

JESUIT HIGHER EDUCATION

PREAMBLE & POLICY STATEMENTS

(ANDHRA & TELANGANA REGIONS)



LOYOLA ACADEMY

(DEGREE & PG COLLEGE)

Alwal, Secunderabad – 500010

**An Autonomous Degree College & Affiliated to Osmania University
'College with Potential for Excellence' by UGC**

PREAMBLE TO JESUIT HIGHER EDUCATION (CHAPTER-I)

Early Efforts:

The ties that unite the Society of Jesus with the University World date 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, for the most part by students.

Ignatius' Education takes place outside the university it must be remembered 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.

The Society of Jesus entered into higher education not because of the Ignatius himself but because of his mission i.e. His eagerness to be available apostolically to assume any ministry whatever that the mission require.

Thus these are four reasons that promote Jesuits involvement in Higher Education are: The first reason given by Ledesma is to give students advantages for practical reasoning.

The second reason formulated after 400 years is Jesuit education is eminently practical, focused on providing "the right government of Public affairs"

In 1998 this short sentence becomes elaborate thus, "Jesuit education is not merely practical, but concerns itself also with questions of values, with educating men and women to be good citizens and good leaders, concerned with the common good, and able to use their education for the service of faith and promotion of Justice.

The third reason for Jesuit higher education is "to give ornament, splendor and perfection to the rational nature of humanity".

The fourth and final reason is Ledesma's God centered view of higher education: "to be a linkwork of religion and to guide man most surely easily to the achievement of the last end".

Progressively the Jesuits felt called to learned minority with the creative tension of a total reliance on divine grace and of the use of all human means science and art, research and intellectual life.

In the General congregation of Society of Jesus, we find the importance to this Intellectual apostolate:

GCs and Intellectual apostolate:

GC 1st (196) stated Intellectual apostolate is needed to propose competent personnel and asked facilities be given to those who work in institutions of the Society or in other universities and scientific institutions not attached to the Society".

GC 32nd (1975), insisted on scientific rigour in social research and upon the need to dedicate oneself to the hard and in-depth study required to understand contemporary problems.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

GC 33rd Once again stresses the importance of the social apostolate and of research recommending a closer link between the intellectual, pastoral and social fields.

GC 34th proposes in its Decrees on the Mission: “the diakonia fidei and the promotion of justice as the characteristic Jesuit university way of proceeding and of servicing socially.

And for Jesuit universities, it is also a consequence of the vision of Ignatius in the contemplation of the kingdom, and of the mission of the society to strive for the service of faith and the promotion of Justice.

In the words of John Paul II, Jesuit Higher Education is necessary to the “globalization of solidarity” and the ideal Jesuit education for more than our centuries will in the future be a competent conscious person, capable of compassion and “will educated in solidarity”.

GC 35 & 36: The two Decrees of the GC on “cooperation with the laity in mission” and on “Jesuits and the Situation of women in Church and Civil Society” appear to be innovative.

GC 35: “Given the complex yet interrelated challenges that Jesuits face in every apostolic sector, GC 35 calls for a strengthening and renewal of this apostolate as a privileged means for the Society to respond adequately to the important intellectual contribution to which the Church calls us. Advanced studies for Jesuits must be encouraged and supported throughout formation”.

GC 36: “Our educational apostolates at all levels, and our centers for communication and social research, should help form men and women committed to reconciliation and able to confront obstacles to reconciliation and propose solutions. The intellectual apostolate should be strengthened to help in the transformation of our cultures and societies”.

These two documents are vital to Jesuit Higher Education in the context 95% of education to lay and 5% to Jesuits. It becomes very essential in the context of the problem of “next generation”. At the pace that the physical presence of the Jesuits is disappearing, the ethos of the institution.

Its Ignatian, Catholic, Christian culture may also disappear, if no attention is paid to the preparation of the generation that is to take over.

This responsibility rests on all Jesuits themselves preparation in the vision and the shared mission between Jesuits and collaborators is a priority of the first order in our higher education.

There exists various levels of collaboration according to the vocation and level of commitment of each person- human, professional and Christian.

Also the level of partnership in mission and identity also depends upon the dynamics of the institution and the option that each person takes.

The only limit on the top is imposed by the capacity for response of a human being to the call of God. We touch upon the Ignatian “MAGIS”, the all and another Ignatian Charism is the totality of the human person “Loving and serving in all things”.

Letters of Superior General:

Therefore given the context of globalization, digitalization and consumeristic tendencies in to-day’s society, change, is the crux of the Growth is necessary.

We need to form our partners namely teachers, students and parents in the Ignatian charism and pedagogy and in the way we keep our stakeholders.

Contribution of Jesuits to Nation Building in India:

While Jesuits in India now run 50 university colleges, 22 technical institutes, 15 MBA Institutions, with 11225 teachers educating, 3,24,538 students from different walks of life, religion and socio-economic groups.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Jesuits contribution to the Nation Building:

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) It is a book with 38 illustrations of maps, plans of cities, view of cities.

He has a good drawings of maps of rivers Ganga and Ghogra and his work is as 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 them 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.

Fr. S. Ignacimuthan, 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, adosorption 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 Colege 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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

1.7 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.

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 advises 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 benefit 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 tribals 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.

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.

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

Jesuit Higher Educational Institutions in Andhra

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. It

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

serves a student community of 4080 representing 24 out of 29 states in India. There are 1101 in intermediate section, 2618 in the degree section and 361 in the postgraduate section.

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).

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

ALIET is approved by AICET in 2008 and founded by Society of Andhra Loyola College. The Vision of the college is Magis – the ever greater-

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, National Assessment and Accreditation Council (NAAC) accredited the college in the year 2005 and re-accredited in the year 2011 with 'A' grade (3.50 out of 4.00 CGPA). 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 Under Graduate and Post Graduate courses, imparting its students potential skills which are highly relevant in today's market and aims at moulding 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.

Loyola Academy Junior College:

This Junior College was started in 1976 and founded by Hyderabad Jesuit Educational Society for the education of Catholic youth.

It is started with a holistic combination of intellectual prowess with social concern, conscience, compassion and personal and moral values in every student and other stakeholders.

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

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

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. The minority students are admitted on the basis of their merit in qualifying SSC examination. These students need to apply to Principal of Loyola Polytechnic directly, according to the advertisement in the newspapers.

Loyola College of Education:

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

1. Loyola Junior College, Karimnagar
2. Loyola Junior College, Darsi

JESUIT HIGHER EDUCATION POLICY (CHAPTER-II)

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, G.Os and proceedings of commissionerate of Andhra and Telangana, it has become a necessary and important to formulate the Jesuit Higher Educational Policy and our way of proceedings in Andhra and Telangana regions.

Accordingly the members of Higher Educational Institutions in Andhra Jesuit Province met and prepared the draft policy for wider consultation and the approval by the Provincial of Andhra Jesuit Province.

