found in person during examinations shall be confiscated and possession of cell phone shall be treated as malpractice in the examination. Students using the cell phones during regular class hours (including sending SMS) will be suspended for one week. Cell phones will be confiscated for one semester in such cases.

H. Evaluation Policy:

1. In order to ensure quality education, there must be regular evaluation and reorganization/disciplines/programs every three years.
2. The evaluation should be conducted for every semester particularly the staff evaluation and the course evaluation.
3. The staff evaluation consists of Student evaluation of the staff, peer group evaluation, self-evaluation, principal's evaluation etc. and the course evaluation is done by the staff and the students. The program evaluation is done after the completion of the program by a particular student from a specific discipline/ program.
4. Evaluation also should be conducted for Library, library staff, Placement office, NSS, NCC, sports, Extension services (PLANET), community programs etc.
5. Triple- A (AAA) audit should be conducted every year for the quality progress of the institution.
6. When courses lack in quality, student strength, competent staff, and service to the poor, the management must be ready to rectify the deficiency or wind up the courses accordingly.

XVI CULTURAL ACTIVITIES POLICY

Cultural policy promotes arts and culture, creative work and economy, cultural diversity as well as availability and accessibility of culture and information. It also aims to foster cultural heritage. In order to identify the hidden talent among the students, during the academic year in particular, the college conducts a Talent Search wherein students are encouraged to perform on the stage. The talented students are chosen and trained to participate in various intra / inter College events and competitions like “Youth Festival” (Annual Inter Collegiate Competition organized by College) etc. Every year the College also organizes “RESONANCE”, an Annual Function, a grand cultural show of performing arts.

The Various Events include:

1. Classical Singing
2. Classical Dance
3. Debate and Essay writing and quiz
4. Flower arrangement/ Rangoli / Mehendi / Hair Styling, best out of waste, fruit carving,
5. Collage, floral arrangements, cooking without fire etc.
6. Group dance/ band and Instrumental play, Drama etc.
7. QUIZ/MIME/ play lets with different themes etc.

Policy:

1. Core Cultural Committee team members is the final decision maker related to any issue in connection with cultural events.
2. Students' Secretaries must coordinate for institute sponsored cultural activities along with staff members and coordinator in the cultural committee. They are entitled to make volunteer groups to perform different activities and communicate the same to the authority.
3. No one can use abusive language/action against those members/volunteers while arranging/organizing the programme. Students involved in the activity should cooperate with one other.
4. For any misconduct, authority can take any action. Any member who was warned by institute authority for misbehavior or bad conduct should not be a member of the Committee.
5. Students, with permission from the secretary /or cultural coordinator are entitled to put notice related to cultural activities in the institute's noticeboard.
6. Participation of any external member should have to be approved by institute's authority with prior notice. For rehearsing, permission should be obtained from competent authority if it extends beyond office hours.
7. Indecent hooting, comment, or behavior (verbal, written) that disturbs or demoralizes the sanctity of any programme, a person, group of people or the institute, is punishable.
8. The responsibilities assigned by Secretary or event/ cultural coordinator to students and staffs for managing the programme should be delivered with sincerity. All expenditure details must be submitted within 2 weeks after the programme. The financial matters related to cultural programme is under the discretion of the institute's approving authority,
9. Decision regarding inclusion-exclusion of any performance related to cultural event is under the discretion of the cultural coordinator. A student can participate in any number of

events, depending on availability of time for the event where she/he wants to perform and depending on the number of entitled participants participating for that programme within a particular time frame.

10. Competition in cultural events under any discipline will be organized only if the entries in an item are at least five. If the number of entries in an item is more than five but less than eight, then results of only first two positions will be declared. Decision of the judge/s will be considered final. There is no provision to challenge their decision.
11. All the documents related to the event should be preserved with the dean of cultural affairs for further utilization of the data. An evaluation with the student council members and the staff involved can be conducted to improve the conduct of the event every year.

XVII. POLICY FOR CLUBS

Student Clubs and Organizations are a great way for students to develop social, educational and leadership skills. Involvement in recognized student clubs and organizations at Loyola Academy allows students the opportunity to network, represent College and become engaged in service activities both on-campus and off campus. This manual is designed to assist student club and organization leaders and advisors in establishing and effectively leading a successful organization. The following clubs are functioning actively in the college.

1. Dance and Dramatics
2. General Knowledge (GK) Club
3. Literacy and Book Club
4. Magic Youth Club
5. Art (Drawing and Paint) Club
6. Entrepreneur's Club
7. Debate and Elocution Club
8. Consumer awareness Club
9. Music Club
10. Photography Club
11. Awareness programmes Club etc.

A. Student Club Policies:

Only clubs and organizations recognized by Loyola Academy and registered with the College may use campus resources.

Active clubs must meet the following requirements:

Limit membership to currently enrolled Second Semester students. Register with the student activities coordinator each year.

Have a club representative present at Student Council meetings. Sponsor at least two activities on campus each semester.

Typical activities could include but are not limited to participating in the annual club fair, hosting a fundraiser, coordinating a service project, sponsoring a program or attending a conference.

B. Establishing a New Student Organization:

Anyone interested in starting a new student organization must:

1. Meet with the student activities coordinator to discuss starting a new club.
2. Establish the name of the organization and define the purpose.
3. Identify a full-time faculty or staff member to serve as advisor.
4. Have at least five currently enrolled students sign a petition indicating their intent to become a member of the proposed organization.
5. Develop a constitution and bylaws outlining the purpose, goals, officers, elections, etc.
6. Submit a proposal outlining the club purpose, goals and objectives with the constitution and bylaws and petition to the Head Boy.

7. New clubs may apply for a grant after attending four General Body meetings following their recognition as a student club.

C. Programmes and initiatives contributing to the campus culture:

Each club is an independent body and is required to plan its events and calendar and share the same with Office of Student Services.

1. Every club or society should present its monthly calendar of events and programmes to the Office of Student Services in the last week of the ongoing month.
2. Any club which does not submit this within the timeline will not be provided any support in the month for any of its events or programs. The Clubs Interface from the Student Council may also be present at these monthly meetings but would not have a say in approval of the activities of the clubs.
3. Every club or society is advised to utilize all the opportunities of participation and outreach through events organized by the Office of Student Services.
4. Clubs or societies will also be expected to host regular workshops for the larger university body as well as external audiences and are encouraged to participate and showcase their work at various other university festivals.
5. Every club or society is advised to utilize all the opportunities of participation and outreach through events off campus.
6. Collaborations between Clubs and societies are expected to innovate and come up with fresh ideas on programming and collaborating with other clubs. Clubs should organize at least one event or an activity on campus through such collaborations. All approved clubs or societies - permanent as well as newly formed and approved clubs and societies - must host a collaborative event at least once in the academic year. Such a programme must be conceptualized and organized in keeping with the values and mission of Loyola Academy.

D. Club Mentors:

It is mandatory for every club and society to have an advisor – who can be from either staff or faculty of Loyola Academy to seek advice, help and support.

The Office of Student Services can help facilitate this. Every club and society must update the Office of Student Services about the faculty advisor(s) on board at the end of probationary period.

E. Report and Documentation:

Every club and society is expected to maintain regular and updated records and documentation of its activities, meeting minutes, overall progress and plans.

F. A few broad and indicative heads are as follows:

1. Rationale and Objectives
2. Operational and leadership structure
3. Records of current and past membership and leadership
4. Records of current and past events, activities hosted and participated.
5. Events in the pipeline
6. Budgets utilization and accounts
7. An events calendar for every semester at its outset.

8. Archive for photos and videos of events and activities

The above is an indicative list and must be added upon to ensure a rich and exhaustive documented record of a club or society.

The documentation will be utilized in evaluation of the club during appraisal periods, letter of recommendations/certification for members of the clubs and societies, documentation and representation of the clubs.

Every club and society must submit a summary report of all the documentation to the Office of Student Services twice every semester, as per schedule communicated by the Office of the Student Services. These updates are also required for ongoing university board meetings and in these cases the Office of Student Services will ask each club or society to send an update within a specified time period.

XVIII. POLICY FOR INCUBATION

In tune with the global trends in higher technological level, Loyola Academy encourages entrepreneurship among the faculty, staff, alumni, and students. Loyola Academy will directly and actively support the incubation of companies incubated by its students, faculty and alumni. A centre with the primary objective to provide Incubation support to Students, Faculty and Alumni willing to start their own venture was established in the year 2016. A physical centre that extends various forms of support for start-ups and engages in specified relationships with them on behalf of Loyola Academy.

The goal of Loyola Academy Innovation and Incubation Centre is to promote technology based entrepreneurship and thereby facilitate practical application of knowledge that benefit society.

The scope of this document is to define the policies and procedures for the operational matters related to the Innovation and Incubation Centre, Loyola Academy. It covers the following processes:

A. Eligibility:

Any student desirous of availing incubation facilities has to incorporate a private/public limited company under the Indian Companies Act and apply in the prescribed along with required documents. No application for incubation can be entertained if the applicant has not incorporated a private/public limited company under the Companies Act. Companies that are promoted by students enrolled for full-time Degree at an educational institute shall not be offered incubation if student is holding Executive position, however companies promoted by students are eligible to apply for incubation provided student is not actively engaged with the company beyond any engagement which may be permitted by the Institute.

B. Admission Procedure: Following admission procedure would be followed:

All the applicants shall have to read and agree to the terms and conditions of the incubation, their applications shall be processed only when they agree to the terms and conditions of Loyola Incubation Centre.

❖ **Submit Executive Summary or Business Plan:** As a first step in the admissions process, the prospective company should submit an Incubation Application containing the business plan, Certificate of incorporation and Memorandum & Articles of Association. Loyola Incubation and Innovation Centre shall present the executive summary to an internal review committee for comments on technical and business feasibility of the idea.

C. Evaluation Criteria: Some representative criteria to be applied for evaluation (not limited to these)

1. Strength of the product idea in terms of its technology content, innovation, timeliness and market potential.
2. Profile of the core team/ promoters
3. Intellectual Property generated and the potential of the idea for IP creation.
4. Financial/ Commercial Viability and 5 year projections of Profit & Loss Account, Balance Sheet and Cash Flows
5. Funds requirement and viability of raising finance
6. Time to market
7. Commercial potential, demand and requirement in India
8. Scalability

D. Presentation to Evaluation Committee of Loyola Incubation and Innovation Centre:

If the initial evaluation of the business plan / executive summary is positive, Loyola Academy Innovation and Incubation Centre will arrange a meeting with the company founders, during which the company will be expected to present a presentation describing critical aspects of the business plan to an evaluation committee. The presentation will be followed by discussion. After the presentation, a final decision will be made regarding the company's entry into the incubator. The company will be informed of final decision execution of the Minutes of the said Meeting.

E. Infrastructure and Services Provided to Incubates:

Upon admission to Incubation Centre, the following facilities will be offered to the incubate companies on an individual basis:

1. Office space
2. Computers – up to two on rental basis.
3. More than two can be availed at market rates.
4. Printer
5. Internet connection
6. Phone connection– Each company will pay the rentals and bills
7. Standard Furniture as decided by Loyola Academy.
8. One Accommodation to Director/Promoter depending upon the availability (One room in Agricultural Block)

F. Common infrastructure:

Loyola academy provides a common pool of hard and soft infrastructure to be shared by all incubate companies.

Following resources are provided:

1. Computers
2. Photocopying machine
3. Document Scanner
4. Library: Management Books, Subscription to IT, Business, Management and Trade journals and newspapers
5. Meeting/Conference room with projection equipment
6. Tele or Video conferencing facilities

G. Institute infrastructure:

Incubation centre may facilitate access to institute infrastructure or Laboratories as per norms of Loyola Academy.

H. Services:

Loyola Academy may associate with professionals for accounting, IP, legal and management expertise on a part-time basis. Incubate companies can avail of their services. Any direct services provided to an incubate would have to be paid for by the incubate to the service provider.

- i. **Intern Support:** Also, to provide support in management, incubates will be assigned an MBA student, if desired. Mentoring and Advisory Services
- ii. **Strategic Checkups:** The Loyola Academy Innovation and Incubation Centre Head will meet with company CEOs at least once a month for strategy reviews and discussion of operational issues.
 1. An incubate company has to take a faculty advisor as a mentor on technology issues.
 2. Specialized mentors are also available to the companies to assist with particular strategic areas or to provide project-oriented consultation. These arrangements may begin as a pro bono arrangement with an option for both parties to graduate to a paid relationship.
 3. A incubate company may avail of consulting services by empanelled professionals of SIIC.

I. Mandatory Mentorship:

One of the objectives of Incubation is to utilize the technical expertise and lab infrastructure of Loyola Academy. Thus every company that is offered incubation at Loyola Academy has to select one faculty from the college who shall act as mentor of the Incubate and guide the company on product development. The incubate has to offer minimum 1% of share equity to the mentor as a consideration of mentorship.

Industry Mentor: Every incubate company incubated at Loyola Academy may select one Industry mentor within six months from the date of joining incubation centre. In case the incubate opts for an industry mentor, the incubate company has to offer minimum 1% of equity to the mentor as a consideration of mentorship.

J. Period of Incubation / Exit:

Companies will be permitted to stay in the incubator for a period of two years. Maximum two extensions may be granted for 6 months each at a time at the sole discretion of the Institute.

Exit: An Incubate company will leave the incubator under the following circumstances:

1. Completion of two years' stay (if no extension granted)
2. Underperformance or non-viability of business proposition as decided by SIIC on case to case basis
3. Irresolvable promoters' disputes as decided by Loyola Academy Innovation and Incubation Centre on a case to case basis
4. When the company enters in an acquisition, merger or amalgamation deal or reorganization deal resulting in a substantial change in the profile of the company, its promoters, directors, shareholders, products or business plan.

K. Intellectual Property Evaluation:

Promoters should fill an IP declaration worksheet at the time of admission and declare the Intellectual Property developed and owned by the incubate company.

1. In case the incubate company is desirous of using the Intellectual Property of Loyola Academy like patent, software code, copyright, design registration, developed product, etc. Then the company shall make such request in writing to Loyola Academy Innovation and Incubation Centre.
2. The company shall inform if any student has worked on the technology and if his/her their work will be incorporated in the product(s).
3. The company shall inform if any IP has been generated as a result of collaborative work

with faculty members (who are not promoters) is being incorporated into the product(s).

4. The company shall inform if any Loyola Academy infrastructure (hardware, testing setup, instrumentation, computing resources, processes) has been used in developing the IP or technology that will go into the product(s).
5. The company shall inform if any about any agreement with Loyola Academy that the IP has been assigned to the company for commercialization.
6. Seed funding: Loyola Academy Innovation and Incubation Centre may provide seed loan subject to the availability of funds/ grants/ schemes meant for this purpose. Seed loan will be sanctioned only to the registered companies and shall be based on merits of each company. Further, admission to Loyola Academy Innovation and Incubation Centre shall not automatically entitle the companies to seed loan. A company desirous of getting seed loan may submit an application for seed fund after three months from the date of admission in Loyola Academy Innovation and Incubation Centre. Sanction of seed loan will be decided based on the eligibility criteria as decided by Loyola Academy Innovation and Incubation Centre. It would be also subject to the terms stipulated as per the Seed funding Guidelines of Loyola Academy Innovation and Incubation Centre.
7. One of the criteria for approval of the seed loan will be the contribution brought in by the promoters to the capital of their companies. Preference will be given to companies who already have some sources of revenue or some customer order booking.

L. Periodic Assessment: The incubate company has to submit a yearly audited statement of profit and loss account and unaudited quarterly statement about the activities. However, incubate may be asked to provide more frequent updates to Loyola Academy Innovation and Incubation Centre.

M. Auditing / Accounting & Compliances Norms:

The Incubate Companies during the period of Incubation at the Centre will mandatorily get their accounts audited and their books of Account are open for Inspection by the empanelled Chartered Accountants of the Centre.

The policy is subject to periodical review and amendments. It will be the responsibility of the companies admitted to incubation centre to update themselves from time to time on amendments in Incubation policy and procedures.

The board may have following composition:

Principal
Vice- Principal
Entrepreneur
Member
Member
Member
Member
Member
Member
Member

XIX. POLICY ON INTERNSHIP:

Internship is always more valuable compared to a college project as it enables the interns to understand how companies work, build new contacts, develop a network and most importantly work on real-life projects executed within the company. Internships are educational and career development opportunities, providing practical experience in a field or discipline. The internship has to be meaningful and mutually beneficial to the intern and the organization. Loyola Academy encourages its students to do internship at reputed Companies in the VI semester of their graduation.

A. Objectives:

The main objectives of internship programme are:

1. Will expose the students to the industrial environment, which cannot be simulated in the classroom and hence creating competent professionals for the industry.
2. Provide possible opportunities to learn, understand and sharpen the real time technical / managerial skills required at the job.
3. Learn to apply the Technical knowledge in real industrial situations.
4. Gain experience in writing Technical reports/projects.
5. Familiarize with various materials, processes, products and their applications along with relevant aspects of quality control.
6. Promote academic, professional and/or personal development.

B. Benefits of Internship:

Here are 8 reasons why one should consider taking part in an internship programme while he/she is at university.

1. Apply your theory. ...
2. Get a feel for the work environment. ...
3. Boost your confidence. ...
4. Build networks. ...
5. Increase your motivation. ...
6. Improve your CV. ...
7. Getting a job directly. ...
8. Getting a reference or letter of recommendation.

C. Benefits to the Industry:

1. Availability to contribute candidates for employment.
2. Year-round source of highly motivated pre-professionals.
3. Students bring new perspectives to problem solving.
4. Visibility of the organization is increased on campus.
5. Quality candidate's availability for temporary or seasonal positions and projects.
6. Freedom for industrial staff to pursue more creative projects.
7. Availability of flexible, cost-effective work force not requiring a long-term employer

commitment.

8. Proven, cost-effective way to recruit and evaluate potential employees.
9. Enhancement of employer's image in the community by contributing to the educational enterprise.