As the Higher Educational Institutions were founded in different locations, we need to bring all those needs into Vision and Mission and aims and objectives, strategies and Administrative functions and Governance:

Vision:

To import Higher Education with integral formation involving academic excellence, spirit and growth, Social commitment and value based leadership.

The Foundational Philosophy of Jesuit Education.

1. This forms, 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 emphasises 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 marginalised 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 marginalised 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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

Aims:

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

Objectives:

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

Strategies:

- Moulding them through self-awareness
- Motivating them to learn skills that make them competent
- Involving them in activities that make them socially conscious of their environment
- Creating situations that will help them to be compassionate and committed to the welfare of the most disadvantaged and marginalized
- Exposing them to situations that conscientized them towards unbinding of moral values and Social values of life.

Core Values of the Jesuit Higher Education

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 Principal 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.

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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

3. The Society of Jesus from its origin sun ambiguously 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 labour 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 emphasises shaping of totality of personality, in Ignatian idiom, it is a ‘soul education’.

Owning of the Learning: Ignatian Pedagogy

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.

Extensive Form of Ignatian Pedagogy

Plurality of culture and unity in mind and heart:

The Ignatian process in learning allows pluralism.²⁰ There are many ways to reach God. One’s experience springs out of his/her individual histories, contextualised 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.

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

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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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 S/he 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.

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.

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 realise 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.

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.

TEACHING STAFF SELECTION, APPOINTMENT AND ASSESSMENT (CHAPTER-III)

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 teacher is of greater importance in the process of educational endeavour.

Staff Selection and Appointment:

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

1. The corporate recruitment policy with regard to our colleges in the province should continue for the following reasons:
2. It will ensure a fair selection of candidates and ward off accusations of arbitrariness, casteism and partiality with regard to staff recruitment.
3. It will ensure fair distribution of talented people among our colleges.
4. It will make the staff (Jesuit and lay) feel that they all belong to one Jesuit management with common vision and objectives.
5. As regards appointment of Jesuits to teaching posts in our colleges, the present practice will be continued. The Provincial assigns the Jesuit and the Secretary appoints.
6. The interviews will be held in the college for which the posts have been advertised.
7. The interview board for the selection of the staff consists of the following members: the Secretary, the Principal, the Head of the Department concerned and one external expert from the University. When appointing an external expert her/his competence and familiarity with recent trends in the subject and his understanding of the Jesuit vision and option are taken into account.
8. The selection of candidate is based on her/his merit, ability, outlook, vision and suitability for the post.
9. Towards the empowerment of women, the appointment of Catholic/Christian woman staff is given due weight age to the extent of 25% of the total staff strength.
10. As stated in the Supreme Court Judgment in 2002, in our recruitment we adhere to the qualifications prescribed by UGC.

The weight age 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	
25	10	10	10	55

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Catholics	The Downtrodden or Poor	Suffragan Diocese	SLET/NET besides Ph.D.	Authored Book	Edited Book	Paper Published	Teaching Experience	Rural /local	First Generation	Total
10	10/5	3	5	3	1	1 to 3	5	2	3	45

The poor Catholics / Christians have to submit baptism certificate from their parish priests with the application form.

Appointment of Religious Priests;

- If priests (diocesan or religious) join in any Department. A sponsoring letter addressed to the President of the Governing Body of the college / from the Bishops / Provincial of the religious congregation needs to be submitted. The same may be followed in other colleges whenever needed.
- Migration or mutually agreed transfer of our staff (teaching and non-teaching) from one Jesuit College to another may be effected by mutual consent of the Secretaries. The matter is first discussed in the Higher Education Commission (HEC) in every case and then presented finally to Fr. Provincial for his approval (if it is applicable).

FDP Vacancies: (Aided staff only)

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

Orientation

- Persons appointed against sanctioned posts/vacancies shall be placed on probation for a period of two years / temporary.
- Such probationary is liable for assessment at any time during the probation without any prior notice and without stating any reasons.
- When the performance/conduct is found unsatisfactory at any stage she/he can be relieved from service.
- Probationary will be made permanent on successful completion of probation for a continuous period of two years within a span of three years. Then an order of confirmation is issued by Secretary after duly assessing the academic performance, conduct and character.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Attendance Register:

- i. Two attendance registers shall be maintained, one for persons employed under government aided posts and another for unaided posts.
- ii. Aided attendance register shall contain the names of all teaching staff appointed against the posts sanctioned by the government for the grant-in-aid.
- iii. The unaided attendance register shall contain the names of all teaching staff other than those indicated above.

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-behaviour / 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 and pay her / him an maintenance allowance at the rate of 50% of her / his basic salary during such period.

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).

Appointment of the Vice Principals/ Deans:

1. As a rule one of the Vice-Principals is a Jesuit.
2. The number of Vice-Principals and Deans is decided by each college.
3. The following common procedures are however to be followed with regard to the appointment of lay persons for the posts of Vice-Principals and Deans.
 - A search committee is appointed to suggest names for the posts
 - The candidates should have proven record of administrative and academic abilities
 - The suggested names are considered and finalised in the Jesuit College men meeting.

Appointment of Non-teaching Staff:

1. Any candidate seeking appointment as a non-teaching staff should submit the application with relevant particulars.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

2. The Correspondent will conduct the interview and select the candidate for the post of Non-Teaching Staff for candidates other than the domestic employees category of the college.
3. The Selection Committee consisting of the Principal, Secretary, the Rector will interview the candidates and select a suitable person.
4. The Secretary will issue the appointment order.
5. The appointment of non-teaching staff is on the basis of probation for two years and at the end of completing the probation satisfactorily, the employee is confirmed in her/his job, otherwise s/he is relieved from duty.

SERVICE CONDITIONS - AIDED

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.

Domestic Employees Regulations:

The Domestic Employees' Welfare Council periodically monitors the implementation of the service conditions as spelt out in the Jesuit Andhra Province Domestic Employees Regulations.

Training & Development:

- 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.
- Opportunities are also given to them for self-development and professional advancement.

Conclusion:

The inclusion of on-going formation of teaching faculty and non-teaching staff, self financed teaching 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 realising the Jesuit Charism in higher education.

SELF-FINANCED COURSES (CHAPTER-IV)

Introduction:

- Loyola Academy offers unique Self- Financing Courses are those courses started by a college, permitted by the University 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.

Background to Start Self-Financing / Unique Courses:

- According to the need of the time and in context of the Andhra and Telengana Government stopping grant –in- aid courses from 1996, the only way to start innovative / job – oriented courses and to take care of our stakeholders demand is to go in for self – financing courses.
- The National Assessment and Accreditation Council (NAAC) makes an assessment of the academic and extension programmes of their growth vertically every five years. One of the parameters by which NAAC assesses colleges' quality, access and excellence is the start of number of new relevant and community oriented courses.