D. Benefits to Students:

1. An opportunity to get hired by the Industry/ organization.
2. Practical experience in an organizational setting.
3. Excellent opportunity to see how the theoretical aspects learned in classes are integrated into the practical world. On-floor experience provides much more professional experience which is often worth more than classroom teaching.
4. Helps them decide if the industry and the profession is the best career option to pursue.
5. Opportunity to learn new skills and supplement knowledge.
6. Opportunity to practice communication and teamwork skills.
7. Opportunity to learn strategies like time management, multi-tasking etc in an industrial setup. • Opportunity to meet new people and learn networking skills.
8. Makes a valuable addition to their resume.
9. Enhances their candidacy for higher education.
10. Creating network and social circle and developing relationships with industry people.
11. Provides opportunity to evaluate the organization before committing to a full time position.

E. Benefits to the Institute:

1. Build industrial relations.
2. Makes the placement process easier.
3. Improve institutional credibility & branding.
4. Helps in retention of the students.
5. Curriculum revision can be made based on feedback from Industry/ students.
6. Improvement in teaching learning process.

F. Internship Duration and Academic Credentials:

The following framework is proposed to give academic credit for the internship undergone as part of the programme. A minimum of 14-20 credits of Internship/Project work may be counted toward B.Sc./B.Com./BBA degree programme. Therefore, a full-time intern is expected to spend 20-25 hours per week on Internship, Training, Project work. During academic session Internships are 3/4/5 days per week. College curriculum is flexible to adjust internship duration.

G. Internship Guidelines:

The Training & Placement cell will arrange internship for students in industries/organization in the sixth semester. The general procedure for arranging internship is given below:

1. Request Letter/Email from the office of Training & Placement cell of the college should go to industry to allot various slots of 10-15 weeks during sixth semester as internship periods for the students. Students request letter/profile/ interest areas may be submitted to

industries for their willingness for providing the training.

2. Industry will confirm the training slots and the number of seats allocated for internships via Confirmation Letter/ Email. In case the students arrange the training themselves the confirmation letter will be submitted by the students in the office of Training & Placement through concerned department. Based on the number of slots agreed to by the Industry, TPO will allocate the students to the Industry. In addition, the internship slots may be conveyed through Telephonic or Written Communication (by Fax, Email, etc.) by the TPO or other members of the T&P cell / Faculty members who are particularly looking after the Final/Summer Internship of the students.
3. Students on joining Training at the concerned Industry / Organization, submit the Joining Report / Letters / Email.
4. Students undergo industrial training at the concerned Industry / Organization. In-between Faculty Member(s) evaluate(s) the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students is submitted in department office/TPO with the consent of Industry persons/ Trainers.
5. Students will submit training report after completion of internship.
6. Training Certificate to be obtained from industry.
7. List of students who have completed their internship successfully will be issued by Training and Placement Cell.

H. Student's Diary/ Daily Log

The main purpose of writing daily diary is to cultivate the habit of documenting and to encourage the students to search for details. It develops the students' thought process and reasoning abilities. The students should record in the daily training diary the day to day account of the observations, impressions, information gathered and suggestions given, if any. It should contain the sketches & drawings related to the observations made by the students. The daily training diary should be signed after every day by the supervisor/ in charge of the section where the student has been working. The diary should also be shown to the Faculty Mentor visiting the industry from time to time and got ratified on the day of his visit. Student's Diary and Internship Report should be submitted by the students along with attendance record and an evaluation sheet duly signed and stamped by the industry to the Institute immediately after the completion of the training.

It will be evaluated on the basis of the following criteria:

1. Regularity in maintenance of the diary.
2. Adequacy & quality of information recorded.
3. Drawings, sketches and data recorded.
4. Thought process and recording techniques used.
5. Organization of the information.

I. Internship Report:

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. Daily diary will also help to a great extent in writing the industrial report since much of the information has already been incorporated by the student

into the daily diary. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated on the basis of following criteria:

- Originality.
- Adequacy and purposeful write-up.
- Organization, format, drawings, sketches, style, language etc.
- Variety and relevance of learning experience.
- Practical applications, relationships with basic theory and concepts taught in the course

J. Monitoring & Evaluation of Internship:

1. The industrial training of the students will be evaluated in three stages:
2. Evaluation by Industry
3. Evaluation by faculty supervisor on the basis of site visit(s).
4. Evaluation through seminar presentation/viva-voce at the Institute.

XX. POLICY FOR SKILL DEVELOPMENT AND ENTREPRENEURSHIP:

Entrepreneurship is the act of building creativity to create business and it is also about transforming the world by solving big problems. At Loyola Academy all the programmes focus on an outcome-based approach towards quality skilling that on one hand results in increased employability and better livelihood for students. It aims at to create an ecosystem of empowerment by Skilling on a large Scale at Speed with high Standards and to promote a culture of innovation-based entrepreneurship which can generate wealth and employment. Loyola Academy aims to promote national standards in the skilling space through active involvement of employers in setting occupational standards, helping to develop curriculum, providing apprenticeship opportunities, participating in assessments, and providing gainful employment to skilled workforce with adequate compensation.

Objectives:

The objective of this Policy is to empower each student, by enabling her/him to realize their full potential through a process of active learning and participating in various activities organized by Loyola Academy and other various educational institutes.

The objective/Strategy of the entrepreneurship framework is to promote entrepreneurship culture and make it aspirational among the students.

1. To motivate the students, the scheme connected participants to a number of successful entrepreneurs and mentors.
2. Realise the potential in candidates by nurturing them with the tricks of the trade - with regard to being an entrepreneur.
3. Through entrepreneur club, candidates who would be budding entrepreneurs would be supported, connected and encouraged.
4. Throw light on the possibilities of becoming an entrepreneur for those hailing from an underprivileged background and from under represented groups.
5. Improve the ease of doing business by connecting various entrepreneurs and stakeholders and opening the doors of opportunity for all.
6. Spark innovative ideas by studying the trend of society, in a bid to foster social entrepreneurship.

XXI. LOYOLA ACADEMY POLICY ON MENTORING, REMEDIAL CLASSES, CARRIER INTO ADVANCED STUDENTS AND TAKING CARE OF DISABLED STUDENTS

Loyola Academy aims to, initiate the students to the academic environment, guide, motivate and train all students from the very beginning to enhance their growth and help them achieve their goals.

Loyola Academy also makes every effort explicitly to provide employment opportunities to the students in Core, High Tech, Indian & Global companies. Our Experts facilitate the students to explore on career options and impart knowledge on key competencies required to fulfil individual aspirations.

Loyola Academy adopts the policy of inclusiveness of all categories of students and the students of different performance levels in providing the opportunities keeping intact the unbiased social justice to all the students.

A. Vision

“To empower students to make lifelong, responsible and meaningful choices in a global and dynamic world.”

B. Mission:

Committed to develop the best talent pool on key competencies acknowledged by the industry through structured training program.

C. Mentoring

Loyola Academy offers a ‘Mentoring System’ through which a group of students are assigned to a group of faculty members at the commencement of their academic program. The main objective of this mentoring system is to provide a reliable and comprehensive support system, to motivate students to excel in both academic and non-academic fields and to make the most of their life at the college. The mentoring system of Loyola Academy ensures that the students adapt to the dynamic learning environment and lead their ways into highly successful careers.

D. Mentoring Objectives

1. Provide the students with the most congenial environment to enhance their Growth and help achieve their goals.
2. Groom the student into a confident, competent, self-disciplined individual, fully equipped with academic prowess, practical acumen and strong personal skills.
3. Assist the students who need extra support to maximize their learning outcomes

E. Role of Mentors

1. Each group of students will remain associated with two/three mentors - at least one of them will be internal i.e. belonging to their own department and the external mentor(s) will be from some other department. While internal mentors will play the key role for mentoring their own group of students, external mentors will assist this mentoring-system in the form of offering guidance and constructive suggestion to internal members as and when required.
2. Mentors must meet their own group of students at least once in a month They will give their best effort to motivate the students and will advise them about the advantages and importance of classroom teaching.

3. Mentors will play the major role in pointing out the slow learners. Mentors will pay special attention for them. This may help the institution reduce the rate of dropout at very initial level. The major criteria for identifying slow learners are their internal assessment marks, performance in class tests and personal interaction with those students.
4. Mentors will help the students to understand the challenges and opportunities present in the college and develop a smooth transition to campus life.
5. Mentors will counsel academically backward students and to play an important role in helping troubled students cope with academic, extra-academic and personal problems.

F. Remedial

1. Remedial classes are designed for students in order to achieve expected competencies in core academic skills.
2. A fantastic opportunity for students to excel in their subjects. Tutorial classes are facilitated by teaching staff and are running smaller groups that allow group discussion, presentation and debate.
3. Provide remedial classes compulsorily to all students below 50% scores and to those students with genuine interest. Firstly, familiarise the basics of each discipline according to the syllabus for bridge courses and remedial courses. Secondly, give clarifications and remedial coaching for the topics in each semester to the beneficiaries
4. Faculty prepares and distributes self-learning materials that suit the requirements of slow learners.
5. Slow learners are motivated to engage in various clubs to increase their involvement in the academic activities of the department.
6. Group assignments and projects are given to slow learners.
7. The classes are ought to be arranged with a prescribed syllabus of 15 hours duration for bridge courses.
8. All departments are advised to keep registers separately for bridge courses, remedial courses and peer teaching.
9. The register shall contain:
 1. The syllabus
 2. List of teachers assigned
 3. Student's attendance with date, time and signature
 4. No.of class hours engaged
 5. Signature of the teacher coordinator
 6. Counter signature of the HOD

G. Carrier into advanced Students

The career guidance and placement cell functioning in the college plays a pivotal role to ensure placement to the students and job opportunities. The cell organizes recruitment drives, seminars, and invited talks on career opportunities, higher study options and entrepreneurial skills. Apart from this common platform various departments offer workshops, talks, seminars etc. on career opportunities and soft skill development.

1. Assign special or extra assignments on contemporary issues to advanced learners. They should be encouraged to participate and present papers in seminars and workshops along with publishing their papers.
2. Besides, they are to be motivated to prepare for competitive exams like NET/JRF/JAM etc. and undertake online courses in MOOC, NPTEL and Edx platforms
3. They can assist the faculty members in research projects.
4. They are to be given cash awards, medals, merit certificates and other recognitions.
5. Advanced learners should be provided the opportunity to represent the college in National and State Level inter-collegiate competitions.

H. Taking Care of Disabled Students

It is the policy of Loyola Academy not to discriminate on the basis of disability. As part of that policy, the College is committed to

1. Ensuring the provision of accommodations and services necessary to enable students with disabilities to achieve their maximum potential as members of the College community;
2. facilitating the integration of students with disabilities within the College community and
3. Colleges also provide lift facility for disabled students.

XXII. POLICY FOR MAINTENANCE OF LIBRARY

The Library at Loyola Academy was established in the year 1978, which stands tall in serving as learning aids for students and staff as well. The rules and regulations laid down assist in a smooth functioning of the college library, and also to aid in optimal utilization of services.

The main objective of Library is to collect, consolidate and circulate information and knowledge to students and Faculty members.

A. Books:

The total collection of books in the Library is over 60000 books (on display at the Stack Section) which includes Text Books and Reference Books. The collection includes books from the various branches of knowledge such as Social Sciences, Natural Sciences and Humanities. The Text Books may be consulted within the Library or may get issued as per formalities laid down in the Library Act. These books are issued to the authorized Library Members for a certain period as per status of the Member. The Reference Books are for only consultation in the Library premises and are not allowed for issue. If a Member fails to return a book within the stipulated time, an overdue charge is levied against each book per day at the rate prefixed against each category of Member.

B. Journals / Serials / Periodicals Collection:

Journals / Periodicals / Serials / Publications produced on a continuing basis following certain regularity of periodicity in its publications. For instance Weekly, Monthly, Quarterly, Annually, etc.

125 current periodicals (scholarly journals and popular magazines)

22,685 Bound Journals

7 Regional and National Newspapers

10,000+ E- Journals

Books sponsored by NBHM (National Board for Higher Mathematics)

C. Rules and Regulations for Library:

1. Silence must be observed in the Library.
2. Personal belongings are not allowed inside the Library.
3. Every staff / student of the college is eligible for membership of the Library
4. The Library can be utilized by the students and staff from 9 a.m. to 4 p.m. on working days.
5. All students should sign the entry register of the Library, before entering.
6. Books borrowing limit: Faculty – 5, Non-Teaching Staff – 2, Student – 2.
7. Principal is empowered to increase additional issue of books to whomever he feels necessary.
8. Borrower's tickets are not transferable.
9. Books are to be handled very carefully. If a book is lost by the student, he/she shall replace the book (same title, author and edition) or shall pay double the cost of the book as fine.
10. Members before leaving the issue counter must satisfy themselves as to whether the books which they intend to borrow are in good condition and any damage should be immediately reported to the Librarian or library staff, failing which the member to whom the book was issued will be held responsible.

11. Members are not permitted to underline, write in, folding / tearing of pages or defaced books in any way whatsoever.
12. The borrowed book should be returned on or before due date, if not, overdue charge of Rs.5/- per day for students will be collected.
13. If the due date falls on holidays, return can be done on the following working day without fine.
14. Misbehaviour in the library will lead to cancellation of membership and serious disciplinary action.
15. A member who has lost borrower's token shall make a written report to the Librarian, then original or duplicate Library token will be issued on payment of Rs. 50/-
16. The members will be responsible for any loss or non-return of books issued against their original or duplicate borrower's ticket.
17. All final year students should return their Library token and Library book based on Library circular and obtain "NO DUE CERTIFICATE" from the Library for getting Hall ticket.
18. Similarly, the staff members who intend to leave the college should settle all the dues and obtain "NO DUE CERTIFICATE" from the Librarian.

XXIII. POLICY FOR PROMOTION OF RESEARCH

Loyola Academy has been expanding its scope over the years with exclusive focus on research. Research is one of the most significant bodies for improving the corpus of knowledge in any given field. There are many students, Post grads and faculty members who are involved in the prospects of research. It is not always necessary for research to discover something new but reinforces the existing knowledge which is present.

Research expands horizons and makes use of applied knowledge to rediscover assets of human knowledge and it's unearthing when implemented on society. Understanding the societal framework into which human mankind is bonded, Research serves as an apt platform of contributiveness and contemporariness simultaneously.

The forum of scientist, faculty, research scholars and students will acquire immense exposure and research capabilities with the establishment of this policy and through active intellectual participation in national / international conferences, research publications and undertaking seminars and workshops.

The very idea of research breeds a seed of progression and encompasses a vision to integrate knowledge and its application for discovering potential growth. The college with this policy has achieved a giant leap in inculcating a research atmosphere amidst academic involvement.

The college understands the very significance of research and has always been encouraging in this sphere and has made it as an inclusive domain for institutional advancement.

At Loyola Academy, research is promoted at department levels through curriculum based undergraduate research projects and internship projects. Loyola Academy promotes research by faculty as well as students through its research committee which was established in 2010. The Research committee (RC) takes care of various issues of research including ethical matters. The committee comprises of a Core Group of 5 members and an extended group consisting of the head of every Department. All the mechanisms stated above are being implemented for smooth running of research schemes/projects. In addition to the above, the Institute takes care to provide physical infrastructure such that the faculty and students involved with research are physically proximate. This enhances interactions that is very critical to research. There are 6 research centres recognized by the institution and facilities required for research in the IT area are computers, servers etc., will be provided to faculty members and to every research student. Centralized facilities include library with a rich collection of physical and electronic subscription to journals, abundant bandwidth, and internet facilities etc are also available.

A. Objectives

- a. Provide an ambience for research.
- b. Create a platform for exchange of ideas and promote collaborations.
- c. Publish papers in journals of repute, make efforts to file patents.
- d. Promote industrial collaborations involving active and mutually beneficial R&D projects

B. Planning the research

Research work has to be planned meticulously without affecting the teaching standards. It should upgrade the quality of faculty and students.

- a. Clear documentation of the rationale for the study and proper documentation of records.
- b. Adherence to the current safety practices and ethical standards.

- c. Securing all necessary ethical and regulatory approvals.
- d. Assessment of the resources needed to ensure the study is viable within the available means.
- e. Judicious use of resources and avoid wastage.

C. Conducting the research

1. All equipment used must be calibrated.
2. A standard operating procedure (SOP) should be maintained for every instrument.
3. Record book to be maintained properly.
4. Experiments should be repeated to ensure reproducibility of results.
5. Wherever possible statistical analysis to be carried out.
6. All safety precautions to be enforced.
7. All protocols followed should be clearly documented. Any special modifications made should be documented.
8. All observations, calculations, photographs to be maintained properly.
9. Computer data should be regularly backed up.

D. Sharing:

1. Researchers are encouraged to share their research work with their peers and promote discussion which may lead to new ideas.
2. Researchers can present their work in conferences, seminars, and workshops.

E. Leadership and cooperation:

Head of the institute and senior colleagues should ensure that a research atmosphere is created to encourage research culture. The senior leaders would disseminate information on call for proposals from various funding agencies. Facilitate in timely submission of research proposal after scrutiny by research committee.

Proper utilization of funds and timely submission of project reports and utilization certificate to funding agencies. Leadership would also motivate researchers both staff and students by providing them infrastructure, buy minor equipment's and consumables from institutional funds to a certain extent, sample analysis from other laboratories as seed money.

F. Training:

College would organize regular programs/talks to promote research. It would also encourage staff and students to attend any such programs organized by other institutes. These can be on

- Research methodology
- Training in use of new soft wares
- Statistical analysis of data
- Writing of research proposals

The college encourages faculty and students to publish their research work in a responsible manner. All funding sources must be acknowledged in any publication. As far as possible research work must be published in peer reviewed journals. A proper procedure of authorship should be practiced. Research students who contribute more in terms of actual practical work

done should be given due credit.

G. Integrity:

Quantity of publications is not very important. Practicing ethical standards would be the top priority. The principle author should take ownership in case of any questionable data being presented. Plagiarism, deception, fabrication or falsification of results is regarded as a serious disciplinary offense.

H. Promotion for Research:

1. Motivating and initiating research among faculty members by providing the requirements in terms of laboratory setting, consumables etc. as seed money.
2. MoUs have been signed with Universities and companies for collaborative research.
3. Promotion of research among UG and PG students by encouraging them to take up projects which are fully supported by Institutional funds.
4. Doctoral students provided with consumables if they are not supported by any funding agencies.
5. Incubation centres to be set up for the students.
6. Appreciation of faculty members when they obtain a higher education qualification like Ph.D. degree/Publishing papers and for funded projects.
7. Encourage collaborative research with University, other colleges, research institutions and Industries.
8. Students and faculty encouraged to present papers in seminars, conferences. Financial assistance provided in the form of registration fee, travel money etc.
9. The faculty members and students are sent to International and National conferences/seminars/workshops for participation and presenting their papers.

XXIV. POLICY ON SEED MONEY

The Seed Grant scheme of Loyola academy, Alwal, Secunderabad is designed to promote innovative product and technology development, and/or to facilitate the start of research programs which will potentially develop into creative ventures on their own through external funding.

A. Objectives:

To promote inter-faculty collaboration in emerging areas. To attract and retain talent.

B. Awards:

Grants shall be awarded with a maximum value of Rs.25000.

The duration of the Grant will be 1- 2 years. It could be extended by another 6 months after a complete review of the outcomes.

C. Eligibility:

1. Any faculty member of Loyola Academy with a proven track record of quality research and employed in Loyola academy for at least one year.
2. Any group consisting of faculty of Loyola Academy and collaborators from other institutes who shall provide an undertaking that they will submit a proposal for an externally funded program with the same proposers during or within 6 months of the completion of the seed funded project. External collaborator cannot be a Co-PI in the seed grant. However, where required, letters from such collaborators may be attached in the proposal with commitment (such as facility use) clearly specified. They should also demonstrate that they do not have funding from external agencies for their proposed research.
3. At any time, a PI can submit only one application. However, he/she can be a co-investigator in more than one proposal.
4. The PI at the time of submission of application shall not have a running project funded by the seed-funding scheme in which he or she is the PI.
5. However, to encourage younger faculty members, proposal from faculty members having/completed any project will not be considered.
6. Application Process
7. The call for proposals may limit research funding to a few strategic areas.
8. Pre-proposals should be submitted for short-listing.
9. The short-listed applicants will be asked to submit a full proposal of maximum 7 pages including figures and references.
10. The full proposals will be reviewed by a selection committee. The PI will be invited to make a presentation before the selection committee.
11. Decision on the grant award will be announced.
12. Proposals will be invited maximum twice in a year. A decision will be made within 10 weeks of the submission deadline of the application.

D. Selection criteria:

1. Innovative inter-disciplinary research
2. Team of faculty members whose expertise is complimentary.

3. Promise of sustainable research and development attracting external funds.
4. Budget matches the claimed outcomes.
5. Potential to generate intellectual property. (Including product and process development)

E. Evaluation:

The total evaluation process will follow a two stage scheme:-

Stage 1

1. Pre-proposals will be evaluated by a rating scheme which considers each of the selection criteria. Additional points will be awarded for the following cases:
 - i. The proposal is from a new faculty member.
 - ii. The proposal is linked with PhD program of students.
2. The selection committee would comprise a core of three or more internal faculty members. The committee would also take inputs from all those PIs who have submitted the pre-proposals.

Stage 2

1. The PIs of the shortlisted pre-proposals will be asked to submit a full proposal.
2. The selection committee would comprise a core of three or more internal (or external) faculty members/experts who may seek inputs from internal and/or external reviewers (as required).
3. The full proposal will be rated for intellectual merit and its broader impact.
4. The selection committee may if required, discuss proposals with R&C Division, and may seek further information from the PI before making a final decision.
5. The proposal evaluation will consider the alignment of the budget with the deliverables.
6. The committee may suggest that two or more proposals be combined if the committee deems it advantageous, and may award an amount greater than Rs.25000.

F. Conditions:

1. The decision of the selection committee will be conveyed to the PI who will be the contact person for all administrative matters regarding the project.
2. The PI is responsible for the conduct of the research in accordance with the institute research policy.
3. Procurement, utilization and maintenance of equipment will be as per institute policy
4. The funds have to be utilized within the stipulated period.
5. The grant money has to be utilized in accordance with the approved budget.
6. The PI should submit a progress report every six months in the prescribed format for evaluation by the committee mandated to monitor individual projects. In case it is found that proper efforts are not being made, further release of funding may cease.
7. The PI will also be required to report progress or outcomes at the end of one year after the termination of the seed grant, including grants received and publication/IPR arising out of the seed grant.
8. In any research communication arising out of the funded project, the contribution of the

institute should be duly acknowledged.

9. In case the PI leaves the institute before the completion of project, a co-investigator from Loyola Academy will assume responsibility as PI. No collaborator from another institution can become PI under this condition.

G. Expected Deliverables:

Publication in peer-reviewed journals / intellectual property generation including product / process development would be expected as outcomes of the project.

XXV. POLICY ON INSTITUTES/LEARNING CENTERS ON THE CAMPUS

The aim of establishing various institutes/Schools/learning centers of different programmes on the campus is to promote study, skill and research in specialized areas and carry-on extension services on behalf of the college which could serve as focal points of social transformation of the institution and the neighborhood.

The institutes/Schools/Student learning centers under consideration are such as the following: School of Arts, School of Science, School of Commerce, School of communication, Business/Management school/School of management/School of extension service/Skill Centres, Student service centers, distance learning Enrichment Centres, Exploratory Centres, Creating Internet-Based Learning Centers etc. AICUF, MAGIS YOUTH, NCC, NSS, CLUBS, PLANET etc. They are juridically extensions of the institution where they are situated and hence come under its overall management. In view of their specialization and the need to ensure their efficient day-to-day administration and promote their individual growth and development, the institutes/Schools/Student service centers on the campus are to be permitted a certain amount of functional autonomy.

The areas of autonomy and accountability are to be clearly defined and norms and guidelines evolved for each institute/service center must be approved by the Provincial in consultation with the Director and the house consult considering, factors such as nature of its origin, the purpose for which it has been established, its mode of funding etc. Such norms and guidelines are to be clearly monitored by the local Superior and reviewed by the Provincial during his visitation.

Research Institute:

Research Institutes are to be identified and should be funded by Loyola Academy management for its progress.

Ref. policy on research

Enrichment Centres

Enrichment centers are designed to offer students a variety of learning alternatives as an adjunct to a common unit of instruction. These centers are typically used after the presentation of important materials or concepts and are designed to provide students with opportunities to enrich and enhance their appreciation and understanding of the topics through individual experiences in the center.

Skill Centres:

Skill centers are similar to enrichment centers in that they are used after the initial teaching of a concept or skill. Their difference lies in the fact that students are assigned particular areas in the center as opposed to having free choice of the topics they want to pursue.

Exploratory Centers

Exploratory centers differ from enrichment and skill development centers in that they are designed to capitalize on the interests of students. They may not necessarily match the content of the textbook or the curriculum; instead they provide students with hands-on experiences which they can pursue at their own pace and level of curiosity.

There is a plethora of ways that a college can create learning centers /schools to help the students to progress in their studies. The college may wish to have learning centers/Schools always running so that when students are done with their work, they can spend time in a center.

XXVI. POLICY ON EXTENSION SERVICES

Social transformation of the neighborhood of the college is our corporate responsibility and commitment as we are challenged more than ever by the existing inequalities, injustices and the dehumanizing poverty around us. With our institutional resources and power, the extension service centre of our institutions, through their outreach programmes, can lead to the transformation of the college community as well as of the neighborhood.

B. Objectives:

1. To involve the staff and students in the service of the rural and the urban poor, since this exposure and involvement are necessary for the social transformation of the academic community itself.
2. To empower the poor with knowledge and skills for improving their quality of life and for their own liberation.

C. Activities to Primary Education:

1. Since primary education is very poorly organised, it shall be strengthened by establishing pre-schools (balwadis) and organising supplementary education to school-going children and dropouts.
2. Arranging in-service training for primary and high school teachers.
3. Organising non-formal and adult literacy programmes along with the National Literacy Mission (NLM) to achieve total literacy in the target areas.
4. Placing our infrastructural facilities such as labs, playgrounds, classrooms etc. at the service of the poor we serve.
5. Launching with the help of the local people and Government agencies small income-generating projects such as agro-industries, tailoring, gem-polishing etc.
6. Encouraging students to make use of their cultural talents to promote social awareness among the people.
7. Organising forums for village women and youth so that they undertake developmental activities for improving their quality of life and get involved in social and human rights issues.

D. Health, Hygiene and Nutrition:

1. Organising free medical camps and community health programmes with the help of voluntary doctors, primary health centres and social workers at grass-roots level.
2. Involving students in health education and nutrition programmes for children and women.

E. Environmental Activities:

Organising programmes on environmental awareness and education, social forestry schemes, energy saving and smokeless 'chulas' (stoves), etc.

F. Liaison Between People and Government:

Students shall enable people to identify local problems and represent them effectively to the respective government departments for the speedy redressal of their grievances.

G. Running of the Centre:

1. Each college shall have an extension centre with the following full-time staff-members: a director, two or three coordinators and one office staff. These full-time members shall be assisted by volunteer staff members from every department.

2. The University Grants Commission has recognised extension work as a third dimension of higher education along with teaching and research. Hence the programmes organised by the centre should form an integral part of the college curriculum and students of the college must participate in them as a requirement for their final certification. The students should be given credits for participating in an extension programme.
3. Every student should put in a minimum of 120 hours spread over four semesters.
4. Fees should be collected from students to meet the expenses of the programme. A corpus fund must be built by the management over a period of five years to carry on effectively the programmes of the extension centre.
5. The organisation and the activities of the centre shall be modified to suit the local needs of each institution.
6. One of the important activities of this centre, besides the ones mentioned above is to establish linkages with voluntary organisations, action groups and people's movements in the area in order to collaborate with them in the task of social transformation.

XXVII POLICY ON CAMPUS CULTURE, CAMPUS RELATIONSHIPS CAMPUS ASSOCIATIONS:

Our basic option which is for a just society - free, fraternal, non-exploitative – calls for an educational process that leads to an anticipated experience of such a society. This is the principle that should govern campus culture, relationships, celebrations, associations, and elections.

Loyola Academy has its own local history, tradition and culture. While preserving the ethos of this institution, efforts should be made to evaluate the existing campus culture and when needed change it to bring it in line with the present-day options and orientations of the Province.

Campus Culture and Celebrations:

1. Students and all in the campus should be helped to appreciate the basic human values of respect for human persons especially for the poor, respect for nature, simplicity in lifestyle and generosity in sharing. Equity and inclusive values should be highlighted
2. Bold initiative, responsible and adequate participation in decision-making, critical approach to reality and commitment to our basic option should be some of the values to be fostered among the students and the staff.
3. All committees on the campus including those which make rules and guidelines affecting campus culture, relationships, associations and elections, and make decisions on them should be composed of student and staff representatives.
4. We should actively support and enthusiastically promote a culture that is authentically Indian, rooted in the soil, liberating, democratic, and shorn of all elitistic aberrations and not alienating our students from their roots or from the ordinary masses of this great nation.
5. Both staff and students are required to be attired modestly and decently. Sarees/salwar kameez are the preferred dress for women in our colleges.
6. Cultural festivals and other campus celebrations are times of fellowship and joyous sharing, opportunities to bring out the best talents and values of the students. As such, they should be encouraged and carefully prepared under the guidance of competent staff. Collection and spending of money on such occasions should be carefully monitored. Care must be taken that the celebrations do not degenerate into culturally inappropriate and alienating extravaganzas. In any drama or club activities no religion should be depicted as part of the programme.
7. The reward system prevalent in the campus should encourage cooperation rather than competition, simplicity of life rather than hoarding. We should selectively present appropriate role models to our students. We should be careful in the choice of people whom we honour or invite to preside over the various college functions.

Relationship in the Campus:

The relationships that exist among the different groups in the campus - students, staff, administration, and management - should reflect respect for persons, equality, cooperation and justice.

1. Campus relationships would also demand:
2. Greeting every member of the staff, management in the campus and respecting them with dignity.
3. Creating an atmosphere of freedom and fellowship in all our relationships.

4. Adopting a style of administration that upholds the principles of decentralization and subsidiary, e.g. forming committees for various responsibilities such as admission committee, sports and games committee etc. We should ensure the effective functioning of these committees in line with stipulated policies.
5. Initiating a corporate decision-making process by involving every group in the campus community.
6. Just and Fair Deal: Evolving appropriate machinery and procedures for ensuring a just and fair deal in all administrative and disciplinary matters:
7. No one should be punished without being heard.
8. No alleged person whether of the management or otherwise should be a judge in his own case.
9. Existing provisions for representing grievances and appeals are made known to our staff and students.

Staff Welfare Association:

Loyola Academy may have a staff welfare association, an autonomous body entirely managed by the staff according to the constitution and by-laws decided by them. The management will support this association. The objective of this association is to offer to the members financial assistance, recreational needs, housing loans etc. This applies both to the non- teaching staff and the teaching staff of the college.

Student Council:

1. We recognize the legitimate rights of students to form councils to protect, promote their welfare, and to experience democratic living on the campus.
2. The students council is appointed based on its participative interaction, collaborative work and the performance in studies etc. The student council should have a staff advisor to guide them. Among other things, he/she has to ensure that students from all the sections get opportunities to become leaders. Moreover, he/she has to help the students function in a democratic way in all their council decisions and activities.
3. Rules and regulations need to be framed in such a way as to encourage student initiative and genuine criticism.
4. Student organisations like the AICUF, MAGIS, YOUTH Club and others that are in keeping with our basic values and apostolic thrust should be enthusiastically promoted and supported, and all facilities should be given them to enable their smooth and effective functioning within the campus.

XXVIII POLICY ON LOYOLA ACADEMY ALUMNI ASSOCIATION (LAAA)

Fr. Arrupe, former Superior General of the Society of Jesus, in his address to the World union of former Jesuit students says, "If we want to be eminent in our profession in any form of human achievement it is not for selfish reasons or for our own satisfaction, but rather in order to be of service to others". Fr. Arrupe thus places the alumni apostolate in the right perspective.

Loyola Academy Alumni Association (LAAA) is dedicated to foster an enduring relationship between Loyola Academy and its Alumni. It is a statutory body in the college that is registered under the Telangana Societies Registration Act, 2001. Loyola Academy is also associated with the Federation of Jesuit Alumni Association (JAA), which is an association of all alumni associations of Jesuit Academic Institutions in India. JAA is a forum for networking amongst Jesuit Alumni across India to play a role in shaping public policies in favour of secularism, poverty alleviation, women empowerment, upliftment of the marginalized, safeguarding human rights, preservation of the environment and spreading literacy.

A. Definition

An alumni/ae is defined as an individual who has received a degree from the Loyola Academy.

A. Mission:

1. **Build a committed and powerful community of professionals.**
2. Unite members for collective action.
3. Provide support to members to enable them to achieve growth in professional lives.
4. Provide assist the college in fostering its vision, growth and prosperity.

B. Objectives:

1. To keep a track of all the alumni of the college and their pertinent data, while fostering and promoting close relations among the alumni themselves.
2. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni.
3. To inculcate the spirit of volunteering and cooperation amongst the Alumni.

C. Organization:

- The following shall be the authorities of the Association.

i) The General Body

ii) The Governing Body

The method of selection of the office bearers and their roles are defined as below:

D. The General Body:

1. The General Body shall consist of all the members of the Association and the Director.
2. The General Body shall consider the President's report of the past year's activities, the president - elect's budget and plan of activities for the next year, approval of accounts, election of members of the Governing Body, appointment of auditors, legal advisors and any other matters arising from time to time.
3. The General Body shall meet on Second Saturday of November unless the change is notified to the members well in advance. This meeting referred to as the Annual General Meeting, presided over by the senior most member present, shall statutorily consider the following:

- i) Approval of previous year's minutes of LAAA.
 - ii) Approval of previous year's accounts.
 - iii) Election of the members of the Governing Body.
 - iv) Election of the President.
4. The Joint Secretary shall, upon being requested in writing by the Governing Body or by at least 15 members of the Association, call an extraordinary meeting of the General Body for which at least 2 weeks' notice along with agenda shall be circulated to all the members.
 5. The quorum for the General Body shall be 40 members present in person. In case the quorum is not complete, the President shall adjourn the meeting and reconvene it after 30 minutes, at which time, the members present will constitute the quorum and there will be no minimum requirement.
 6. All the resolutions put to vote at the General Body shall be decided by a majority vote (unless otherwise provided) on a show of hands. In case of equality of votes the `Presiding Officer` shall have the casting vote.
 7. In case the Governing Body is satisfied that a member/honorary member have been working against the interests of the Association/the profession it may recommend the termination of the membership of the concerned member/honorary member to the general Body which shall have the powers to do so.
 8. The Governing Body shall have 15 elected members, who shall be elected to office for a 3-year term.

The President of the LAAA shall be the returning officer for the elections.

E. The Governing Body:

The affairs of the Association shall be managed, and the funds administered by the Governing Body which shall consist of following members: The governing Body of the Association shall have a President, a Vice President, a General Secretary, a Joint Secretary, a Treasurer, and two executive members as the Alumni/ae Association shall be elected from time to time. All office bearers shall be members of the Alumni/ae Association.

F. Director:

Any Jesuit appointed by the Jesuit community/Superior of Loyola Academy usually serves as the director of LAAA.

The affairs of the Association shall be managed, and the funds administered by the Governing Body which shall consist of following members: -

1. All Office Bearers shall be elected/selected in the first meeting of the Governing Body.
2. The Elected Office Bearers of the Governing Body shall be as follows:

G. The President:

He/ She shall be an alumnus of at least 15 years standing. Previous participation in Association activities. Shall be elected by majority vote of the members of the Governing Body.

Responsibilities:

1. Represents the Association on College committees and at College functions.
2. Serves as ex officio member with voice and vote of all Association boards, councils and committees, except the Nominations and Awards Committee.

3. Acts as liaison between the Association and the College.
4. Reports to the Board at each meeting and to the Association annually.
5. Attends Alumni Club functions as necessary and practical
6. Represents the Association at Association functions.
7. Authorized to sign checks of Association.