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

When we think in terms of starting a new course or adding an additional section to an existing course, it is necessary to reflect on the long-term implications and commitment - financially, personnel-wise and also space requirement-wise

1. This is absolutely important because, often the person who starts a new course or an additional section retires or is transferred within a short period. Hence any negative implication of such a step may not be felt when this person is still in charge. The real problem usually starts after three or four years or even later, often when someone else is in charge.
2. Hence, before starting anything new, it is better that many people 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, Secondary Education and Technical or Vocational Education.

Areas to Be Looked Into:

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

1. The justifying reasons or the real need for starting a new course or an additional
2. The employable skills and employability promoted by such a course/additional
3. Availability of any scholarship or subsidy from the civil agencies or Government or from other sources for the students who may be joining the new course/additional section.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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) as well as later on (for at least for 6 more 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: i) at the initial period (3 years) and later for at least 6 more years.
7. Space requirement: a) the amount of space required, both in the Institution and perhaps also in the hostel for accommodating the students; b) the availability of the required space or the cost and the sources of fund for creating the required new space.

The Procedure:

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

1. Since starting a new course or an additional section in the existing course has a long-term implications for the community and the province, 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. It is NOT enough if the Principal or the Secretary/Correspondent alone is solely responsible for such a step. Hence, it is absolutely necessary to encourage collective decision-making in such matters.
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 course/or additional section to an existing course, taking into account 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 favour of starting a new course or an additional section to an existing course, an application is to be submitted to the Coordinator, who will take up the application in the respective Commission meeting. Along with the application, the required documentations (listed in Part I) should also be submitted. The application and all the documents will be studied by the Commission and its comments and recommendations will be submitted to the Provincial for his perusal, discernment and decision.
4. Fr. Provincial will study the proposal, along with the Province Consultors. He will also seek expert opinion and/or clarifications, if any, either from the respective Coordinator, the respective Head of the Institution and from the respective Local Superior.
5. The following will be the time frame:
 - a. The application for starting a new course or an additional section to an existing course should be submitted to the Coordinator latest by the end of November
 - b. The Commission will study the application between January and February and submit its comments and recommendations to Fr. Provincial by the end of February
 - c. After sufficient study, reflection and discernment, Fr. Provincial will announce his decision by the end of April and the respective Institution head will then take further steps accordingly

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

6. Thus, the starting of any new course or an additional course 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 course can be started in the following academic year.
- The Principal presents the proposal to the teaching Jesuits of a particular college, based on the need analysis and it is sent to the PCHE.
 - After the approval of the commission, the PCHE submits with its comments to the Provincial for his formal approval.
 - Then the proposal is placed before the Governing Body Meeting and the application is then sent to the University for commissioning the course.
 - When a proposal is sent to the PCHE the following areas are to be studied and submitted:
 - Type / Nature of the Course: U.G. / P.G. / Certificate / Diploma
 - Objectives of the Course
 - How is it job – oriented?
 - What are the skills promoted?
 - Social relevance
 - The syllabus
 - Financial viability

Guidelines for Staff Selection in Self-Financed Courses:

- The Secretary is the appointing authority for all faculty members in the self financed courses
- If the appointment is for less than ten months, the Secretary constitutes a Selection Board and chooses a suitable candidate.
- There shall be sufficient number of permanent staff for the self-financed courses.
- While selecting candidates, the Province option must be implemented in the selection of staff.
- Wherever women students are given admission, there shall be at least 25 per cent of the staff will be women.

Appointment and Acceptance:

- The secretary issues an appointment order in duplicate duly signed by her/him to the candidate selected as lecturer for a particular course.
- The selected candidate signs the duplicate copy of the appointment order as a sign of his acceptance and returns it to the Secretary.
- The appointment order specifies, the nature of the post, the period of probation, the scale of pay, due to him / her according to the terms and conditions of the management.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Termination of Service:

- A staff member is relieved from service automatically when the specified term/duration of service mentioned in the appointment order is completed.
- The staff on probation could leave the college serving one-month notice. The same holds good, if the management decides to relieve a probationer's services. However, the management can relieve any one from service for any form of violation of the terms and conditions of the management.
- When the performance of the staff in probation is not satisfactory, through the periodical assessment and evaluation, he / she can be relieved from the service by the management within the period of probation.
- Any staff is relieved by the secretary / management without any prior notice or without pay on the following grounds:
 - If he/she becomes insane and when this is supported by a medical report
 - If he/she is convicted of a criminal offence involving moral turpitude.
 - If the staff goes against the terms and conditions of the management from time to time.
- In case of retrenchment following the closing down of the department every effort has to be made to redeploy them in other departments. In case, this is not possible, those persons will be paid retrenchment compensation or pay them 3 months of salary on dew notice. For the termination of service of a permanent staff on account of an act of misconduct or misbehavior, a domestic enquiry shall be conducted before the termination. The procedure laid down for shift I is binding.

Staff Categories for the Self Financed Courses:

- Category 1: Those who have cleared SET/NET or Ph. D.
- Category 2: Those who possess Masters and M. Phil., without SET / NET
- Category 3: The staff with the P.G. qualification or any other approved qualification.

Pay Scales:

- All the staff who have cleared NET / SET or with Ph.D., shall be paid a minimum of Rs. 26,000/- per month/as per the norms of the institution.
- All the staff only with Masters degree and M.Phil., shall be paid a minimum of Rs. 20,000/-per month as a starting salary/ as per the norms of the institution.
- 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.
- Individual college managements can fix the salary for the staff employed in teaching professional courses like MCA, MBA, M. Sc (Biotechnology) etc.
- The Staff shall be encouraged to attend Refresher/Orientation Courses conducted by the University or UGC sponsored programmes and present papers in seminars/ programmes for which they could avail themselves of On Other Duty certificate. If they publish articles in refereed or international journals they shall be paid as an honorarium Rs. 250/- (national journal) and Rs. 500/- (international journal).
- Staff should be encouraged with cutting edge research papers & pre revived journals like Scopus index.

ADMISSIONS (CHAPTER-V)

Both the Central and State Government have focused on increasing the rate of enrolment from 15.6 in 2016-17 to 32% by 2022. Such an aim and focus includes the rural youth, semi-urban and urban youth who are economically and socially backward.

Monitory Rights in Admission:

As a religious minority educational institutions. 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 100% of our religious members as it is judged in the Honorable Supreme Court “Only sprinkling of that members could be granted admission”. SC verdict in 2000 Therefore we are fully exempted from admitting students according to the community quota system.

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 to grant admission to women to a maximum of 25% in urban and semi-urban areas and 33% to get from rural and most backward areas.

i. UNDERGRADUATE COURSES

Whenever there are no colleges within a radii of five KM we must encourage more percentage of girls to be admitted to all courses and courses that are not available in other neighboring colleges.

ii. POST-GRADUATE AND M. Phil COURSES

More member of girls are to be granted to all P.G Courses available in other colleges and wherever there are few courses available in Jesuit Colleges, they must be granted admission upto 33%

iii. Eligibility : As per university norms form for U.G & P.G Courses

Application Format:

- According to the undergraduate and postgraduate courses in the above Colleges, application format is printed by each college, or online application, mentioning specialization conducted, special courses offered and a section for catholic students with a recommendation from parish priests.
- The application format indicates the financial assistance given by the Jesuit management to the deserving and disadvantaged students based on their performance.