H. The Vice President:

Previous participation in Association activities. Shall be elected by majority vote of the members of the Governing Body. He/ She shall be an alumnus of at least 12 years standing.

Responsibilities:

- a. Represents Association as designated by the President. This may include, but is not limited to attending meetings and events, and serving on special and ad hoc committees.
- b. Serves as chair of a standing committee
- c. Serves on Executive Committee
- d. Chairs Audit Sub-Committee

I. The Secretary:

Previous participation in Association activities. Shall be elected by majority vote of the members of the Governing Body. He/ She shall be an alumnus of at least 10 years standing.

Responsibilities:

1. Responsible for minutes of meetings of Association, Board of Directors, and Executive Committee
2. Ensures minutes are kept on file and distributed within fourteen days of each meeting
3. Serves on Executive Committee

J. Treasurer:

Previous participation in Association activities. Shall be elected by majority vote of members of the Governing Body. He/ She shall be an alumnus of at least 7 years standing.

Responsibilities:

1. Monitors the finances of the LAAA, the collection of funds and the disbursements for expenditures.
2. Secures and maintains accounts in the name of the Alumnae Council at financial institutions approved annually by the Executive Committee at its meeting.
3. Prepares periodic reports of the income, expenditures and balances in accounts controlled by the LAAA.
4. Authorized to sign checks of Association.
5. Chairs Finance Committee.

K. General Secretary:

Previous participation in Association activities. Shall be elected by majority vote of members of the Governing Body. He/ She shall be a Alumnus of at least 6 years standing.

L. Joint Secretary:

Previous participation in Association activities. Shall be elected by majority vote of members of the Governing Body. He shall be an alumnus of at least 5 years standing.

M. Functions of Governing Body:

1. Governing Body shall have the right to co-opt members and/or appoint sub-committees from amongst the General Body from time to time for an execution of specific assignments as required.
2. Any casual vacancy amongst the members of the Governing Body arising from death, resignation, and removal or otherwise may be filled by co-option by the Governing Body and the member so co-opted shall hold office for the balance term of the member being replaced. Such co-opted member shall be treated on par and have all the rights as enjoyed by the elected members.
3. The Governing Body shall have the power to appoint from amongst the members of the General Body or from amongst its own members for publication of Brochures, Newsletters, Annual Magazine of the Association.
4. The quorum for the meeting of the Governing Body shall be eight members personally present.
5. The Governing Body shall manage the affairs of the Association by majority vote in the Committee Meeting provided that in case of equality of votes, the President shall have one extra vote.
6. The Governing Body shall meet at least 4 times a year. The Secretary shall issue the notice and the agenda of the meeting at least a week before the date fixed for the meeting. However, in case of urgent business, the meeting may be called at shorter notice.
7. The Governing Body shall be Executive Authority of the Association. It shall be responsible for all the finances and funds of the Association and shall give effect to the plans and programmes of the Association and shall have the authority to carry them out.
8. The property, movable, and immovable, belonging to the Association, shall be vested with the Governing Body.
9. The Governing Body may terminate the membership of any of its members in case he/ she fails to attend two consecutive meetings of the said Committee without the grant of leave of absence. However, the President may grant leave of absence to any member.

On or before the Fourteenth Day succeeding the day on which the Annual General Meeting of the General Body is held, a list shall be prepared with names, address and occupations of the members of the Governing Body.

N. Membership Rights:

All members and honorary members are entitled to receive all announcements etc. (posting of such announcements on the website, social media platforms) connected with the activities of the Association and participate in all social functions and other activities of the Association. All members will also be beneficiaries of any schemes or assistance programmes administered by the Association.

O. Alumni Contributions towards the College:

1. Personality Development Program: The Alumni of the college in collaboration with their place of work organize personality development programmes.

2. Career Advising: They are well placed and take the opportunity to advise and support the students.
3. Industry-Institute Interaction: With support from the workplace, they organize industrial visits and interactive sessions.
4. Placement Assistance: They stand first in providing internships and job opportunities for the deserving candidates.
5. Project Assistance for Final-year Students: The Alumni serves as guides and mentors for the final years during their thesis work.
6. Arranging Seminars, Guest Lectures and Workshops for Students: They are instrumental in organizing various academic activities in collaboration with their respective departments.
7. Alumni Serving as Faculty Members: The institution helps the Alumni by providing employment opportunities as faculty members.
8. Monetary Contributions for Developmental Initiatives: The Alumni, as a token of gratitude contribute monetarily for the development of the institute.
9. As Jury Members and Panelists of Cultural, Literary and Fine Arts Events: The Alumni is honored as panelists and judges for various events in the college based on their talent and aptitude.

P. Strategies to Realize These Objectives:

a. Fellowship:

The alumni/ae association of Loyola Academy is to foster the fellowship of the alumni/ae by way of fulfilling their human needs by (i) conducting recreational get-together, (ii) giving recognition to their talents and capabilities and (iii) deepening their sense of belonging. Motivating them to help the poor/ the institution upgradation.

b. Ongoing formation:

1. The fellowship programmes mentioned above should go beyond the fulfillment of human needs and indeed be entry points for sharing our vision as well.
2. Besides, the college should provide enough opportunities for retreats, sessions on themes like Ignatian magis, discernment, inter-religious meetings dialogues etc.

c. Participation in Our Mission:

Because of sharing our vision, the alumni/ae should become sharers and participants in our mission of social transformation. The following action plans are suggested so that the bond between us and the alumni/ae is cemented and nourished throughout the year:

1. Forming core groups with like-minded alumni/ae to work among the under privileged brothers and sisters.
2. Inspiring the alumni/ae to give a lead by involving themselves in social and human problems at the national and international levels.

M. Functioning of the Association of Alumni and membership:

1. Loyola Academy shall have an Association with well-defined goals and objectives. It shall have its own constitution and come under the registered society of the institution.
2. The Association shall be an autonomous body with lay persons as President, Vice-

President and Secretary. A Jesuit shall be its Director.

3. There will be two kinds of membership:
 - i. ordinary membership (each year renewable).
 - ii. Life and donor membership.
4. All the teaching staff are eligible to become members of this Association even though they may not have been students of Jesuit institutions.
5. If a student has studied in more than one Jesuit institution he has the choice to become a member of any one of the Associations.
6. Our associates and well-wishers of the institution who are our neighbors shall become members of this Association with the approval of the executive.

N. Relationship with the Institution:

1. The Rector and the Principal are ex officio members of the executive council of the Association.
2. The Principal shall involve himself actively in the activities of the Association by his cooperation and encouragement.
3. It has a Jesuit Director who is appointed by the management.
4. The management must choose a Director who is active and ready to spend some time for the alumni/ae. He should be a person who is ready to strive hard and not easily be disheartened because of difficulties. His role is one of animation.
5. This animation will be at three levels:
 - a. Sharing of information about the Society of Jesus and the institution with the alumni/ae by bringing together all the alumni/ae and creating in them a sense of belonging.
 - b. Providing ongoing formation to the alumni/ae by arranging appropriate programmes to foster fellowship among the alumni/ae and sustain values they received in the college.
 - c. Creating opportunities for involvement of the alumni/ae in the activities of the institution and the process of social transformation.
6. There should be annual planning with the alumni/ae for institutional development.
7. There should be representation for the alumni/ae in our administrative bodies such as Governing Body, Academic Council etc.

8. Federation of the Jesuit Alumni:

9. This Federation is to coordinate the activities of all the alumni/ae associations and give them a sense of belonging to the national and international Jesuit alumni/ae organizations.
10. All the Jesuit college associations in Andhra and Telangana or other states are the members of this Federation. They pay an annual subscription to the Federation.
11. All the office-bearers of the Association i.e. The President, Vice-Presidents and the Secretaries are executive members of the Federation and they meet annually and decide on the common programmes and activities of the Federation.
12. The Director of the Jesuit Alumni/ae Associations of Andhra and Telangana is appointed by Fr. Provincial.

XXIX. POLICY ON COLLABORATION WITH VARIOUS GROUPS

A. Collaboration with Laity:

The educational apostolate through a college, is a common mission entrusted to the entire college community comprised of the Jesuits, the lay staff, both teaching and non-teaching and other collaborators/stakeholders. Each member of this community is to be given a role that enables him/her to make his/her unique contribution. This is the basis of the concept of Collaboration with the Laity. Such a partnership is a help to build on the college campus a society that is reflective of the just and egalitarian society. The lay collaborators are to be trained at least three to six months in Ignatian spirituality and constitution before they are entrusted with any major jobs like Vice principal, COE, Dean of Administration, Deans, HoDs etc. in the institution.

Collaboration with the Laity implies a genuine involvement in the enunciation of the vision, policies and goals of the apostolate in the decision-making process and in the administration of the college. In this partnership while the lay staff are the natural interpreters for us of the modern world, the Jesuit staff help preserve the Jesuit identity of the institution through appropriate animation and orientation.

Collaboration with the Laity calls for a changed attitude on the part of the Jesuit and lay staff and a climate, in the campus, of freedom and fellowship in all our relationships with Jesuits and lay persons alike is inspired by a common vision in order to carry out a common mission.

B. Shared Vision:

1. The lay staff are made aware of the educational implications of the LA vision and option. Orientation programmes are organised by the Principal for both Jesuit and lay staff periodically on topics pertaining to the Jesuit vision of education.
2. Those who have newly joined the institution are given proper orientation regarding the ideals, goals and principles of Loyola Academy in particular to Jesuit education so that they too participate effectively in the decision-making process.

C. Involvement in the Decision-Making process:

1. All members of an academic department are involved in the setting of goals of the department, in taking decisions related to their work, and in the evaluation of performance. The department meeting is convened at least once in two months. The Principal occasionally attends these meetings or calls for the minutes of the meetings.
2. For the effective functioning of the institution various committees consisting of Jesuits and lay staff are constituted in areas such as admission, discipline, finance, library, sports etc. and these committees are actively involved in the decision-making process in their respective areas.
3. The staff council consisting of heads of departments is convened at least twice in an year in which matters pertaining to the day-to-day administration of the college are decided upon. The budgetary allocations such as UGC grants, special fees and staff grants etc. available for each department are made known at the beginning of the academic year and the details of spending by each department should periodically be reviewed in such meetings.
4. Lay staff members are involved in decision-making not only at the operational level but also at the level of policy making. Hence, they are given due representation on the governing body.

D. Involvement in Administrative Matters:

1. The college offers to lay persons more and more positions of responsibility such as those of Vice-Principals, Deans, Heads of Departments, Controller of Examinations, Directors of Hostels etc.
2. These positions of responsibility are endowed with requisite authority and have a clearly defined job description (see the section of Functions of Office-Bearers). The persons appointed to such posts are selected on the basis of appropriate and objective criteria. The criteria and procedures for selection and appointment to such posts are formulated in consultation with the lay staff where possible and made known to all.
3. The nature and number of such posts are determined by the management.
4. While more and more positions of authority and responsibility are made available to lay persons the following considerations are to be kept in mind:
5. Ensuring that our lay collaborators are made conscious of their duties and responsibilities and held accountable for their performance.
6. Sufficient authority and control, however, remain with the college management to enable the staff to work of Loyola Academy and be faithful to its traditions.

E. Climate for Collaboration with Laity:

1. The Collaboration with the Laity can exist only where the appropriate climate has been created. Some of the more important elements for this climate are the following:
2. A leadership that is supportive of the members of the educational institution and pays full attention to their self-development and professional growth.
3. The style of administration should be such that it upholds the principles of decentralization and subsidiarity.
4. Proper procedures for grievance redressal both at the institutional and province levels are evolved and made known to all.
5. The Jesuit staff abides by the norms applicable to all the staff with regard to matters such as teaching, attendance at staff meetings etc.
6. There must be free, open and mutual communication and friendly interaction among persons at all levels of the educational institution fostering mutual respect, trust and acceptance.
7. Collaboration with the Laity becomes a permanent feature of the college getting incorporated into the very structure of the college and not left to the discretion of individuals.

F. Collaboration with Colleges of Religious Congregations:

In keeping with our general policy of collaboration with like-minded progressive forces for social change, we cooperate with other religious congregations of men and women in Andhra & Telangana and other states through Xavier Board of higher education or AIACHE.

1. This could be done by collaborating with other colleges.
2. Evolving common policies and programmes in favor of the poor.
3. Planning and executing socially relevant research.
4. Pooling together personnel and material resources for common projects of academic and

social interests, e.g., in curriculum planning, sharing infrastructural facilities, exchanging competent personnel (short and long term) and collaborating in people's organization programmes etc.

5. Conducting common orientation and training programmes for students and staff.
6. Periodical get-together of staff and students at city colleges for more effective functioning;
7. Initiating action for safeguarding the minority character of our institutions.
8. Playing an active role in the Xavier Board of Higher Education especially in Andhra and Telangana and AIACHE.

G. Collaboration with the Parents in the Running of the Institute:

1. Parents play a vital role in the formation of their children. So, we need to interact with parents to make our task of training students effectively.
2. The interaction between the parents and Loyola Academy is a two-way process. Both parties are enriched in this process. Such an interaction creates a better rapport among the students, staff and the administration. "The parents are helped to fulfil their rights and responsibilities as educators in the home and family and they in turn contribute to the work of education going on in the college."

H. Interaction:

1. Parents should be helped to become sharers of the Ignatian world view and its application to education. They must participate in our efforts to transform our students into men and women for others.
2. Parents should be in touch with the Heads of the Departments, class teachers, hostel Director and the Principal to ensure consistency between the values promoted in the college campus and those promoted at home.

I. Modalities of Interaction and Involvement:

1. The newcomers are given orientation together with their parents in aspects such as attendance, Continuous Internal Assessment (CIA), additional skill-oriented courses, NPTEL, SWAYAM, MOOCS, INCUBATION, INNOVATION, courses etc., so that they understand better the autonomous set-up.
2. We maintain constant communication with parents about the progress of their children.
3. Parents could be members in the advisory councils.
4. Parents are enabled to share our educational vision and policies.
5. Views of parents may be sought regarding cultural activities, extension work, hostel administration and functioning of autonomy.

J. Collaboration in the Neighbourhood: (Urban and Rural)

1. In keeping with our apostolic option, we must maximize the use of our facilities for the benefit of the dispossessed.
2. Such a gesture is a powerful symbol of our commitment to the dispossessed of our country and a concrete expression of our willingness to share our resources with them.
3. By infrastructure, we mean classrooms, lecture halls, laboratories, places of worship, playgrounds, games and sports facilities, auditorium, library, audiovisual facilities, computer network, canteen and mess facilities, hostels, vehicles, workshop etc.

4. Among the dispossessed of the neighborhood, we include all the poor, children of our non-teaching staff and domestic employees.
5. Some of the modalities for sharing our infrastructural facilities are:
 - a) Offering the neighboring poor schools, the use of our laboratory and other facilities.
 - b) Providing a place for supervised study for the poor students of the neighborhood.

XXX. POLICY ON INSTITUTIONAL AND INDUSTRIAL COLLABORATION

Loyola Academy look at their partnership not only within their campuses but also extend their partnership off the campus because their vision and mission is to create “Men and Women for Others”.

Forming the student community into a community of “Men and Women for Others” occurs only through partnership. This Partnership with Industry is the need of the hour and it is appropriate to provide soft and technical skills to the students within the classrooms and laboratories of the college.

By acquiring relevant and accessible skills during the studies in the college, the students either “earn while they learn” or he is placed at the end of the successful completion of the course.

Therefore, the responsibility of the Jesuit management is

1. To identify appropriate and apt industrial partners.
2. To train students in industry which promote healthy human values and ecology.
3. To form students in organization that impart not only skills for making money but also skills for making.
4. To make the poor empowered.
5. To enable students in the campus and off the campus to be sensitive to the developments that estranges or stifles the “image of God”.

The above objectives of Industrial Partnership are realized in establishing either a simple letter of agreement or a simple contract or signing a Memorandum of Understanding (MoU).

A. A Simple Letter of Agreement:

It is a letter that expresses its readiness to help the students at his/her request through the college according to the will and wish of the organization. There is no guarantee of continuity and it is very much subjected to the conditions prevailing at the time. The organization may not inform its withdrawal.

B. A Letter of Contract:

It is a letter that agrees to support and train the students sent by the college. It conditions the trainee in training or Hands on experience for a short span of time. It is not at all responsible for any casualty or eventuality during the training. The organization can withdraw from each other at their will with a very short notice.

C. Memorandum of Understanding: (MoU)

It is an agreement mutually formulated and accepted. It is binding on both the institution and the industry/organization. It demands both the parties to share their resources according to the permissible norms of both the parties.

MoU places responsibly both the parties for the formation and training of the students in a specific area / skill for a stipulated period. The parties concerned withdraw their support and association within a stipulated and agreed upon duration.

This partnership in due course of time results in collaboration between staff of the department and the organization either in terms of Research, Consultation and extension or expansion.

D. Partnership in Research, Consultancy and Extension:

When partnership in research, the advantage of industrial research or applied research is that

college receives the knowhow, instruments or equipments from the partner agency forever or for a particular period of time. It is advantageous to the academic institution as well as to the partner agency. This collaboration makes the higher education relevant, accessible, and qualitative and people oriented.

E. Consultancy consists of two partners –

The consultant and the organization which is in need of consultancy. It enriches the faculty of the college and the organization as well. In consultancy, the consultant not only owns the implementation of her / his consultancy by the partner agency but also rectifies in times of crisis without counting the cost.

Fees for the consultancy can be either in 70:30 or 60:40 according to the agreement. When a teaching faculty receives a request for consultancy on account of his/her expertise, the share in the consultancy fee could be 70% to the consultant faculty and 30% to the college. When the college receives a consultancy programme, the principal identifies the appropriate consultant faculty and entrusts the consultancy to him / her. Then the share in the consultancy fee is 30% to the faculty consultant and 70% of the college.

Whichever be the ratio agreed upon by the staff and the management, the management monitors the functioning of staff in teaching, learning, research, consultancy, and extension.

When research and consultancy grow together in an institute and industry, in course of time it leads to healthy participation of students and industrialists with the community around them. Thus these three strengthen the college towards a greater height of quality enhancement and excellence.

To integrate, monitor and develop partnership in Research, Consultancy and extension with related industries, organizations, and unites the call for a presence of a committed Jesuit staff preferably or a committed and qualified lay staff. Jesuit presence is preferred for continuity of the three areas of partnership.

Criteria

1. The choice of partnership.
2. The location of the organization.
3. The objectives of both the organization.
4. A transparent modus operandi of both the partners.
5. Partnership results in community participation.
6. A minimum period of 3 years is acceptable and reasonable.

XXXI. ENVIRONMENTAL POLICY OF LOYOLA ACADEMY

(Developed in lieu with General Recommendation No. 1, Green Audit Report 2018-19)

A. Purpose:

Loyola Academy is committed to the principles and practices of environmental protection and environmental sustainability across all areas of activity, with College-wide involvement and responsibility. We believe that we have an institutional responsibility to develop sound environmental management systems and initiatives to promote environmental and sustainability awareness and education. The intent of this policy is to meet environmental expectations and provide actionable guidance, as Loyola Academy strives to foster a culture of excellence and challenges for continual improvement.

B. Policy Statement:

The College commits itself to operating all of its activities in a sustainable manner through minimizing the adverse impact of its activities on the environment and in promoting sound environmentally sustainable principles and practice through the delivery of its curriculum. The College will strive to ensure that all activities comply with relevant environmental legislation. The College will work towards the prevention of pollution and the continual improvement of its environmental performance by reducing its impacts on the environment.

C. Applicability:

This policy shall apply to the whole of Loyola Academy, and each stakeholder shall be made a partner in implementing the policy.

D. Policy implementation:

1. The College is committed to focusing on the following key target areas, which have been identified as significant:
2. **Water Management:** To make efficient and environmentally responsible use of water, including identifying opportunities for water conservation and water reuse.
3. **Energy Management:** To reduce overall energy consumption and the proportion of energy created from finite resources by switching to renewable energy sources.
4. **Campus Management:** To develop and implement estate strategy based on sound environmental and sustainability principles. To manage the estate with a view to enhancement of biodiversity wherever possible. To require a sustainable construction plan for any new development or refurbishment project. To increase the green cover of the estate to above 75%.
5. **Waste Management:** To increase the rate of recycling of all appropriate materials, based on life-cycle principles. To implement sustainable resource management practices, based on reduce, reuse and recycle principles.
6. **Carbon Footprint Reduction:** To implement a carbon management strategy, including the efficient use of energy. To reduce greenhouse gas emissions in line with College targets. To ensure the uptake of low carbon technologies in infrastructure and operations.
7. **Procurement:** To promote life cycle thinking in the procurement of goods and services, while working with suppliers to promote sustainable resource management practices.
8. **Resources:** To scale down the use of resources throughout the college including the farm, learning spaces and during the construction or renovation of buildings.
9. **Awareness and Training:** To communicate internally and externally the college's

environmental objectives and performance. To raise awareness of staff and students the college's environmental impact, activities and performance and good practices. To provide appropriate environmental educational programmes for staff and students. To encourage and facilitate feedback and suggestions.

E. Responsibilities:

1. The main responsibility for implementation of this policy lies with the College Management and the Principal as the College's Chief Executives.
2. The Deans, Coordinators, Heads of Departments and Lecturers are responsible for ensuring compliance with College Environment Policy within their area of control.
3. Whilst the College accepts the main responsibility for implementation of this policy, students have a very important role in co-operating with those responsible for safeguarding the environment. Students are required to abide by rules and requirements made under the authority of this policy.
4. Students also have a duty to co-operate with the College in complying with Policy requirements that relate to activities and actions in case of emergencies. In addition, there is a duty to report incidents that may cause harm to the environment.

F. Evaluation of Environmental Policy & Green Audit:

1. This policy shall be reviewed at opportune time, but not later than once a year.
2. The College shall undertake an annual review of environmental management procedures and activities to ensure suitability, adequacy and effectiveness through an annual exercise called the **Green Audit**.

Conclusion:

The College is committed to continual improvement, the prevention of pollution and ensuring compliance with relevant legal and other requirements.

This Environmental Policy is fully supported by the Management of Loyola Academy and the Office of the Principal.

We appreciate that staff and student education, engagement and acceptance of the Environmental Policy, are key to its success. As such, this will provide an ongoing focus, creating a sense of ownership, responsibility and a constantly relevant strategy to improve our environment.

The Policy will be reviewed and refined annually to reflect changing circumstances.

XXXII. GREEN POLICY

Loyola Academy is committed to the principles and practices of environmental protection and environmental sustainability across all areas of activity, with College-wide involvement and responsibility. We believe that we have an institutional responsibility to develop sound environmental management systems and initiatives to promote environmental and sustainability awareness and education. The intent of this policy is to meet environmental expectations and provide actionable guidance, as Loyola Academy strives to foster a culture of excellence and challenges for continual improvement.

A. Policy Statement:

The College commits itself to operating all of its activities in a sustainable manner through minimizing the adverse impact of its activities on the environment and in promoting sound environmentally sustainable principles and practice through the delivery of its curriculum. The College will strive to ensure that all activities comply with relevant environmental legislation. The College will work towards the prevention of pollution and the continual improvement of its environmental performance by reducing its impacts on the environment.

B. Applicability:

This policy shall apply to the whole of Loyola Academy, and each stakeholder shall be made a partner in implementing the policy.

C. Policy Implementation:

The College is committed to focusing on the following key target areas, which have been identified as significant:

1. **Water Management:** To make efficient and environmentally responsible use of water, including identifying opportunities for water conservation and water reuse.
2. **Energy Management:** To reduce overall energy consumption and the proportion of energy created from finite resources by switching to renewable energy sources.
3. **Campus Management:** To develop and implement a estate strategy based on sound environmental and sustainability principles. To manage the estate with a view to enhancement of biodiversity wherever possible. To require a sustainable construction plan for any new development or refurbishment project. To increase the green cover of the estate to above 75%.
4. **Waste Management:** To increase the rate of recycling of all appropriate materials, based on life-cycle principles. To implement sustainable resource management practices, based on reduce, reuse and recycle principles.
5. **Carbon Footprint Reduction:** To implement a carbon management strategy, including the efficient use of energy. To reduce greenhouse gas emissions in line with college targets. To ensure the uptake of low carbon technologies in infrastructure and operations.
6. **Procurement:** To promote life cycle thinking in the procurement of goods and services, while working with suppliers to promote sustainable resource management practices.
7. **Resources:** To scale down the use of resources throughout the college including the farm, learning spaces and during the construction or renovation of buildings.
8. **Awareness and Training:** To communicate internally and externally the college's environmental objectives and performance. To raise awareness of staff and students of the college's environmental impact, activities and performance and good practices. To provide appropriate environmental educational programmes for staff and students. To encourage

and facilitate feedback and suggestions.

D. Responsibilities:

1. The main responsibility for implementation of this policy lies with the College Management and the Principal as the College's Chief Executives.
2. The Deans, Coordinators, Heads of Departments, Lecturers are responsible for ensuring compliance with College Environment Policy within their area of control.
3. Whilst the College accepts the main responsibility for implementation of this policy, students have a very important role in co-operating with those responsible for safeguarding the environment. Students are required to abide by rules and requirements made under the authority of this policy.
4. Students also have a duty to co-operate with the College in complying with Policy requirements that relate to activities and actions in case of emergencies. In addition, there is a duty to report incidents that may cause harm to the environment.

E. Evaluation of Environmental Policy & Green Audit:

1. This policy shall be reviewed at opportune time, but not later than once a year.
2. The College shall undertake an annual review of environmental management procedures and activities to ensure suitability, adequacy and effectiveness through an annual exercise called the Green Audit.

Conclusion:

The College is committed to continual improvement, the prevention of pollution and ensuring compliance with relevant legal and other requirements. This Environmental Policy is fully supported by the Management of Loyola Academy and the Office of the Principal. We appreciate that staff and student education, engagement, and acceptance of the Environmental Policy, are key to its success. As such, this will provide an ongoing focus, creating a sense of ownership, responsibility, and a constantly relevant strategy to improve our environment. The Policy will be reviewed and refined annually to reflect changing circumstances.

XXXIII POLICY FOR PLACEMENTS:

Loyola Academy was started with the intention of creating job-oriented courses to help the deserved students.

Campus placement in Loyola Academy is a facility provided for interested final year students.

1. To groom students with competencies and employability skills to become part of top- notch companies.
2. To assist the student to become self-reliant.
3. To enrich and enhance the knowledge, competencies, and attitudes of the students.
4. To improve their soft skills.
5. To build life skills and self-confidence through value-based education.

NOTE: Registration is not compulsory. Students who want to pursue higher studies and not interested in seeking an employment are advised not to register for placements.

A. Eligibility & Placement Registration:

1. Placement Registration is for ONE ACADEMIC YEAR ONLY
2. All students who register for placements, if necessary, should also register for soft skills program/ or any other program organized by the institute.
3. All Students should compulsorily attend all the Classes/workshops, seminars conducted by Placement cell failing which will lead to cancellation of placement registration.
4. Students having backlogs are not permitted to register. Such students are advised to clear the backlogs and then register after the examinations.

B. Resume – Student Placement Registration:

Any information and updates of the company visits and messages will be forwarded to the What's App class groups and notice boards. Students are advised to follow and check timely announcements.

Students are expected to follow standard resume template advised by the Placement Cell for preparing their resumes.

The details of the resume must be genuine, and any student found violating this, will not be permitted to apply for placements for the rest of the academic year.

Depending on the profile/requirements laid by the respective company, a detailed and tailored resume should be submitted within the timeline.

C. Pre-Placement Talks (PPT) / Drives:

1. Notices of the PPT's/Drives will be shared on the What's App Groups and circulars will be displayed on Notice Boards well in advance.
2. The PPT/drive attendance is compulsory. Students who register for the drive and do not attend will strictly be not allowed to sit for further drives conducted by the placement cell.
3. Students should occupy the venue 15-minutes before the PPT.
4. Students always must carry one folder with them containing Hard Board, Attested Mark sheets, Certificates, Passport Size Photos, Resume copies (minimum 2) & Stationery items.
5. Students are advised to go through the company websites to get more insight about the company and judge their suitability to the job before enrolling their name.

6. Any queries regarding salary break-up, job profile, place of work, bond details etc. must be clarified with the company officials during the Pre-Placement Talk (PPT) only. The interaction with the representatives of the companies should be in a very professional way.
7. Students who registered before PPT/drive but found the job not suitable to their profile, can voluntarily drop from that company's selection process after the PPT but not during the subsequent phases of their selection.
8. A student who applies and gets shortlisted is bound to go through the entire selection process unless rejected midway by the company. Any student who withdraws deliberately in the middle of a selection process will be disallowed from placement for the rest of the academic year and it could lead to strict disciplinary action by the Institute.
9. Students must be formally dressed whenever they participate in any interaction with company representatives. The Placement Officer has the right to refuse permission to a student to attend the selection process / PPT, if they are not formally dressed.
10. Wearing Students identity cards is mandatory during placement process.
11. Students are not allowed to contact Company / HR Delegates directly for any reason. If they have anything, they must first contact the Placement Officer.

D. Placement Process:

1. Late comers for the PPT's / Aptitude Test / Group Discussion / Interview will not be allowed to appear for the selection process.
2. Students should maintain discipline and show ethical behavior in every action they take during the placement process. Any student found violating will be disallowed from the placements for the rest of the academic year.
3. Mobile phones are strictly not allowed inside halls during the online/written test.
4. Students found cheating or misbehaving in the selection process (PPT / Test / GD / Interview) will be disallowed from the placements for the rest of the academic year.

E. Job Offers:

NOTE: Each student is eligible for only one job offer.

1. Every student who is selected by a company is out of placement thereafter and will not be allowed for subsequent drives.
2. The students should inform the acceptance of offer within 48 hours (on the day following the release of offer).
3. In case of students who go for higher studies and hence decide not to join the company, should send an apology mail to the company at the earliest with the copy to Placement Office.
4. If any student directly gets offer letter from the company representative a copy of the same need to be submitted to the placement cell.
5. Students after joining organization, wants to leave the company for any compelling reasons, the same must be intimated to the company HR/ Reporting Manager and fulfil the required exit formalities and then get relieved with dignity.
6. Student violating any of the above-mentioned rules and regulations or found indulging in any act of indiscipline/mis behavior is liable for strict disciplinary action, as per the Institute rules and regulations.

XXXIV.POLICY FOR INTERFAITH FORUM

Our world continues to be beset by conflict and intolerance with the rising number of violent activities. We are unfortunately witnessing messages of hate spreading discord among people. It is imperative that we double our efforts to spread the message of Love and Peace based on our common humanity a message portrayed by traditions of all Faiths.

Interfaith forum is a concrete and enjoyable way to bridge gaps between different religions. Many different religions proclaim that service to others is one of the noblest human acts. By combining and uniting for the common purpose of serving and helping others, adherents of separate religions may find that they have more in common than they had previously thought.

Sustainable development through interfaith harmony

To expand awareness across different faiths and fostering mutual support among campus religious organizations in particular, this forum acts as an umbrella organization for all religious groups at Loyola regardless of their participation.

At the core of all the faith systems and traditions is the recognition, that we are all in this together and we need to love and support one another to live in harmony and peace in an environmentally sustainable society.

A key component of this forum is facilitating interfaith dialogue and interfaith networking for collaborating community service initiatives.

A. The forum's main activities are:

1. Prayers
2. Inter-faith dialogues
3. Pilgrimage trips
4. Celebration of Festivals

B. Interfaith Youth Core:

We're creating an ecosystem of people designed to make interfaith cooperation the norm, while creating the next generation of interfaith leaders.

C. Principles:

The Religions for peace network advances multi-religious cooperation consistent with five guiding principles.

1. Respect religious differences
2. Act on deeply held and widely shared values.
3. Preserve the identity of each religious community.
4. Honour the different ways religious communities are organized.
5. Support locally led multi-religious structures.
6. Interfaith is inclusive and honours all people, religions, and spiritual traditions.
7. Interfaith is a way of life that allows each person to express the Devine in their own way.

XXXV. POLICY ON INTELLECTUAL PROPERTY RIGHTS

Creativity and innovation have been a constant in growth and development of any knowledge economy. There is an abundance of creative and innovative energies flowing in India. The evolution of the film and music industry; the contribution of the Indian pharmaceutical sector in enabling access to affordable medicines globally and its transformation to being the pharmacy of the world; a strong and dynamic software industry; a considerably diverse handicraft and textile industry; richness and versatility of the Indian systems of medicines such as Ayurveda, Unani, Siddha and Yoga; the advances made in the Indian space programme and the pioneering role of our scientists in keeping it cost effective; these are but a few examples of these energies.

While India has always been an innovative society, much of the intellectual property (IP) created remains unprotected both on account of lack of awareness and the perception that IP protection is either not required or that the process to obtain it is unnecessarily complicated. The rationale for the National IPR Policy lies in the need to create awareness about the importance of intellectual property rights (IPRs) as a marketable financial asset and economic tool. India has robust IP laws and a strong IP jurisprudence. The legal framework does reflect the underlying policy orientation and national priorities, which have evolved over time, considering development needs and international commitments.

An all-encompassing IPR Policy will promote a holistic and conducive ecosystem to catalyze the full potential of intellectual property for India's economic growth and socio-cultural development, while protecting public interest. Such a policy will nurture the IP culture, guiding and enabling all creators and inventors to realize their potential for generating, protecting and utilizing IPRs which would contribute to wealth creation, employment opportunities and business development. This policy shall weave in the strengths of the Government, research and development organizations, educational institutions and corporate enters including MSMEs, start-ups and other stakeholders in the creation of an innovation conducive environment.

It will complement the strengths of our substantive laws with transparent, predictable and efficient administrative and procedural mechanisms as also well-informed adjudicatory structure.

XXXVI POLICY ON NPTEL: (National Programme on Technology Enhanced Learning)

To encourage completion of NPTEL Certificate courses we award the students with one Credit, at completion of the course. Students engage in self-study with an added advantage of exposure to nation-wide faculty while using Technology effectively for an enhanced learning experience.

The National Programme on Technology Enhanced Learning (NPTEL) was initiated by seven Indian Institutes of Technology (Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee) along with the Indian Institute of Science, Bangalore in 2003. A total of 235 courses in web/video format were developed at that time.

The main goal of NPTEL Phase II (2009-14) was to build on the engineering and core science courses launched previously in NPTEL Phase I. An additional 600 web and video courses were created for all major branches of engineering, physical sciences at the undergraduate and postgraduate levels and management courses at the postgraduate level. Several improvements such as indexing of all video and web courses and keyword search were implemented at this stage.

Currently more than 940 courses are available on web portal <http://nptel.ac.in> for viewing and downloading. NPTEL has also initiated open online courses with certification where courses in different domains are regularly launched. Courses are free to enroll and are available at <http://onlinecourses.nptel.ac.in>. At the end of the course a certification exam (optional) is held on specific dates at specific centers. Certificate from IIT is awarded to those who register and appear for the examination. These exams have nominal fees with facility of scholarship and partial fee waiver for SC/ST candidates.

Outcomes of the course:

1. The student directly engages and learns from the best faculty available, while using non-conventional methods of learning the subject, strengthening the foundation of the student in the chosen field of study.
2. Students explore new areas of interest and indulge in deeper study of subjects they wish to master.
3. Faculty also avail these avenues as a Faculty Development Programme, enhancing skills and knowledge of the subject they teach.
4. Exposure to a Pan-India student audience in MOOC as well as a small fraction of foreign students, enables students to assess and evaluate their position in a peer group.
5. The self-study method promotes self-motivation and zeal to succeed without any external compulsion.
6. National certification of these programmes by CCE and IIT provides students a value-added Resume while applying for jobs.

XXXVII. POLICY ON PROJECTS

Loyola Academy initiated the Project/Internship Program in the year 1978 in order to promote interest and aptitude for research among undergraduate students. The main objective of this program is to provide an opportunity to the students to familiarize themselves with research methodology and techniques by being associated for a short duration with their seniors on ongoing research program or by undertaking independent projects. This serves as an incentive for them to take up research as a career in the future. The Guide/ Institution must provide the student with all facilities (kits, reagents & other requirements) for carrying out research.