Admission Procedure:

The Christian Minority Colleges are free to constitute their own admission committee and procedure for admission to undergraduate and postgraduate Courses, irrespective of universities.

The Admission Team comprises of

PRINCIPAL: CHAIRPERSON
JESUIT VICE PRINCIPAL (ACADEMIC)
ADMISSION OFFICER
JESUIT COORDINATOR /CHAPLAIN
LAY VICE-PRINCIPAL
WOMAN FACULTY
DEAN FOR ACADEMICS

While focusing on our preferential option for the poor and marginalized, the committee will pay attention to the academic performance of the society and economically backwardness.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Coucelling:

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

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.

Ban On donations:

No Donation is accepted in any of the Jesuit Colleges. Those who violate this 'Ban' will be denied admission and will be submitted to the Police.

This 'Ban on Donation' is informed to the public through the prospectus, college notice Board and College Hand Book. If any violation occur, it may be brought to the notice of the principal, Secretary and the Jesuit management.

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 the Province for Jesuit Higher Education.
2. It displays the selected and admitted candidates on the notice Board of the Community and the college.

Admission to Self-financing Courses:

The same procedure, like that for the Grant-in-courses is followed for the self-financed courses, except for the Management and Computer Application Courses in which AICTE norms are to be followed. (We are eligible to admit 100% and not as per AICTE norms)

Admission of the Poor / Catholics to these courses is given by lowering the cut-off marks in the entrance examinations & interviews: No exclusion of the above deserving and eligible candidates is entertained for lack of money

Admissions to Hostels:

1. Hotels in Jesuit Colleges 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 is granted in order to benefit from the government scholarships and loans.
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 the poor students. There are only vegetarian and non-vegetarian messes.

Academic and Counseling Assistance: (Slow learners & Star performers)

- At the beginning of the entry into the college, entry level tests are conducted for each course. Accordingly students are counselled and supported to study the subjects with ease and confidence.
- Weaker students in the subjects are encouraged to attend remedial classes both in the college and hostels as the case may be.
- Each college and Institute is to appoint one or two counsellors according to the demand of students and staff.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- Star learners shall be helped to focus more on their goals.

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.

Hostels for Women:

- As more women students are admitted into the colleges, 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 and avail government scholarships.
- 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.

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.

Evaluation:

- In order to ensure quality education there must be regular evaluation and reorganisation of the courses every three years.
- 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.

GOVERNANCE (CHAPTER-VI)

Governance:

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.

Functions of the General Body:

- The members come together for 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 is a reflection of the overall vision of the Province.
- The General Body Meeting strives to translate the vision of the Province into concrete action plans.
- The General Body Meeting provides an occasion for sharing of information on new initiatives taken, problems faced and issues to be tackled.

The General Administration:

- The Board of Management consists of all the members of the Jesuit 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 in order to make it a common and united endeavour.
- The appointment of the Management non-teaching staff is decided in the House Consult. Since they do not get the Government salary.
- The number of the Management Staff, both teaching and non-teaching, is limited as much as possible, since their salaries are not paid by the Government. While the academic needs of the college may require such appointments, care is to be taken not only to limit their number, but also to tap financial sources other than the Management funds.

Hostel Administration:

- 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 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

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

- 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.
- 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.
- 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.
- 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.
- The Director of the hostel can operate a bank account for cashing D/Ds of the mess bill, scholarship transformation, etc.

Levels of Decision Making:

- a) At the Province level by the Provincial assisted by his Consult.
- b) At the local level, by
 - The local Superior assisted by his Consult.
 - Principal/Deputy Principal/Secretary/Directors of Works
 - The Governing Body of the Institution.

Conclusion:

"The complexity of a Jesuit university college can call for new structures of government and control on the part of the Society in order 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 in order to judge whether or not its dynamics are being developed in line with the Jesuit mission. The Jesuits who work in these 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)."

FUNCTIONS OF OFFICE BEARERS (CHAPTER-VII)

Role of the Admission Officer:

The Admission Officer takes charge of the process of admission right from the beginning till it is finished.

He works in close collaboration with the Principal.

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

- Admission work is systematized,
- Admission work is decentralized,
- Counselors are appointed to guide the students,
- An Admission Information centre is set up to disseminate information,
- Keeps ready the on line latest admission forms with corrections /deletions/ additions if any
- Announces the dates for filling up the online admissions.
- Arranges with the help of COE admission test
- Prepares the mark sheet and sends it to the principal's office for the scrutiny by the Jesuit community.
- Arranges interview boards with the help of the principal
- The applicants are graded according to the marks obtained in Plus Two/UG courses.
- They are also classified according to Religion and Community.
- The admission committee decides on the cut-off marks for each category.
- Makes arrangements 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.
- Enters the names of the Selected candidates in the admission register with the help of the clerk and makes sure the same is entered in the ERP with the email- id, phone number and Adhar card of the student.
- Sends the name list to the concerned Vice Principal/s, block in charge, HOD.
- He makes sure that the attendance clerk in Vice -Principals office enters the name list of the students into the student attendance register.
- Any change in the group/deletion of name from the college shall be brought to the notice of the vice principal and the clerk incharge.
- The purpose of having admission officer is to relieve the Principal of the burden of admissions.
- Perfect understanding, trust and confidence between the admission officer and the Principal are needed.
- All recommendations of the Jesuits are routed through the Superior. All recommendations of the staff are routed through the Principal

Responsibilities Assigned to the Jesuit Vice -Principal:

- In the absence of the Principal, the Jesuit Vice-Principal is responsible for the running of the college.
- The Jesuit Vice-Principal should work in close collaboration with the Lay Vice Principal(s) and is mainly responsible for the general discipline of the students.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- He is in charge of students' discipline, leave letters of students, late chit, coordinating student activities and orientation programme for newcomer's requirements of staff (teaching and nonteaching).
- 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.
- 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.
- He studies the results of the students and keeps in touch with the weaker students.
- He also meets the parents of the students, weak in studies, to discuss the progress of their wards.
- He selects the students for prizes and medals.
- He approves the class tours and field trips of students in consultation with the Principal.
- He visits the exam halls during internal tests and semester examinations.
- He looks after the general discipline during functions.
- He attends to the general needs of the girl students.
- He identifies the poor students among the hostellers and recommends them for scholarships and concessions.
- 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.
- 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.
- He meets the Principal regularly and keeps him informed of all developments. He is also in constant touch with the Heads of Departments.
- The Lay Vice-Principal(s) works in close collaboration with the Jesuit Vice-Principal and they are responsible for the general discipline of students.

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.

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.

The Deans:

- The Dean's Office has a well-established structure with computers, printer and other facilities.
- The Deans deal with all matters related to the University Grants Commission and Autonomy. Grants received from the UGC are handled in the Dean's Office. Allocation and supervision of these funds are done by the Dean. All the communications from the

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

UGC are dealt with by them. They also look after the FDP and other fellowship programmes of the UGC.

- 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. The minutes of these meetings are maintained in the Dean's Office.
- 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 Deans.
- 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.
- The Dean's Office deals with the files relating to AIACHE, XAVIER BOARD, JEA/JEHESA, the Principals' Association and the Managements' Associations.
- 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.
- 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.
- Supervision of the Extra-Departmental Courses and the maintenance of their accounts are done in the Dean's Office.
- Preparation of Annual Report, College Calendar, Staff Seniority list is entrusted to the Dean's Office.
- The syllabi for UG/PG courses are revised once in three years. This work is completely done by the Dean's Office.
- 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.

Head of the Department:

- Allotment of workload to teaching and non-teaching staff for each semester.
- Preparation of timetable for each semester by constituting a committee of three staff members.
- Looks after the day-to-day administration of the academic work of the department.
- 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.
- Constitutes a committee of three staff members to finalise the list of scientific equipments and books to be purchased under Science fee Account and UGC Grant and forwards the priority list to the Principal for ordering.
- Maintains a stock register and takes steps for stock verification every year.
- Initiates steps for the upkeep and maintenance of scientific equipments once a year with the prior approval of the Principal.
- Prepares a list of equipments (not in working condition and beyond repair) to be discarded.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- Monitors the Association activities, Seminars, workshops, Endowment lectures and participation of students in academic activities organised by other Institutions.
- Forwards the students' educational tour plan to the Principal.
- Issues letter of certification and consent to students for field visit/training programme/project work.
- 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.
- Undertakes steps for the revision of UG and PG syllabi when due.
- Collects the question papers for the mid-semester and the end-semester tests and forwards them to the Principal / Controller of Examinations.
- Checks the semester examination question papers.
- Suggests names of examiners (Department Staff) for arrear examination and supplementary examination to the Controller of Examinations.
- As a member of the Academic Council presents the report of the Board to the Council.
- Views of the department staff and his own views on academic matters and student strength may be presented to the Principal.
- All kinds of requests of department staff may be submitted through the Head of the Department.
- Prepares the total workload of the Department as per Government norms.
- Reasonable suggestions of Heads on departmental matters must be given due consideration.
- 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.
- Functions as a member of the Staff Selection Board.

Library Director:

- He is the representative of the management in the library.
- He is overall in charge of the entire library.
- He has to arrange along with the Librarian, the planning in the library.
- He signs along with the Librarian all the notices meant for the staff and the students.
- He has to see that discipline is maintained in the library.
- For any ordering of books or any item of furniture in the library, the Library Director's consent is necessary.
- He signs all bills and checks whether the books ordered were bought or not.
- The granting of leave to the management staff is done with his consent.
- For any staff appointment to the library and also for any staff transfer from the library his consent is necessary.
- 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.
- 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.
- His advice is sought by the Librarian for imposing or cancelling of fines.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Campus Treasure:

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

Maintenance of Accounts:

- He is responsible for computerizing all the accounts comprising Governmental and Non-Governmental Accounts.
- The accounts have to be computerized on a daily basis; i.e. as soon as the bills are prepared and cheques signed by the Principal & Secretary.
- The non-audited statement of accounts is prepared by the Campus Treasurer's Office, within one month of the end of the financial year.
- The salaries have to be prepared not only by a computer print out, but also by a CD/DVD for the use of the Bank (Extension Counter).
- The Management paid teachers receive their salary, as soon as the salary clerk prepares the salary, gets the approval of the Secretary, and passes it on to the Campus Treasurer's Office. All bills for payment from the various departments of the College first require the approval of
- The Principal or Secretary, before they are paid.
- All bills for payment, or the cheques for payment, are only signed by the Principal or Secretary.
- The various Research Funds, FDP, Contribution from outsiders are all carefully maintained in the computer. Any staff member is welcome, to verify at any time, what his/her cash balance is.
- Prior to the payment of semester fees and Examinations, the Campus Treasurer's Office is kept busy with the Student-Aid-Fund, the Poor Boys Fund, and Fees Concession granted by the Principal.
- For every rupee which comes by way of donations / charity, it has to be acknowledged by simple receipt / 80-G receipt for 100% I.T. Exemptions
- Nearly 200-300 heads have to be carefully monitored, and the funds to be utilized only from the concerned heads only.
- The fees collections have to be verified according to the students' strength of the whole College. The Campus Treasurer's Office has to keep watch of collection of fees.
- Every student has to pay his fees into the bank directly. The payment details have to be brought from the bank and included in the cashbook, day to day.
- For admissions the fees collection statement has to be prepared according to the various heads of accounts (ex. Day, Self, University, Computer & Activities etc.) and the cash has to be deposited in the bank. Apart from the collection of the bank, the cashier collects miscellaneous receipts like T.C., Mark Sheet & Bona fide certificate fees, and such collection are to be deposited in the Bank.
- The loans & advances are being deducted at source, before payment to the staff members, with the approval of Principal & Secretary. The Principal & Interest recovered are shown separately (@ 10%). The list is submitted to Principal & Secretary at the end of every month.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- Excess funds / surplus are put aside with the prior permission of Principal & Secretary and the interest rates of the Banks & Institutions are carefully screened. Deposits are put with more reliable sources yielding higher returns.
- While preparing the salary of the government & management staff, proper deductions are made as the staff members avail themselves of loans from different sources (eg. Credit Society, SBI, IOB, Staff Welfare Scheme, Staff Club, Catholic Staff Club, Personal Loan, Non-Teaching Association, etc.,).
- Excess income is transferred to management account.
- Purchase is made after getting quotations, wherever the purchase of items exceeds Rs. 50,000/ three quotations must be obtained. .
- All payment is made through cheques .The Principal/ Secretary cannot spend any thing on any matter independently by himself without the knowledge of the Campus Treasurer.
- The Chief function of the Campus Treasurer is to ensure a complete and accurate day-to-day record of financial transactions.
- The Campus Treasurer respects the right to sanction, of the Secretary, the Principal, the Deputy Principal and the Vice-Principal. However, it should be noted that no financial transaction should be undertaken by the sanctioning authorities without the knowledge of the Bursar. It should be clear that though the right to sanction is exercised by the respective officials the records relating to Bank accounts, namely cheque books, pass books, bank reconciliation statements etc. will be in the personal custody of the Bursar.
- The Secretary of the College ensures that adequate facilities, namely clerical assistance, accommodation, office equipment etc. are provided to the Campus Treasurer for discharging his duty.
- These guidelines do not apply to the transactions relating to the research projects undertaken by the various disciplines, either individually or jointly or collectively in the College.
- It should be clear that the creation of the post of Campus Treasurer should be viewed as an integral part of the financial system that helps towards careful, effective financial administration and that the goods of the Society are to be considered the property of the Lord and the patrimony of the poor of Christ.'
- He is an ex-officio member of the Management Finance Committee of the College.
- He supervises the maintenance of the properties of the College.
- Campus Treasurer has complete Financial Control of the College.
- The local Superior, house consult and the house finance committee is the monitoring and highest decision making body.
- Campus Treasurer supervises the following accounts like:
- Approved staff salary, UGC account, Special Fees account, Scholarship account, Non-Salary account, Self Finance Course Account. He presents quarterly accounts to the local Superior / house consult / house finance committee.