The important issues to be addressed while pursuing the projects are as follows:

1. Selection of a project
2. Planning, executing, and managing a project.
3. Documenting a project
4. Assessment of a project

A. Mini Project/Major Project:

Every laboratory course and value-added course should be accomplished with the development of mini/major project. The mini/major project is mandatory to validate the skill set acquired by the students. Mini/major project allotment, planning, execution, documentation and assessment will be decided by the faculty coordinator of the lab or value-added course based on the prior approval of the concerned HOD and the Principal. Mini/major project monitoring and evaluation process will follow applicable UG/PG project guidelines and all the relevant documents should be maintained by the faculty coordinator for awarding marks. The students should be motivated to carry out the social relevant and application projects.

B. Allotment of a Project:

The students should spend a lot of time working with their project, so it is essential to pick a project they choose. Because students choose a particular project which doesn't mean that they are qualified to do it. Project coordinator and supervisor should ensure that they are capable of doing that project in successful manner. Students are encouraged to choose more inter disciplinary and industrial projects.

C. Formation of Project:

Groups In order to ensure the participation of each student, the project size shall preferably be 2 and not more than 4 students. Formation of project groups shall be done such that each group has representation of students with varying academic merit from best to average as well as mixed domain expertise. Any left-out student should be randomly attached to any group or can be done individually. Science students are encouraged to do individual projects preferably in national laboratories.

D. Guidelines in selecting an appropriate Project topic

A list of projects proposed by faculty will be distributed to students or acquire the industrial problems in week at work

Discuss with supervisors (i.e. the member of staff who proposed the project or the person nominated by the project coordinator in the case of own proposal).

Submit a Project Approval Form to the project coordinator by the end of Week 2. Selections will be reviewed by the project coordination panel.

Assigning Faculty Guide: Project Guides may be assigned to each project group either by the

choice of student groups or by the concerned HoD.

Interaction with Project Guide Students should meet respective guide frequently during the course of the project, though this interaction depends on both. Students should maintain the necessary documents or files which contain all details (reference papers, literature survey, etc.) related to the project during discussions with guide. This system will allow easy and quick access to the details and help to draft the project work. Students should submit report drafts as and when demanded by project guide. Students are instructed and encouraged to produce an error-free report with the support of guide.

Progress of Project Monitoring: the PG/Undergraduate students Project activity is being extended over two semesters. For better progress of project, Phase I/Phase II needs customary monitoring. The progress of the project includes following activities, which have to be carefully monitored by the project coordinator and supervisors which results in a successful project.

1. Problem identification
2. Problem modeling
3. System analysis and specification
4. System design
5. Module implementation and system integration
6. System test and evaluation
7. Documentation
8. Project management

Students who opted to do inhouse projects have to submit a letter to the principal after finalization of the title of the project with HoD and the local guide and seeking permission to continue their project in Loyola Academy departmental labs. Terms and conditions are applicable from lab to lab.

NB: Mini project can be for 2 months or 40 working days and major project is for 3 months or 60 full working days,

XXXVIII. POLICY ON REVENUE SHARING

Loyola Academy recognises the value of its staff undertaking consultancy for outside bodies. This work is an important channel through which knowledge and expertise can flow to and from businesses and other external agencies and therefore contributes to the development of growing and productive relationships with these bodies. This policy is intended to provide the information required to undertake consultancy work in accordance with the College approved procedures.

The consultancy policy enables the teacher researcher to enable his/ her knowledge to be of contributiveness to the society or industry. Our institute, with its mission in the pursuit of policy towards sharing the Knowledge out of this process is projected to provide a flourished framework for faculty and staff engaged in, or who wish to engage in, consultancy, either through an “Institutional Consultancy” using infrastructure of institute, a direct relation between external agency seeking consultancy and our institute wherein institution is responsible for undertaking the task or “Personal Consultancy” without using infrastructure of institute and having no direct relation between external agency and our institute wherein institution is not responsible for the task undertaken but the individual involved in consultancy is responsible. The authority to approve institutional consultancy lies with the consultancy approval committee, headed by the Principal.

Consultancy:

The College uses a broad definition of what constitutes consultancy. Its essential features are:

1. Consultancy is work of a professional nature, undertaken by College staff in their field of expertise, for clients outside the institution, for which some financial return is provided.
2. Consultancy will produce some form of contracted output which may be partly or wholly owned by the client.
3. The College normally does not have freedom of publication over the results of consultancy.
4. It tends to be governed by short-term contracts, makes minimal use of College resources, and involves extra work for existing staff rather than the employment of new staff.
5. Consultancy for companies owned by the College or in which a member of staff may have an interest are also included within the scope of this document.
6. This policy does not apply to those activities, paid or unpaid, which is in furtherance of scholarship or general dissemination of knowledge, such as:
 7. Authorship of, or royalties from, the publication of books
 8. Service on public sector or charitable committees
 9. External examiner duties
 10. Lecture tours and conference presentations or attendance
 11. Editorship of academic journals or the publication of academic articles

Approval of Consultancy Activity

The decision process for whether an individual is permitted to undertake a piece of consultancy is handled at a local level. All consultancy proposals should be passed to the Principal of the College in the first instance. The Principal will make the decision to accept or decline the proposal.

Recording activity

All staff are required to record their consultancy activity with the Research Committee Office. Original copies of the contracts must be forwarded to the Research Committee for the College records.

XXXIX. POLICY ON SPORTS & GAMES

Loyola Academy

Degree and PG College (Abstract)

Policy Framework for Sports and Games-Revised norms- Sanctioned-Orders Issued

I. Physical education is important for both physical and mental health and development. It helps improve a Student's muscular and cardiovascular strength, flexibility, endurance, motor skills, and mind-body connection and wellness. It gives Students the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility. In general, physical activity is well established to be among the best releases for tension and anxiety and facilitates emotional stability and resilience. All these qualities and benefits are also relevant to success in the classroom; studies show that students who stay physically active are successful with other school work as well. Finally, people who are physically active as young people tend to stay fit as adults as well, leading them to longer, healthier, and more productive lives.

A. Policy:

To promote participation, inclusion and excellence in sports at all levels. Toward this end, the college will put in place merit-based instruments and seek convergence with other stakeholders in and out of the government, through collaboration and synergy, to ensure that there is sufficient facility, opportunity, incentive and awareness for all to play at least one game of their choice and elevate it to an international level.

The Directorate of sports shall work in close liaison with the state sports council with the specific aim of nurturing international quality athletes who will be eligible to participate in international competitions with full financial assistance from the Government of India.

The institution realises and recognises Physical education and sports as integral part of Loyola culture and desires to translate them into the benefits in terms of health, social cohesion, economic activity, cultural enrichment and improved quality life.

B. Financial support for students:

According to National Sports Development code of India, 2011, financial assistance for participation in international tournaments and training abroad, will be provided, subject to availability. The college works incessantly towards this aim by assisting eligible candidates through the application process.

C. Facilities for sports:

The Department of Sports at Loyola Academy offers a number of sports activities to help students become physically fit, develop leadership qualities and encourage a spirit of sportsmanship. The college offers regular sports coaching in the mornings, for students who want to compete in inter-collegiate competitions. The college has excellent infrastructural facilities for both indoor and outdoor activities. Well laid-out cement courts for basketball, volleyball and well-equipped indoor facilities, provide students with opportunities to learn new sports and improve their proficiency.

D. Read:

1. Policy Framework for sports and games regarding Attendance, Internal Assessment & evaluation and external examination and promotion of for sports men and women 2013

dated 22 August, 2013.

2. Minutes of the Ad-hoc Academic Council Meeting held on 22 August, 2013.
3. Page 2, paragraph 5, Minutes of the Academic Council Meeting dated 04.04.2014.
4. Resolutions 1-3, Board of Studies Meeting, DPE, Loyola Academy dated 25-06-2014.
5. Minutes of Academic council Meeting held on 25-03-2015.

E. Order

The Academic Council at its meeting held on 25-03-2015, considered (agenda) via item No.3, in the light of the proposal made by the Chairman, Board of studies, Department of Physical Education and ratified the policy as follows:

Policy framework regarding Attendance, Internal Assessment & External Evaluation, and Promotion for sports men and women in Loyola Academy Degree and PG College, Alwal, Secunderabad as adopted and ratified by the Academic Council in its meeting dated 25th March, 2015, as Amended on 25-06-2014.

The Policy hereinafter shall be referred to as “Policy framework regarding Attendance, internal Assessment & External Evaluation, and promotion for sports men and women in Loyola Academy Degree and PG College 2015, as amended on 25th June, 2014” and shall be implemented with retrospective effect from 25th June, 2014

F. Attendance

1. Attendance will be given for participation in open, inter college, inter university and invitation tournaments (College team) subject to a maximum of 4 weeks /semester to all who play for the college. Attendance also will be given for attending state and inter university coaching camps.

Principal will have discretionary powers to condone shortage of attendance of more than 4 weeks in exceptional cases.

G. Internal Assessment and Evaluation

1. No student admitted under sports quota and who represents the state, university, and the country shall be detained in internal examination and all possible instruments should be engaged which includes Assignments, viva etc. To make up for shortage of internal marks.
2. Those of the International players, Inter university and national level Players and players from Sports Authority of Telangana, and Sports Authority of India, who due to their tournaments schedule and participation in various events including ranking tournaments, could not attend their internal assessment examination, will have to write the internal Pre-final examination for the semester. *(As recommended by the Physical Director and Director of sports). Sufficient flexibility to be adopted in the conduct of these examinations on a case-to-case basis at the discretion of the Principal.
3. Pre-final in each semester is a must for all those players who miss the other internal examination due to tournaments. In exceptional cases, if they miss pre-final as well, will be permitted to write the pre-final examinations on a later date, and the marks will be weighted for assignments, viva, weekly tests, and mid-semester, on the basis of pre-final marks for both theory and practical. However, for internal practical weight age, submission of record book for the concerned subject is compulsory.
4. Others (who play for the college team only) have to appear for all exams.
5. Re-exam shall be conducted for those who miss internal weekly, mid-semester, pre-final,

and internal practical examinations on account of their participation in tournaments which include inter-collegiate, open invitation tournaments at the state, national level, inter-district tournaments, and inter-university tournaments on being certified by the Physical Director and ratified by the Director of sports and approved by Principal.

H. External examination & Evaluation

A third moderation in external evaluation of 5 marks will be extended only for those subjects (both theory and practical) wherever required, semester wise to sports persons of national, inter university and international level on production of relevant documents as proof, and as recommended by HOD, Dept. of Physical Education Director of Sports, and approved by Principal.

This order comes into force on 25th June 2014 and will supersede any other order issued from this office in this regard.

XL. POLICY TO CONDUCT INTERNATIONAL / NATIONAL SEMINARS

An International seminar/Conference may be organized once in a year by a College having Postgraduate department(s), which are eligible for financial assistance under General Development Assistance Scheme, with prior clearance from the Ministry of External Affairs, Government of India or from the management of Loyola Academy. An International seminar can be envisaged with one or two collaborating institutes from outside the college after signing an MOU between the parties. The revenue can be shared by the institutes which intend to plan and organize the international conferences.

The main goal of organizing international seminar/conferences is to create a zeal on research and to help the institute to build up the research quest by publishing standard publications in UGC prescribed journals.

Research breeds a seed of progression and encompasses a vision to integrate knowledge and its application for discovering potential growth. Loyola Academy, with this policy has achieved a giant leap in inculcating a research atmosphere amidst academic involvement.

Loyola Academy understands the very significance of research and has always been encouraging in this sphere and has made it an inclusive domain for institutional advancement.

How to Organise a Conference: Step-By-Step Guide

1. Step 1: Decide on a theme. ...
2. Step 2: Assemble your A-team. ...
3. Step 3: Prepare a budget & business plan. ...
4. Step 4: Find sponsors & grants [optional] ...
5. Step 5: Settle on a date. ...
6. Step 6: Book the venue. ...
7. Step 7: Arrange catering & other vendors [optional] ...
8. Step 8: Line up your speakers.

Policy Document

For In-house Research and Development Events, the following guidelines may be used with the approval of Principal/ Dean, Research and Development.

1. 100 % concession may be given in registration fee for faculty of host department.
2. 100 % concession may be given in registration fee for faculty of other departments, to a maximum of two faculty members, on recommendation of the concerned Head of the Department.
3. The concession so granted shall be reimbursed on submitting the certificate of participation. All the participants shall initially pay the full registration fee and claim for reimbursement only after fruitful completion of the program.
4. Seminar, if it is national, it should be conducted for 2 days and an international seminar should be conducted for 5 days.
5. Entire seminar report with photos should reach the administrative office/ Dean of Academics with-in two weeks.

XLI. POLICY FOR STUDENT COUNCIL

Loyola Academy (LA) is managed and administered by the Jesuit Province, belonging to the Society of Jesus, an international Catholic Religious Order. Loyola Academy Degree and Post Graduate College as well as Loyola Academy Junior College were founded by Rev Fr T. Baliah SJ, in 1976 in Alwal, Secunderabad, Telangana, India.

A student council is a group of students from within the college elected to represent their fellow students. The Students Council works with the Principal, co-coordinating Lecturer/s, Parents Council and students when organizing events. The Board of Management and Staff wish to actively encourage the Student Council to engage in a process of dialogue and consultation. The Student Council must respect the policies of the college in all matters. As soon as possible after the election, the new Student Council meets with the lecturer who works with the council. His/her role is to assist and guide the members in all matters. All decisions must be discussed with the concerned lecturer at meetings arranged by the members.

A. Role of Student Council:

The aim of the student council is to act as a representative body and liaise with other students, staff, and parents' council on matters of importance to students within the College. The student council has two main functions:

To organize social events for the students of the College (Cultural Activities like Resonance, College Day etc.).

The Student Council primarily provides an opportunity and enables students to work in partnership with staff, management and parents.

B. The Student Council and the Principal:

The role of the Principal is of central importance in the establishment and operation of a Student Council. In assisting the Board of Management in the development of College policy, and in working with lecturers and parents to implement it at day-to-day level. In the initial stages, the Principal, together with the other lecturers, can assist in the development of the Student Council in several ways, for example, by discussing with students the role of the Student Council and the role of individual representatives on the Council, by facilitating the holding of elections and by advising on an appropriate constitution or statement of objectives. As the Council develops, and begins to expand its role, the Principal will assist in guiding the Council's development, so as to allow for a constructive and purposeful Council. More generally, the Principal can promote a college culture which recognizes the potentially valuable input that students can make, through the Student Council, into the development of the college.

C. The Student Council and Lecturers:

Developing a spirit of partnership and co-operation between the Student Council and lecturers has benefits for both. The Student Council can play an important role in recognizing and supporting the work of lecturers. Similarly, the interest and support of lecturers will be of great value to the Student Council, particularly during the early stages of its development. It is generally desirable for a member of the teaching staff to attend meetings of the Council. The support and guidance offered by a lecturer will be very useful to the Council when planning its activities and providing for a lecturer to attend Council meetings to build a cooperative and good working relationship between students and staff of the college.

D. The Student Council and the Parents' Association:

The Parents' Association can make a significant contribution to the development of the Student Council, by encouraging and supporting students in the establishment of a Council and by supporting the Council in its activities. A Student Council may find it useful to meet with members of the Parents' Association from time to time or to invite a parents' representative to attend Council meetings or to assist it in particular activities. This will help to ensure good communication between the Student Council and the Parents' Association.

E. Key functions of Student Council:

1. The functions and activities of the Student Council should support the aims and objectives of the College and promote the development of the college and the welfare of its students. In planning and undertaking activities during the course of the semester/academic year, the Council should: work closely with college management, lecturers and parents, consult regularly with students in the College, and involve as many students as possible in the activities of the Council.
2. There is a wide range of activities of benefit to the college community which the Student Council may wish to undertake, some of which are outlined below:
3. Representing the views of the student body to the college management This should be one of the fundamental aims of every Council. It involves talking and listening to the student body, considering their views and concerns, and discussing these with the college management on behalf of the students.
4. Promoting good communications within the college campus. Improving communication within the college community is a shared responsibility and the Student Council can contribute to this process. Making presentations at staff meetings to keep staff informed of activities, keeping a Student Council noticeboard or organizing a regular newsletter are just some ways the Council can communicate with the students, college management staff, and parents.
5. Supporting the educational development and progress of students the Student Council can contribute to the learning environment for students in the college by, for example, setting up study groups for students in exam classes or homework clubs, or organizing lunchtime activities such as language clubs.
6. Assisting with induction and/or mentoring for new first year students Starting secondary college is a challenging new experience for 1st Year students.
7. A mentoring programme where senior students help new students to find their feet can help their integration into the college community. Contributing to the development of college policy: The Student Council can actively contribute to the development of college policy in a wide range of areas such as bullying, uniform requirements, behavior code and extra-curricular activities.
8. The Council could form sub-committees to consider individual policy issues, to consult with students, staff, and parents on those issues and to represent the Council's views on those issues to college management.
9. Assisting in college sports and cultural activities: Student Councils can assist in organizing and developing sports and cultural activities within the college, including, for example, sports days and drama or musical events.
10. Assisting with or organizing fund-raising events for charity: Student Councils can organize events both within the college and involving the wider community, for the purposes of raising money for designated charities.

XLII. POLICY ON SEXUAL HARASSMENT

Loyola Academy is committed in creating and maintaining a community in which students, teachers and non-teaching staff can work together in an environment free of violence, harassment, exploitation, intimidation, and stress. This includes all forms of gender violence, sexual harassment, and discrimination based on sex/gender or amongst the same sex members. Every member of the college should be aware that college strongly support gender equality and opposes any form of gender discrimination and violence.

A. Scope of Reference for Loyola Academy

In formulating a policy for preventing and redressing sexual harassment, the fact that Loyola Academy consists of a number of academic departments and administrative offices in the campus the college has almost 3000 students and 200 employees. A majority of these people commute to their “workplace” (i.e. place of work/study) from various parts of the city. The jurisdiction will include fieldtrips, sports tournaments, conferences, college festivals and all other activities undertaken by any person as a member of LA.