Budget:

- The budget is prepared with the guidelines given by management.
- Every Department prepares budget and submits to Campus Treasurer.
- He presents any proposal for the approval of the house consult when the expenses exceed Rs 1,00,000.
- Campus Treasurer prepares master budget and sends it to the house consult and the house finance committee for its approval.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- The Campus Treasurer sitting along with the Principal / Secretary finalizes the budget for the year.
- Finally budget of the entire institution is submitted to the house finance committee and house consult for its approval.
- The house treasurer sends the consolidated budget to the Province Procurator by 10 February.

Current Expenses:

Accounts are to be jointly operated by the Principal and Bursar/Campus Treasurer, Secretary and Campus Treasurer/Bursar.

Maintenance:

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

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.

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 / Director, 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.

Appointment:

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 senior Professor of the College may be appointed as Controller of Exams by the Principal / Director of the Institute, following the procedure that is followed in the appointment of Lay Vice Principals. 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 3 years. 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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Functions of Controller of Examinations:

Continuous Internal Assessment (CIA):

- The Controller suggests the mode of Continuous Internal Assessment and gets it approved by the Academic Council of the college/ Institute.
- The office of the Controller of Exams is responsible for conducting the written tests and the practicals.
- It gets the question papers from the staff members through the HoD and makes sufficient copies for administering the test.
- It stipulates a date by which the test marks have to be submitted by the teachers.
- At the end of the Semester, it collects the consolidated CIA Mark statement with the break up into various components for each subject.
- If there is a Passing Minimum for CIA, the Hall Ticket indicates whether the student is eligible or not, to appear for the Semester exam in a paper.
- In case of CIA failures, the Controller's office will hold the arrear tests during the subsequent semesters.

Semester Examinations:

- The Controller has to collect from each department, the Current Syllabi, a panel of Question paper setters and a Model question Paper for each paper, well ahead of any Semester Examination.
- He has the right to choose anyone from the panel suggested and send letter of appointment as question paper setter.
- He might also get a question paper set by the professor teaching the subject.
- He has the right to choose any one of the question papers submitted, for the actual examination.
- He sanctions all the remuneration for paper setting and reimbursement of any postal expenses incurred by the paper setter.
- He may make the payment directly or through the Campus Treasurer.
- He gets the question papers ready through his office after getting it scrutinized by the HoD of the respective department. The HoD may be assisted by one or two Faculty members of the Dept.
- He finalizes the dates of Exams in consultation with the Principal / Director and prepares the Schedule of Exams to be announced to the staff and students.
- The Principal/Director appoints a Chief Superintendent and an assistant Superintendent to supervise the conduct of the exams, in consultation with the Controller.
- The Controller monitors the conduct of exams which includes supplying the materials needed, appointing the invigilators and issuing the question papers.
- He appoints the external and internal Examiners and the technical staff for the conduct of Practical Exams and monitors the conduct of such practicals.
- Once the exams are over, he keeps the answer scripts in safe custody in sealed covers.
- In case of the students appearing for Arrear exams after the stipulated duration of the Course, the Academic Council decides on the number of years in which they can write the exam with the original Syllabus.

Valuation:

- The controller of Exams is the sole authority to appoint evaluators to value the answer scripts, either central or Door valuation if any.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- He fixes the date of submission of the Project reports and Dissertations in consultation with the Principal and appoints examiners for valuing them.
- In case of double valuation, if the difference in marks between the internal and external valuations is 20 and more, he arranges for a Third valuation.
- Once the consolidated marks statements are submitted, the Controller is given the right to add up to a maximum of 5 marks for giving a pass in any paper.
- He makes arrangement for entering the semester marks into the computer and to prepare the weighted average for each paper.

Financial Operations:

- The Controller does not operate any account. The Accounts relating to the Examinations are operated by the Principal/Director.
- The Exam Fees and the remuneration payable for the works connected with the semester exams are fixed as per the norms of the Parent University.
- The controller sanctions all the amounts payable to the paper setters, the evaluators and other ancillary staff as per the University/ Institute norms.
- Actual payment may be made by the Campus Treasurer of the college or by the Controller himself with the money drawn from the Principal/Director.
- He is also permitted to sanction Special Allowance to his own Staff for the Works related to the conduct of Examinations.
- The surplus in the Examinations Account is transferred to the Management Account operated by the Secretary of the College.

Publication of Results:

- When the Results are ready to be published, the controller suggests a date for the meeting of the Awards Committee to pass the results.
- At the awards committee meeting, he or the HoD concerned presents the results which may be commented upon and modification may be suggested by the members.
- Any commission or omission in the results may be represented to the Controller for correction. If the candidate is not satisfied with the action of the Controller, he has a right to represent the matter to the Principal/ Director.
- The results are published; the Controller's office prepares the mark statement for each semester and also the consolidated statement.
- In case of malpractices in the Examinations, the Controller submits all the details to the Appeals and Grievances Committee headed by the Principal for its decision on the nature of punishment.
- After the declaration of results, any student who is not satisfied with the result may apply for either re-totalling or revaluation to the Controller.
- In case a student has a maximum of only two papers to be cleared, to qualify for the Degree at the end of the final Semester, he may be allowed to appear for a Supplementary Exams at the start of the next semester to help him to secure the Degree.
- Finally the Principal sends the detailed results to the University Authorities for preparing the Provisional Certificate and the Degree Certificate.

INSTITUTES ON THE CAMPUS (CHAPTER–VIII)

The aim of establishing various institutes/Schools on the campus is to promote study and research in specialised 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 service centers under consideration are such as the following: School of Arts, School of Science, School of Commerce, School of communication, Business /Management school, AICUF, MAGIS YOUTH, NCC, NSS CLUBS 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 centre approved by the Provincial in consultation with the Director and the house consult taking into account, 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 founded by Jesuits would come under the purview of the Jesuit administration

Managing Committee:

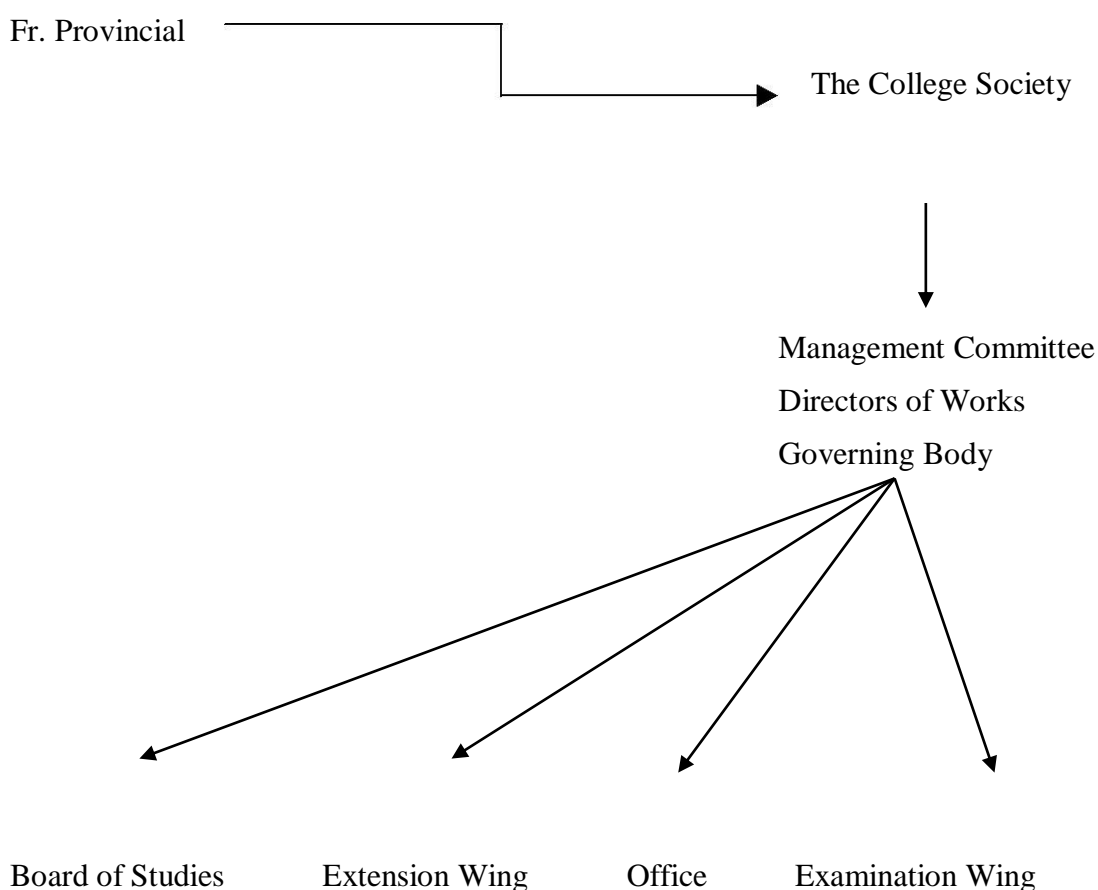
The functions of the managing committee are as follows:

- Ensuring the institute's orientation in line with its objectives.
- Monitoring its effective functioning, administrative and academic efficiency.
- Exercising 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.
- Ensuring smooth working relationships and effective flow of communication within the institute and vis-à-vis the Jesuit Community.
- The managing committee meets at least once in three 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.
- If the institute is conducting diploma and certificate courses, it is needed to have members. The Board meets periodically to revise and update the curriculum. The institute has a board of examiners for passing the results of examinations.
- The Director of the institute has the following functions:
 - He is in charge of the day-to-day functioning of the institute.
 - He has the overall responsibility for the academic and extension programmes of the institute and the admission of students.
 - He has overall responsibility for the finance of the institute. He prepares and presents the annual budget to the managing committee at the beginning of each academic year. He ensures that the accounts are periodically submitted to the Principal of the college/the Procurator of the Jesuit community.
- He is an ex official convenor and Secretary of the institute's managing committee.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- He periodically convenes the meetings of the managing committee and faculty meetings.
- He periodically reports to the Jesuit management and seeks its guidance for the effective running of the institute.
- He represents the institute before the government, professional bodies and other agencies.
- The Superior invites the Director of the institute from time to time to share information with the Jesuit community regarding the functioning of the institute.
- The Provincial during his visit convenes a meeting of the Director of the Institute /service centres on the campus along with the members of the House Consult for a review of the functioning of these institutes/service centres.

The proposed Administrative Structure for Institutes:



EXTENSION SERVICES (CHAPTER-IX)

Rationale:

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.

Objectives:

- 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.
- To empower the poor with knowledge and skills for improving their quality of life and for their own liberation.

Activities to Primary Education:

- 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.
- Arranging in-service training for primary and high school teachers.
- Organising non-formal and adult literacy programmes along with the National Literacy Mission (NLM) to achieve total literacy in the target areas.
- Placing our infrastructural facilities such as labs, playgrounds, classrooms etc. at the service of the poor we serve.
- Launching with the help of the local people and Government agencies small income-generating projects such as agro-industries, tailoring, gem-polishing etc.
- Encouraging students to make use of their cultural talents to promote social awareness among the people.
- 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.

Health, Hygiene and Nutrition:

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

Environmental Activities:

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

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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

Running of the Centre:

- 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.
- 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.
- Every student should put in a minimum of 120 hours spread over four semesters.
- 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.
- The organisation and the activities of the centre shall be modified to suit the local needs of each institution.
- 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.

CAMPUS CULTURE, CAMPUS RELATIONSHIPS AND CAMPUS ASSOCIATIONS (CHAPTER-X)

The Preamble:

- 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.
- Each college has its own local history, tradition and culture. While preserving the ethos and individuality of each college, 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:

- 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.
- 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.
- 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.
- 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.
- Both staff and students are required to be attired modestly and decently. Sarees are the preferred dress for women in our colleges.
- 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.
- 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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

- Campus relationships would also demand:
- Creating an atmosphere of freedom and fellowship in all our relationships.
- 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.
- Initiating a corporate decision-making process by involving every group in the campus community. Objective procedures already worked out (corporate policies) and others evolved must be made known to everyone involved in major decisions.
- Just and Fair Deal: Evolving appropriate machinery and procedures for ensuring a just and fair deal in all administrative and disciplinary matters:
 - ✚ No one should be punished without being heard.
 - ✚ No alleged whether of the management or otherwise should be a judge in his own case.
 - ✚ Existing provisions for representing grievances and appeals are made known to our staff and students.

CAMPUS ASSOCIATIONS (CHAPTER–XI)

Staff Welfare Association:

- LA college 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:

- We recognize the legitimate rights of students to form councils to protect, promote their welfare, and to experience democratic living on the campus.
- The students council are appointed based on their 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 the all 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.
- Rules and regulations need to be framed in such a way as to encourage student initiative and genuine criticism.
- Student organisations like the AICUF, MAGIS 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.