B. Objectives of The Policy

Following are the objectives of the Policy:

1. To fulfill the directive of the Supreme Court enjoining all employers to develop and implement a policy against sexual harassment at the workplace.
2. To evolve a permanent mechanism for the prevention and redressal of sexual harassment cases and other acts of gender-based violence in the institution.
3. To ensure the implementation of the policy in letter and spirit through proper reporting of the complaints and their follow-up procedures.
4. To uphold the commitment of the LA to provide an environment free of gender-based discrimination.
5. To create a secure physical and social environment which will deter acts of sexual harassment.
6. To promote a social and psychological environment this will raise awareness about sexual harassment in its various forms.
7. To generate public opinion against sexual harassment and all forms of gender-based violence.
8. To deal with cases of sexual harassment, in a time bound manner, aiming at ensuring support services to the victim and termination of the harasser.
9. To recommend appropriate punitive action against the guilty by the head of institution.

C. Definition of Sexual Harassment

The following constitute Sexual Harassment:

When submission to unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature are, implicitly or explicitly, made a term or condition of teaching/guidance, employment, participation, or evaluation of a person's engagement in any LA activity.

When unwelcome sexual advances, and verbal, non-verbal and/or physical conduct such as loaded comments, remarks or jokes, letters, phone calls or e-mails, gestures, exhibition of pornography, lurid stares, physical contact, stalking, sounds or display of a derogatory nature

have the purpose and/or effect of interfering with an individual's performance or of creating an intimidating, hostile, or offensive environment.

When a person/s uses, with a sexual purpose, the body or any part of it or any object as an extension of the body in relation to another person without the latter's consent or against that person's will, such conduct will amount to sexual assault.

When deprecatory comments, conductor any such behavior is based on the gender identity/sexual orientation of the person and/or when the classroom or other public forum of the LA is used to denigrate/discriminate against person(s) or create a hostile environment on the basis of a person's gender identity/sexual orientation.

D. Jurisdiction

The rules and regulations outlined in this policy shall be applicable to all complaints of sexual harassment made:

By a member of the LA against any other member of the college irrespective of whether the harassment is alleged to have taken place within or outside the campus.

By an outsider against a member of the college or by a member of the college against an outsider if the sexual harassment is alleged to have taken place within the campus.

By a member of the college against an outsider if the sexual harassment is alleged to have taken place outside the campus. In such cases the Committee shall recommend that the college authorities initiate action by making a complaint with the appropriate authority. Further the committee will actively assist and provide available resources to the complainant in pursuing the complaint.

E. In the above the following definitions will apply:

1. Members of the LA include students, teachers and non-teaching staff of the college.
2. Students“ includes regular students as well as current ex-students of the college.
3. Teachers“ includes any person on the staff of the college or any of the constituent colleges and all other academic departments, who is appointed to a teaching and/or research post, whether full time, temporary, ad-hoc, part-time, visiting, honorary ,or on special duty or deputation and shall include employees employed on a casual or project basis.
4. Non-Teaching Staff“ includes any person on the staff of the college or any of the colleges/institutions affiliated to it, who is not included in the category of teacher. It shall also include contract workers and daily wagers.
5. Resident“ includes any person who is a temporary or permanent resident of any of the accommodations or premises allotted to a student or an employee, by the college or by any of its constituent colleges, academic departments
6. Outsider“ includes any person who is not a member of the college or a resident. It also includes but is not limited to any private person offering residential, food and other facilities to members of college or any college/institution affiliated to LA.
7. Campus“ includes all places of work and residence in the LA or in any of its constituent colleges, academic departments, health centers. It includes all places of instruction, research and administration, as well as hostels, health centers, hospitals, sports grounds, staff quarters, public places (including parks, streets and lanes) and canteens, etc. on the college campus or the campus of any of its constituent colleges, academic departments.

F. Guiding Principles for Constitution of Committees

The policy has abided by the following principles:

In order to decentralize the complaints procedure and provide easy access to all, separate committees have been provided at each constituent college. The academic departments that are located in the constituent college are covered under the committee provided at the respective constituent college. The Head of the Institution shall be responsible for creating the committee at the institution.

In order to create autonomous institutional structures to look into complaints of sexual harassment, members from outside the institution with a known contribution to gender issues have been included in each committee.

To make the committees representative, each category of college members is given representation in the committee.

As per the 1997 Supreme Court Judgment, it is mandatory for each committee to have a woman chairperson as well as at least 50 per cent women members.

G. Status:

The Institutional Committees and the LA are empowered to carry out the mandate of the policy.

H. Structure:

Implementation of the policy will be achieved through the following structures: Institutional Committee Against Sexual Harassment

A Complaint and Redressal body shall be set up in each constituent college.

I. Composition

Committee Against Sexual Harassment:

1. Two teacher representatives by nomination.
2. Two non-teaching Staff representatives of the College (of which one must be from Group by nomination.
3. Two student representatives (as applicable) by nomination - one should be a second-year graduate student and one should be a post graduate student.
4. One person from outside with known contribution to women's issues, nominated.
5. The Chairperson (woman) to be nominated from amongst the teacher members.
6. The Member Secretary to be selected from amongst the members other than the student category.
7. At least 50% of the members in each of these categories should be women.
8. The Head of the Institution shall constitute the Committee and all nominations shall be made by him/her. The member secretary shall be from any category except the student category.

J. Term:

The term of each member (other than students) shall be two academic years. The term of student members shall be one academic year.

K. Meetings:

1. The Institutional Committee shall meet at...
2. The notice of the meeting may be circulated at least a week in advance.
3. The quorum for the meetings will be the presence of 30% members.
4. In emergency situations, the meetings may be called at a shorter notice and held with fewer members, after an explanation for doing so.
5. In the absence of the Member-Secretary, another member may be appointed by the members present to take the minutes.
6. The Committee shall submit its annual report every year.

L. Functions of The Committee

Preventive Steps:

1. To create and ensure a safe environment that is free of sexual harassment.
2. To create an atmosphere promoting equality and gender justice.
3. To plan and carry out programmes on gender sensitization.

M. Remedial:

1. The mechanism for registering complaints should be safe, accessible, and sensitive.
2. To take cognizance of complaints about sexual harassment, conduct enquiries, aid and redressal to the victims, recommend penalties and take action against the harasser, if necessary.
3. To recommend to the concerned authorities follow-up action and monitor the same.
4. To advise the disciplinary authority concerned to issue warnings or take the help of the law to stop the harasser if the complainant consents.
5. To seek medical, police and legal intervention with the consent of the complainant.
6. To decide for appropriate psychological, emotional, and physical support (in the form of counseling, security and other assistance) to the victim if she/he so desires.

N. Procedure for Registering Complaints:

Aggrieved girl student or woman employee of the college may make in writing, a complaint of sexual harassment to the respective institutional committee.

Any aggrieved of the administrative departments/ sections of the LA may make in writing, a complaint of sexual harassment to the respective college.

All complaints must be brought by the complainant in person. The exception for this will be in cases of forced confinement of the person. In such a case, brought by another person on behalf of the complainant, the committee will examine whether an investigation, intervention or some other assistance is needed. In exceptional cases, third party/witness complaints may be entertained. In such cases, the Committee will ascertain whether the person alleged to have been harassed wishes to lodge a formal complaint. Once such a complaint is received the Committee shall proceed to investigate it as per the procedure specified.

If the complainant wishes s/he can be accompanied by a representative.

O. Enquiry Procedures:

1. Any complaints made to any committee member must be received and recorded by the member, who shall then inform the committee members about the allegation, who in turn shall call a meeting of the committee. All meetings of the Committee will be called by the Member by giving a notice at least 3 to 5 days in advance. The Committee is bound to maintain confidentiality during the time of the enquiry by withholding the complainant's name and other particulars that would identify complainant.
2. During an enquiry, the quorum for all Committee meetings will be one-third of the total membership and must include at least one member from the complainant's category as well as, one of the members from outside.
3. The Committee will, within ten days of the receipt of a complaint, establish a prima facie case of sexual harassment on the basis of both the definition of sexual harassment given in this policy, and the jurisdiction of this policy. Reasons for not pursuing a complaint must be recorded in the minutes and made available to the complainant in writing.
4. In case of a complaint filed by another person on behalf of the complainant (where the complainant is in confinement) the complaint will be investigated in order to explore whether a prima facie case of sexual harassment exists and whether intervention or some other assistance is required.
5. In case a prima facie case is established the Committee shall set up an enquiry committee of 3-5 members, with at least one member of the complainant's category, as well as a member from outside the LA.
6. The sub-committee must inform the accused in writing about the charges made against him/her and s/he should be given a period of five days from the date of receipt of the notification to respond to the charges.
7. During the enquiry procedure, the complainant and the accused will be called separately so as to ensure freedom of expression and an atmosphere free of intimidation. The complainant will be allowed to be accompanied by one representative during the enquiry.
8. The sub-committee must submit its report to the Committee not later than 15 working days.
9. The Committee will discuss the report and make recommendations for punitive action if required.
10. The entire process of enquiry should be completed within one month.
11. The complainant or the accused may appeal to the Head of the Institution if they are dissatisfied with the decision of the Committee.

NOTE:

1. A complainant has the right to go public if s/he so desires. Going public before giving in the complaint to the committee by the complainant should not prejudice the committee members. Once a complaint has been given to the committee, the complainant should preferably not go public till the enquiry is completed unless required.
2. Filing of a grievance/complaint shall not adversely affect the complainant's status/job, salary/promotion, grades etc.
3. The Committee should make efforts to ensure that the complainants and the witnesses are not further victimized or discriminated against while it is dealing with the complaint. The committee shall take action against anyone who intimidates the complainant or members of the committee, during or after the enquiry.

4. Any committee member charged with sexual harassment in a written complaint must step down as member during the enquiry into that complaint.
5. The Committee should form a small crisis intervention group comprising a group of committee members who should be readily accessible. At least 75percent of the crisis intervention group should be women. The telephone numbers of members should be widely publicized. The committee should have names and easy access to groups and/or individuals who can assist by providing legal, medical and/or psychological help.
6. During the pendency of an enquiry, on a written request made by the complainant, the committee as the case may be recommend to the Head of the Institution to transfer the complainant to any other workplace or grant leave to the complainant up to a period of three months or grant such other relief to the complainant as may be prescribed. The leave granted to the complainant under this circumstance shall be in addition to the leave she/he would be otherwise entitled.

P. Redressal:

The committee can ask the College to suspend the alleged harasser from administrative post/classes if his/her presence is likely to interfere with the enquiry.

The victim of sexual harassment as per the Supreme Court judgment will have the option to seek transfer of the perpetrator or their own transfer where applicable.

The Head of the institution upon receipt of the enquiry report, shall refer the same to the Board of Management of the institute disciplinary action on the basis of the recommendations of the Complaint Committee under relevant service rules.

The disciplinary action will be commensurate with the nature of the violation.

Q. In the case of College employees, disciplinary action could be in the form of:

1. Warning
2. Written apology.
3. Bond of good behavior
4. Adverse remarks in the Confidential Report
5. Debarring from supervisory duties
6. Denial of membership of statutory bodies
7. Denial of re-employment
8. Stopping of increments/promotion
9. Reverting, demotion
10. Suspension
11. Dismissal

R. In case of students, disciplinary action could be in the form of:

1. Warning
2. Written apology
3. Bond of good behaviour
4. Debarring entry into a hostel/campus

5. Suspension for a specific period
6. With holding results
7. Debarring from exams
8. Debarring from contesting elections
9. Debarring from holding posts such as member of Institutional committee, membership of college Council etc.
10. Expulsion
11. Denial of admission
12. Declaring the harasser as "persona non grata" for a stipulated period

(NOTE: The reasons for the action must be provided in writing. Action will be taken against person(s) who try to pressurize the complainant in any way).

In the case of third-party harassment/outsider harassment, the College authorities shall initiate action by making a complaint with the appropriate authority.

Enhancement of disciplinary action, by the committee, could depend on factors such as the nature and extent of injury caused to the complainant, the impact of the violation on the institutions as a whole, the position of the harasser in the power hierarchy, repetition of offence etc.

Non-adversarial modes of redressal and resolution could also be considered in appropriate cases. Examples of this may be verbal warning, verbal apology, promise of good behavior etc.

S. Amendments to The Policy

On the basis of their experience of the working of the policy, the committee will have the power to make recommendations to the head of the institute about changes in the policy. The head of the institute after adequate consultation shall make recommendations to the Board of Management about changes in the policy, as and when required in keeping with the preamble and objectives of the policy.

XLIII. STUDENT CODE OF CONDUCT POLICY

Loyola Academy has set its own academic standards for the progressive realization of the students in addition to the academic standards and other policies established by the college also has defined certain areas of non-academic misconduct that are applicable to all students. The standards of non-academic misconduct set forth in this policy are applicable to all undergraduate and graduate students.

Loyola Academy is a place where students come from different destinations to perceive their studies and maintains a good academic atmosphere for the students and staff to pursue their knowledge. The college does not engage any political activity in its campus nor encourages any delinquent student who tries to disrupt the atmosphere of the academic atmosphere of the college.

This policy is not intended to discipline students or asserting one's rights of academic freedom, but to stop any kind of misconduct that deliberately disrupts the function of the classes or the institution or malign the name of the institution or the staff in some form or the other.

Misconduct: The following behaviour is prohibited for the students of Loyola Academy.

A. Alcohol/Drugs and Other Substances

1. Possession or use of alcoholic beverage(s).
2. Distribution of alcoholic beverage(s) as prohibited.
3. Possession or use of any kind of drugs prohibited by the government.

B. Threatening, and Abusive Behaviour

1. Engaging in or threatening to engage in behaviour(s) that, by virtue of their intensity, repetitiveness, or otherwise, endanger or compromise the health, safety or well-being of oneself, another person, or that disrupt the effective continuation of the academic/educational process for individual students or for the general college community.
2. This includes, but is not limited to, threatening, tormenting, mocking, intimidating, maliciously or inappropriately ridiculing another's work or comments beyond the scope of scholarly inquiry, and exploiting known psychological or physical vulnerabilities or impairment.
3. Abusive behaviour toward a college employee or agent acting in performance of their duties.
4. Physical violence, actual or threatened, against any individual or group of persons.
5. Unjustified abuse, neglect, or violence toward an animal.

C. Destruction of College Property

Vandalizing, damaging, destroying, defacing, or tampering with the college property or the property of others.

D. Disorderly Conduct

1. Disorderly, disruptive, or antagonizing behavior that interferes with the safety, security, health or welfare of the college community, and/or the regular operation of the college. Behaviours that, by virtue of their intensity and/or repetitiveness, interfere with an educational activity (e.g., classroom, remote or online learning environments, advising session, lecture, workshop).

2. This includes but is not limited to: persistently talking without being recognized; creating noise that obstructs the learning process; smoking or use of prohibited substance; repeatedly interrupting others; or deliberately engaging in other behaviors that unreasonably and illegitimately distracts from or interferes with the educational experience or otherwise violates University policy.
3. Failure to abide by the rules and regulations or notices issued by the college, or any related governmental orders issued concerning public health.

E. Failure to Comply.

Failure to comply promptly with the reasonable request or instruction of a college employee or agent acting in an official capacity, including, but not limited to, refusing to provide identification, refusing to dispose of or turn over to college authorities prohibited items, leaving the scene of an incident, requests to disperse, or violation of a no contact directive.

F. Fire Safety

1. Intentionally or recklessly damaging or destroying property by fire or explosives.
2. Creating or maintaining a fire or fire hazard. Tampering with or misuse of emergency or fire safety equipment, including emergency call devices, fire alarms, fire exits, firefighting equipment, smoke/heat detectors, or sprinkler systems.
3. Failing to immediately exit any facility or building when a fire alarm or other emergency notification has been sounded.

G. Guests and Visitors

Allowing one's visitors or guests to violate the functioning of the college or to disrupt the classes or functions or failing to monitor the behaviour of one's visitors who disrupts the academic atmosphere of the institution.

H. Hazing

Any situation or action created, intentionally or unintentionally, whether on or off college premises and whether presented as optional or required, to produce: mental, physical, or emotional discomfort; servitude; degradation; embarrassment; harassment; ridicule of any member of the college.

I. Information Technology

1. Misuse of information technology of the college or LMS, or ICT or tampering the Wi-Fi or internet or creating unknown passwords in the computer systems or disrupting labs can be viewed seriously.
2. Computer Use Policy: Theft and/or abuse of computers (software or hardware), computer capabilities and/or changing control panel settings. Unauthorized use of computing facilities to interfere with the work of another student, faculty or staff.
3. Use of computing facilities to send harassing or abusive messages.
4. Use of Internet for pornography in any form.
5. Unauthorized file transfer.
6. Unauthorized downloading of music, movies, or otherwise restricted information is prohibited.
7. Intentional modification or destruction of college files.

J. Misrepresentation

1. Making, possessing, or using any falsified college document or record; altering any college document or record, including identification cards.
2. Assuming or facilitating the use of another person's identity, role, or access through deception or without proper authorization. This includes communicating or acting under the guise, name, identification, access, email address, signature, or indicia of another, or communicating under the rubric of an organization, entity, or unit without authorization.
3. Knowingly providing false information, submitting false or altered documents, or making a false report to the college in bad faith.
4. Using, or facilitating the use of a college Identification card, net-ID, or any other access controls, whether physically or virtually, by any person other than the assigned individual.

K. Retaliation

Retaliation includes threatening, intimidating, harassing or any other conduct that would discourage a reasonable person from engaging in academic activity

L. Sexual Misconduct

Engaging in behaviour of any kind of sexual misconduct that is prohibited by the government or UGC. (Ref. Sexual harassment)

M. Smoking

Engaging in smoking in the campus or in the premises

N. Theft and Unauthorized Taking

1. Taking (e.g., stealing, theft) of property or services without permission from the owner, regardless of intent to return the item.
2. Knowingly possessing, selling, or distributing stolen property or materials.

O. University Properties (Misuse Of)

1. Entering or remaining on or in any part of any University premises or virtual spaces and classrooms, without proper authorization. Use of University property or space, including virtual spaces and platforms, without proper authorization.
2. Solicitation, use of University facilities, resources or services, or misappropriation of the University name, for the purpose of conducting business or non-profit endeavors not otherwise authorized or sponsored by the University.