ALUMNI (CHAPTER XII)

Introduction:

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.

Objectives:

The objectives of the Jesuit alumni/ae association are: a) to provide fellowship among the alumni/ae themselves in order to sustain them in living out in their personal and professional lives the values received in our institutions, b) to create opportunities for them to share their talents and expertise for the development and the transformation of the institution, c) to provide them with ongoing formation, and d) to let them help us in our mission by generating a movement to transform society in keeping with the vision of education they received.

STRATEGIES TO REALIZE THESE OBJECTIVES

Fellowship:

The alumni/ae association and the institutions 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.

Ongoing formation:

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

Participation in Our Mission:

As a consequence 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:

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

Functioning of the Association of Alumni and membership:

- a) Each college 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.
- b) The Association shall be an autonomous body with lay persons as President, Vice-President and Secretary. A Jesuit shall be its Director.
- c) There will be two kinds of membership:

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- i. Ordinary membership (each year renewable).
- ii. Life and donor membership.
- iii. All the teaching staff are eligible to become members of this Association even though they may not have been students of Jesuit institutions.
- iv. 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.
- v. Our associates and well-wishers of the institution who are our neighbours shall become members of this Association with the approval of the executive.

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:
 - i. 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.
 - ii. 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.
 - iii. 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..

Federation of the Jesuit Alumni:

- 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 organisations.
- 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.
- 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.
- The Director of the Jesuit Alumni/ae Associations of Andhra and Telangana is appointed by Fr. Provincial.

COLLABORATION WITH VARIOUS GROUPS (CHAPTER–XIII)

Collaboration with Laity:

The Concept:

- 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. 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 prot-photos like Principal, Vice principal 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.

Shared Vision:

- The lay staff are made aware of the educational implications of the Province's 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.
- Those who have newly joined the institution are given proper orientation regarding the ideals, goals and principles of Jesuit education so that they too participate effectively in the decision-making process.

Involvement in the Decision Making Process:

- 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.
- 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.
- The staff council consisting of heads of departments is convened at least once a month 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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- 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. The nature of such representation could be decided by each college.

Involvement in Administrative Matters:

- 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.
- 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.
- The nature and number of such posts are determined by the management of each institution.
- While more and more positions of authority and responsibility are made available to lay persons the following considerations are to be kept in mind:
 - i. Ensuring that our lay collaborators are made conscious of their duties and responsibilities and held accountable for their performance.
 - ii. Sufficient authority and control, however, remain with the Society of Jesus to enable the Society to respond to the call of the Church through its institutions and to ensure that the Jesuit College continues to be faithful to its traditions (Characteristics of Jesuit Education: 141).

Climate for Collaboration with Laity:

- 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:
- A leadership that is supportive of the members of the educational institution and pays full attention to their self-development and professional growth.
- The style of administration should be such that it upholds the principles of decentralization and subsidiarity.
- Proper procedures for grievance redressal both at the institutional and province levels are evolved and made known to all.
- The Jesuit staff abide by the norms applicable to all the staff with regard to matters such as attendance, invigilation, attendance at staff meetings etc.
- 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.
- 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.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

- This could be done by collaborating with other colleges;
- Evolving common policies and programmes in favour of the poor;
- Planning and executing socially relevant research;
- 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.;
- Conducting common orientation and training programmes for students and staff;
- Periodical get-together of staff and students of city colleges for more effective functioning;
- Initiating action for safeguarding the minority character of our institutions;
- Playing an active role in the Xavier Board of Higher Education especially in Andhra and Telangana.

Collaboration with the Parents in the Running of the Institute:

- 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 effective.
- The interaction between the parents and the college 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." (CJE 131)

Interaction:

- 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.
- 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.

Modalities of Interaction and Involvement:

- The newcomers are given orientation together with their parents in aspects such as attendance, Continuous Internal Assessment (CIA), additional courses etc., so that they understand better the autonomous set-up.
- We maintain constant communication with parents about the progress of their children.
- Parents could be members in the advisory councils.
- Parents are enabled to share our educational vision and policies.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- Views of parents may be sought regarding cultural activities, extension work, hostel administration and functioning of autonomy.

Collaboration in the Neighbourhood: (URBAN AND RURAL)

- In keeping with our apostolic option, we have to maximise the use of our facilities for the benefit of the dispossessed.
- 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.
- 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.
- Among the dispossessed of the neighbourhood we include all the poor, children of our non-teaching staff and domestic employees.
- Some of the modalities for sharing our infrastructural facilities are:
 - a) Offering the neighbouring poor schools the use of our laboratory and other facilities.
 - b) Providing a place for supervised study for the poor students of the neighbourhood.

INSTITUTIONAL AND INDUSTRIAL COLLABORATION (CHAPTER–XIV)

The Jesuit Higher Educational Institutions 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 need of the hour and it is appropriate to provide soft and technical skills to the students within the class rooms 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

- a) To identify appropriate and apt industrial partners.
- b) To train students in industry which promote healthy human values and ecology.
- c) To form students in organization that impart not only skills for making money but also skills for making
- d) To make the poor empowered.
- e) 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 is realized in establishing either a simple letter of agreement or a simple contract or signing a Memorandum of Understanding (MoU).

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 particular time. The organization may not inform its withdrawal.

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.

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 / skills for a stipulated period. The parties concerned withdraw their support and association within a stipulated and agreed upon duration.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

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.

Partnership in Research, Consultancy and Extension:

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

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 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 40% to the faculty consultant and 60% 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 units they 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.

ENVIRONMENTAL POLICY OF LOYOLA ACADEMY (CHAPTER–XV)

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

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.

Policy Statement:

The College commits itself to operating all of its activities in a sustainable manner through minimising 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.

Applicability:

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

• Policy implementation:

- The College is committed to focusing on the following key target areas, which have been identified as significant:
- **Water Management:** To make efficient and environmentally responsible use of water, including identifying opportunities for water conservation and water reuse.
- **Energy Management:** To reduce overall energy consumption and the proportion of energy created from finite resources by switching to renewable energy sources.
- **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%.
- **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.
- **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.
- **Procurement:** To promote life cycle thinking in the procurement of goods and services, while working with suppliers to promote sustainable resource management practices.

JESUIT HIGHER EDUCATION - PREAMBLE & POLICY STATEMENTS (ANDHRA & TELANGANA REGIONS)

- **Resources:** To scale down the use of resources throughout the college including the farm, learning spaces and during the construction or renovation of buildings.
- **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.

Responsibilities:

- The main responsibility for implementation of this policy lies with the College Management and the Principal as the College's Chief Executive.
- The Deans, Coordinators, Heads of Departments and Lecturers are responsible for ensuring compliance with College Environment Policy within their area of control.
- 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.
- 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.

Evaluation of Environmental Policy & Green Audit:

- This policy shall be reviewed at opportune time, but not later than once a year.
- 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.