P. Weapons and Related Items

Possessing any type of weapon or fire arms or related to that or knives or axes which are prohibited and life threatening to the other.

Q. Outside campus activity:

Loyola Academy will not use its powers to interfere with the rights of a student beyond the college campus environment. But maligning the name of the college or the staff or the student through social media/electronic media or print media or any other form related to college matter/ affairs is an offendable nature and it comes under misconduct. The college may take student disciplinary action for conduct occurring outside the college context which substantially disrupts the regular operation of the college or threatens the health, safety, or security of the college community.

R. Personal Property

LA is not responsible for the loss, misplacement, or destruction of the personal property of students.

S. Student Credit Load

15 full hours teaching, and imparting skills is equivalent to one credit. 30 full hours of lab is equivalent to one credit. A student is expected to do minimum 22 and maximum 25 credits in each semester including certificate and skill-oriented courses done through NPTEL, MOOCS etc. The maximum student credit load per semester is eighteen (18) credits. A full-time load is defined as twelve (12) credits.

T. Staff Evaluation:

In an attempt to assist the college in the pursuit of academic excellence, students should have the opportunity to evaluate the faculty, courses, curriculum, and policies.

U. Class Presence and Participation.

- A. Class presence and participation MARKS are given to encourage STUDENT for active class participation and discussion. Students will be rewarded with a perfect score as long as they frequently come to class and actively contribute to the class discussion during seminars, workshops, club activities and lectures.
- B. Leave: students inform the HOD and vice principal through a leave letter on the day of present to the classes and explain the cause for the absence. If it is for medical reason a medical certificate should be provided from a doctor. Students who repeatedly arrive late to the lecture, /lab/seminar or any other class related works shall not have their participation in that hour in order not to disturb the classes. Students are expected.
 - 1. To come to class on time.
 - 2. To be attentive and engaged in class.
 - 3. To refrain from using laptops, cell phones and other electronic devices during class.
 - 4. To spend an adequate amount of time on the homework each week, making an effort to solve and understand each problem.
 - 5. To engage with both the abstract and computational sides of the material.
 - 6. To seek help when appropriate.
- C. Use of Mobile Devices, Laptops, etc. During Class: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop, etc. makes noise or is visually distracting during class. For this reason, the students are asked to turn off their mobile devices and close their laptops during class. Academic Integrity: Students who copy assignments, allow assignments to be copied, or cheat on tests will fail the assignment or test on the first offense, and fail the entire course on the second.

V. Online Learning Classroom Terms of Use

- a. Loyola Academy provides the online classroom and all related materials and assessments solely for student's educational purposes, subject to the following terms and conditions and these terms and conditions can be modified at any time during the academic year. Students have access to MS teams to listen to their lecturers daily through online in particular during the pandemic period.

- b. Your credentials (login ID and password) for access to the learning management system (LMS) should not be shared with anyone for any reason. This includes backup of your credentials, entry into the LMS or completion of course requirements, assignments, or assessments. LA will not be liable for any incidental, indirect, special, or consequential damages arising out of the use or improper use of credentials or the materials provided.

W. Student Council:

Student council election process is done through college selection process by the vice principals and the deans. The students are expected to abide by the standards of conduct as outlined in handbook/code of conduct.

X. Review of the policy:

This policy can be updated from time to time based on the need and the necessity of the felt need of the institution. This policy has been developed to promote education and procedural fairness to students. The responsible officer must ensure that they are up to date and appropriately reflect obligations imposed by current laws, as well as best practices.

Y. Student Misconduct

Includes behaviour that: disrupts the teaching learning process or interferes with the well-being of other students or employees or causes damage to College property.

Student Misconduct also includes the following, but is not limited to:

1. Assault
2. all forms of Bullying
3. all forms of Discrimination, including contributing to a Poisoned Environment.
4. Disruptive, Threatening or Violent Conduct
5. Harassment
6. Mobbing
7. Sexual Assault
8. Sexual Harassment
9. Sexual Violence
10. Workplace Harassment
11. Workplace Sexual Harassment

Student Misconduct also includes, but is not limited to:

1. Furnishing with intent, false information to any College official, faculty member or officer.
2. Disruption or obstruction of teaching or learning activities, including those College-directed functions on-campus or off-campus.
3. Theft, attempted theft or mischief related to the property of the College, or the property of a member of the College community.
4. Assault, verbal abuse, threats, intimidation, harassment and/or other conduct, which result in members of the College community feeling threatened or in danger.
5. Any act which endangers the mental or physical health, safety, or the rights of a student or employee of the College, or of clients served by the students during their field work, clinical experience, or co-operative education work term.

6. Failure to comply with directions of College officials or agents or law enforcement officers acting in the performance of their duties, and/or failure to identify one's self to these persons when requested to do so.
7. Carrying or possession of explosives, weapons, or dangerous chemicals on College premises, except where required for academic purposes Conduct, which is disorderly, lewd or indecent.
8. Unauthorized use of electronic or other devices to make an audio, video, photographic or digital record of any person while on College premises without his or her prior knowledge and effective consent when it is reasonable to believe that the recording or the nature in which it is played, shown, distributed or displayed is likely to cause distress to any person. As an example, this includes secretly taking pictures of another person in a gym, locker room, or rest room.
9. Breach of peace on College premises or at functions sponsored by the College or the student government.
10. Counselling, prompting, or otherwise aiding others in unacceptable acts.
11. Forgery of document(s), permit(s) or instrument(s) of identification or tampering with official records.
12. Possession of, or trafficking in, a controlled substance as defined in the Controlled Drugs and Substances Act.
13. Contravention of provincial liquor laws or any policies of the College governing the possession, distribution, and/or consumption of alcoholic beverages.
14. Being under the influence of either alcohol or a controlled substance to the degree that a student: may injure himself or herself, others, or property; be a nuisance or disturbance to others in the vicinity; is in such a condition that it is reasonable to believe that he or she is incapable of taking the necessary measures to assure their own safety or the safety of others.
15. Theft or other abuse of computer facilities and resources, including but not limited to:
16. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
17. Unauthorized transfer of a file.
18. Use of another individual's identification and/or password.
19. Use of computing facilities and resources to interfere with the work of another student, faculty member, or College Official.
20. Use of computing facilities and resources to send obscene or abusive messages.
21. Use of computing facilities and resources to interfere with normal operation of the College computing system.
22. Use of computing facilities and resources in violation of copyright laws.
23. Any violation of the Cambrian College Information Technology Acceptable Use Policy.
24. The breach of any policy or procedure that applies to students.

XLIV. STAFF CODE OF CONDUCT POLICY:

The Code of Conduct of Loyola Academy provides guiding principles in terms of the general standard of conduct the College expects from everyone. It is used to communicate that every member of the staff is expected to contribute to the development of a respectful environment by behaving in acceptable ways and by discouraging offensive behaviour of others. The Code ensures fairness and consistency in all matters relating to conduct.

The Code of Conduct outlines the standard of behaviour expected of employees of Loyola Academy. It is designed to assist staff to understand their responsibilities and obligations and provide guidance on expected behaviour in the workplace, or if faced with an ethical dilemma or conflict of interest in their work involving colleagues, students, the college and the local, national communities.

The Code does not seek to encompass all possible scenarios arising in employment with the college however, it provides a set of principles to guide staff on acceptable and unacceptable behaviour.

The Code should be read in conjunction with the college legislation, policies, procedures and workplace agreements.

a. AIM:

The aim of academic staff is to teach, discuss, exhibit artistic works or public performances, research, as well as disseminate and publish the results of their research. The academic staff should engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research. The staff should participate in professional or representative academic bodies. The academic staff should adhere to the roles and responsibilities given to them and be loyal to the institution in all matters of its functioning.

b. Misconduct means dereliction of duty or unacceptable behaviour. This includes:

1. conduct which is an impediment to the satisfactory performance of the work of the employee or other employees in the college.
2. failure to comply with a reasonable instruction given by a person in the management of the employee.
3. behaviour that may be reasonably perceived as bullying, harassing, intimidating, overbearing or physically or emotionally threatening.
4. an action of the employee which is prejudicial to the health or safety of other employees, students or members of the public.
5. conduct of the employee that results in a conviction, sentence or other order imposed by a court which restricts the activities of an employee in a manner that constitutes an impediment to the employee carrying out their duties;
6. deceptive behaviour of a minor nature related to research, learning and teaching

c. Serious Misconduct:

Serious misconduct means, misconduct of such a nature that it would be unreasonable to require the college to continue the employment of the employee, and is conduct of a kind which constitutes:

1. a recurrence or continuation of conduct which has been found to be misconduct on the part of the employee; and/or
2. serious misbehaviour, which may be a single occurrence, of a kind which constitutes:

3. a serious impediment to the carrying out of an employee's duties, or to other employees carrying out their duties.
4. a serious risk to the safety of employees, students, or visitors to the University.
5. a serious risk to the college property.
6. dishonest behaviour in academic works, research and assessment.
7. a serious dereliction of duties; or,
8. a conviction by a court of an offence which constitutes a serious impediment to the carrying out of their duties.
9. The Code of Conduct confirms that commitment and outlines the expectations of all staff members of the college and is designed to promote a culture of fair, respectful and ethical behavior and to ensure the college meets its obligations.
10. The Code will assist the college to safeguard public trust and confidence in the integrity and professionalism of its staff by ensuring that all staff:
 - maintain appropriate standards of conduct.
 - exhibit fairness, impartiality, honesty, and equity in decision making; and
 - foster and protect the reputation of the University.

All staff are expected to act with integrity, which includes being aware of and acting within the laws that apply to their conduct and all staff are required to comply with the Code.

d. Ethical Environment

An ethical environment relies upon individuals having responsibility for their own professional behaviour. The college has a responsibility to provide a safe, encouraging, and supportive work environment that recognises and values staff diversity, abilities and contributions. All members of staff are entitled to be treated with respect and work in an environment free from discrimination, harassment, bullying, violence (or threats of violence) or vilification.

Equally, staff have a responsibility to act with integrity, honesty, transparency, and impartiality in their dealings with colleagues, students and members of the wider community.

Staff members are required to perform their duties in a safe and competent manner in accordance with relevant Occupational Health and the college policies and procedures. Staff must take care not to put themselves or other members of the college community at risk or reduce their ability to carry out their duties through unsafe practices, inappropriate behaviors or the misuse of alcohol or drugs. Every effort should be made to ensure that students are safe and secure on campus or at external college functions or activities.

e. Personal and Professional Behaviour

Staff members are to perform any duties associated with their position diligently, impartially, and conscientiously, to the best of their ability.

In the performance of their duties, staff members are to:

1. Treat members of the public, students and other staff members with courtesy and sensitivity to their rights.
2. Provide all necessary and appropriate assistance.
3. Strive to keep up-to-date with advances and changes in the body of knowledge and the professional and ethical standards relevant to their area of expertise;

4. Comply with any relevant legislative, industrial, or administrative requirements, and all the college rules, policies and procedures.
5. Maintain adequate records to support any decisions made.
6. Strive to obtain value for private/public money spent and avoid waste and extravagance in the use of private/public resources.
7. Conform with the college commitment to sustainability.
8. Maintain the confidentiality of official information in accordance with the college Privacy Statement.
9. Avoid undertaking any activity that could potentially compromise the performance of their duties; and Comply with and adhere to this Code.

f. Equity, Diversity and Social Inclusion

Staff will be instrumental in creating a work and study environment where all members of the college community are able to participate fully, find a sense of belonging, and have opportunity to engage meaningfully with the broader community.

Staff will act to create a fair, respectful, inclusive and safe college environment, where diversity is valued and where unlawful discrimination, violence (or threats of violence), bullying, harassment and victimization in any form are considered unacceptable.

g. Conflict of Interest

The potential for a conflict of interest arises when a staff member has private interests that could influence or appear to influence judgements made during their professional duty. Staff members must ensure that there are no real or apparent conflicts of interest with respect to:

1. The misuse of influence to further personal, sexual, and financial relationships, whether with other staff, students or members of the community.
2. Making decisions and providing advice.
3. External, private work including directorships and board memberships; and
4. Use of confidential information.

Staff must not solicit gifts or benefits that might in any way compromise or influence them in their capacity as employees of the college.

Should a staff member have a financial interest in a company that is in a position to influence a contract for business between that company and the college, this interest should be declared to their supervisor before acting for the college in matters with the company.

Where staff are working with family members or with persons with whom they develop a close personal relationship or such relationships exist with prospective staff they must be aware that this has the potential to create a conflict of interest if one staff member is:

1. Involved in a decision relating to the selection, appointment or promotion of another.
2. In a supervisory relationship to another and is responsible for employment related decisions. These decisions may include but are not limited to provision of opportunities and resource allocation for research, conferences and staff training and development, referee report or annual performance development review.
3. A personal or family relationship between a staff member and a student for whom they have direct teaching or assessing responsibility will compromise the staff members

obligation to assess all students fairly. Such responsibility may include but is not limited to supervision and/or assessment of students, selection of students for admission, the awarding of medals or scholarships or the provision of referee reports.

4. In such cases the staff member must bring the matter to the attention of their supervisor and take immediate steps to resolve the conflict.
5. When conducting research, conflicts of interest may occur when a staff members responsibilities conflict with their private or personal interests which may raise questions of objectivity and/or improper gain. Staff members should advise their supervisor immediately. Most conflicts can be successfully resolved without impeding research activity.
6. Any staff member who is unsure if a conflict of interest exists must seek advice from a more senior member of staff.
7. In some cases, only the individual staff member will be aware of the potential for conflict of interest. If so, or if in doubt, the onus is on the staff member to declare any possible conflict to their supervisor in writing.
8. Staff members found to be in breach of the *Conflict of Interest Policy* may face disciplinary action.

h. Gifts, Benefits and Hospitality

1. Staff must not seek or accept gifts that could be reasonably perceived as influencing them, particularly from people or organisations about whom they are likely to make decisions involving:
2. Gifts of money may not be accepted in any circumstances. If a staff member is offered a bribe, the incident must be reported to the relevant manager immediately. If a staff member is unsure how to respond to an offer of a gift, benefit, or hospitality, he/she should seek advice from his/her manager/supervisor.
3. The college stipulates that a staff member may give or receive a gift that is offered as part of a social, cultural or ceremonial practice. Such gifts will remain the property of the college (not the individual staff member). If the gift could be construed as an inducement to act in a certain way, the staff member should not accept the gift.

i. Outside Activities, Employment and Private Practice

The college encourages staff to contribute and engage with the community by aiding government, community agencies, the professions and industry through a range of activities including consulting work, collaborative research and participation on committees. In undertaking these activities, staff must observe the following requirements:

1. Staff members must have approval from their supervisor for activities undertaken during normal working hours and/or if these activities could conflict with their employment at the college.
2. Outside activities must not involve the use of college resources without prior permission and reimbursement to the college where appropriate; and
3. All consultancies must comply with the college Staff Consultancy Policy Failure to comply will result in disciplinary action.

j. Public Comment

Staff are encouraged to speak to the media about issues relating to their area of specialisation in teaching and/or research, as well as contribute to public debate about political and social issues. If commenting on matters outside of their discipline or area of professional expertise or on political or social issues staff may do so on their own behalf and must not claim such views as that of the college. On matters of college policy or management decisions, only the Principal (or nominee) can speak on behalf of the college as its official spokesperson.

Staff should refer to the *Media Guidelines* and must advise the Manager, Public Relations or the Media Officer when planning to speak to the media.

k. Use of Social Media

Staff members must be mindful of their use of social media and ensure that their interactions are respectful to the college and members of the college community and in accordance with college policies and procedures. Staff members should never post any matters of the college that are detrimental and causing harm to the institution or the members of the institution or public outside. A breach of the Guidelines may result in disciplinary action.

l. Research

In the first instance, any cases of research misconduct or breaches as outlined in the Research policy will be dealt with the Research Integrity and Misconduct Procedure.

m. Confidential Information and Privacy

Students and staff are entitled to confidentiality and privacy with respect to information relating to them. Staff should ensure they are aware of the legal and ethical requirements relating to *Information Privacy* including the college *Information Privacy Statement* and the use of commercially sensitive and confidential information.

n. Records Management

The college is legally bound to adhere to proper records management practices and procedures. All documents that form part of the college record must be placed on official files. Employees must not damage, dispose of, or in any other manner interfere with official documents or files. The destruction of records may only take place in accordance with a disposal and retention schedule that has been approved by the management/principal.

o. College Resources

All members of the college are accountable for the efficient and effective use of funds and must only act within delegated authority and in accordance with the college Financial, *Staffing Policy*. Staff are expected to maintain proper documentation and records of financial transactions, report instances of misuse or misappropriation of college funds, and not use college funds or credit cards for personal use or benefit. If there is any confusion about delegation or expenditure, staff should seek clarification from their supervisor.

All college facilities, equipment or vehicles must be used efficiently and in accordance with college guidelines. Staff must report damaged or defective equipment and facilities to the appropriate college officer and ensure that where the damage or defect is a danger to health and safety, action is taken to protect the staff member and others from danger.

All staff are required to observe college policies and procedures for the use of information technology. Staff must not allow any unauthorized access to the college information systems.

Failure to comply will result in disciplinary action.

p. Demonstrating Leadership

college staff members should model their behavior always based on the college values and this Code of Conduct and act in an ethical manner. Leadership is about positive influence, inspiring and empowering others.

q. Breaches/Complaints Provision

Any person, whether or not a member of the college, who on reasonable grounds believes that the college has breached this Policy may complain in writing to the principal (or nominee) specifying details of the alleged breach.

Breaches of the Code may result in disciplinary action. Complaints will be dealt with in accordance with relevant policy and procedure.

Failure to behave in the ways described in the Code may lead to action. Managing Under Performance; Managing Unsatisfactory Performance; or Disciplinary Action for Misconduct/Serious Misconduct provisions, or action under the relevant policy, procedure, or guidelines. Allegations of serious misconduct will be dealt with in accordance with the college norms described in the code of conduct booklet.