



Criterion : VI - Governance, Leadership and Management

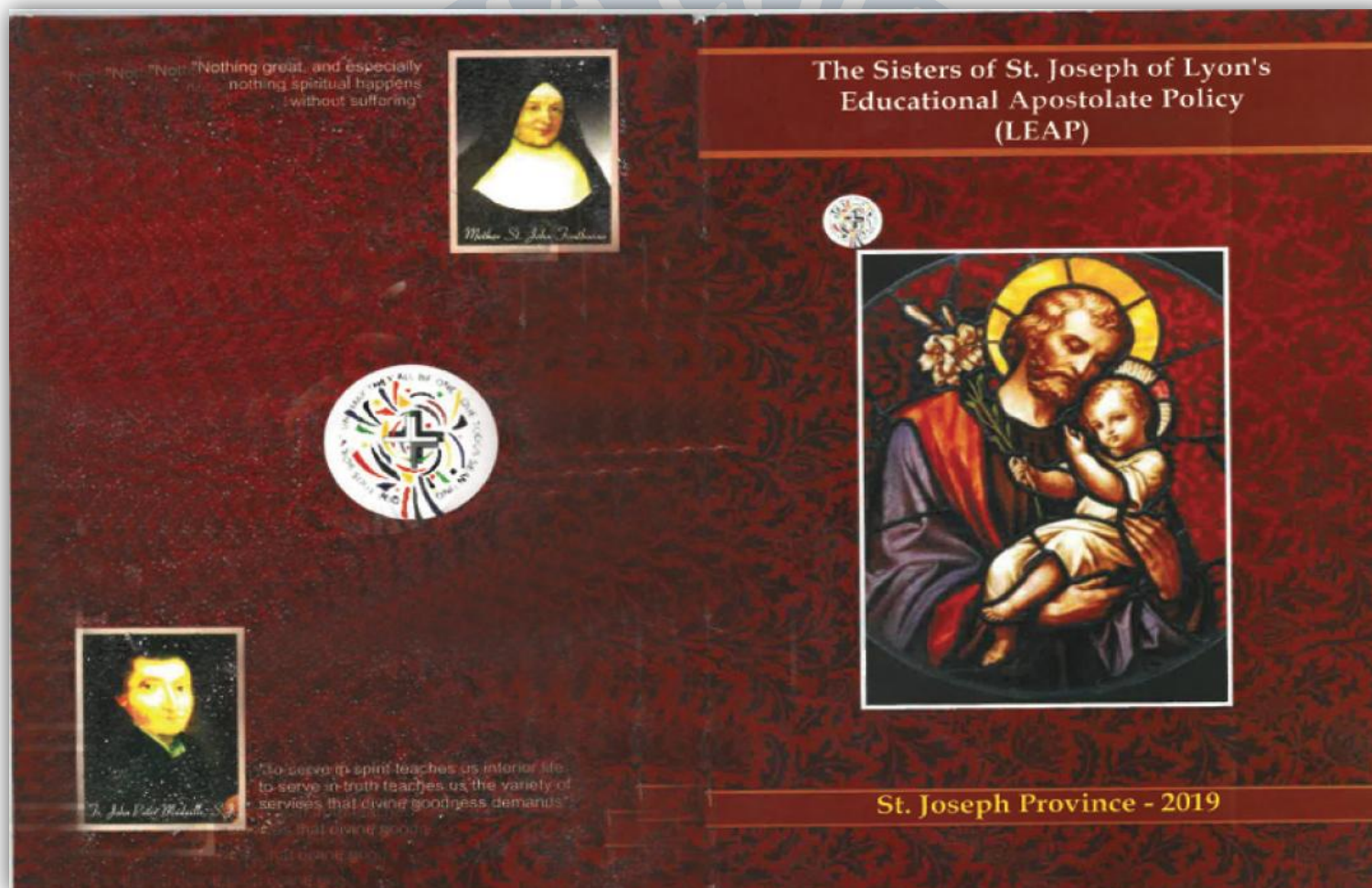
Metric : 6.2.2 - Functioning of Institutional Bodies

Service Rules

Year : 2015 - 2020



POLICIES, ADMINISTRATIVE SETUP, APPOINTMENT AND SERVICE RULES IN THE HANDBOOK OF THE SISTERS OF ST. JOSEPH OF LYON'S EDUCATIONAL APOSTOLATE POLICY





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The Sisters of St. Joseph of Lyon's Educational Apostolate Policy

(LEAP)

St. Joseph Province - 2019

POLICY

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ADMINISTRATIVE SETUP

APPOINTMENT

A POLICY IS A PRESENT DECISION FOR FUTURE ACTION

PART-I

1. Dimensions of Our Educational Policy

1.1. Faith Perspective

Rooted in the mission of Christ, the True Light and continuously inspired by the spirit of Fr. Medaille and Mother St. John Fontbonne, we, the Sisters of St. Joseph of Lyon perceive/deem our educational ministry to foster the well-being of the whole creation and ensure an ongoing commitment towards the transformation of the unjust and fragmented world with the sole aim that "All may have life and have in abundance" (Jn.10:10) "May they all be one, Father! May they be in us just as you are in me and I am in you". (Jn.17:21)

1.2 Vision Statement

Being women of communion, contemplative and prophetic for the life of the world. We empower women and children through faith formation and value-based education for societal equality, harmony and to care for our common home.

1.3 Mission Statement

- ❖ To energize Women and Children towards academic excellence through Quality Education.
- ❖ To endow them with character, competence, creativity and commitment.

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- ❖ To enkindle in them inclusive love, building fraternal communities and stand for the cause of those at the periphery with compassion.
- ❖ To enable them to excel as responsible citizens compelled by the urgency for interdependence between human beings, society, the environment and all of creation.

Therefore, we are committed to

- ❖ **impart integral formation** of the human persons, to build a society based on justice, peace and integrity of creation. Integral formation includes the dimensions of faith and value formation.
- ❖ **an on-going deconstruction and transformation** of our educational institutions from the perception that they are the centers of power relations to the centers of reconciling love, reconstruct fraternal communities and stand for the cause of those at the periphery.
- ❖ **accompany** the youth and promote fullness of life through imparting Faith Education at all levels and encouraging them to live inclusive love and participate creatively in the evolving universe.
- ❖ **the task** of enabling human persons of good character, competence, conscience, compassion and social commitment in a climate of mutual trust and sharing in order to pave the way for the emergence of a counter/alternative culture as against the unjust social structures and the ruthless competitive world / model. (*All India Catholic Education Policy 2007', p.25*)

- ❖ **empower** the youth to contribute to nation building beyond the boundaries of caste, creed, class, gender, and other cultural bondages / prejudices.
- ❖ **be enriched** by the Kingdom Values (Mt.5, 6, 7) towards the educational empowerment of the poor, the disadvantaged and the marginalized who have been vulnerable to the historical and social conditions of dominations and discriminations.
- ❖ **impart** 'quality-education' in terms of enhancing efficiency, skill development and just relationship.
- ❖ **the exploration** of the primary of ethical relation as a 'Face-to-Face encounter with the other' in which our responsibility for the other person plays a vital role to break away "Our own world", nurturing a life encounter with God.
- ❖ **live the mission** of the congregation in a tangible way in our institutions in keeping with the action plans of the five promises recommended by the Province.

2. Spiritual and Value Formation

2.1 Rationale

Every human person is created in the image of God, in His likeness; the life of Christ propels sacrificial love, which implores us towards an educational involvement to enable human persons to a life of personal integrity, development, societal commitment nourished by an encounter with God through our religious life.

In the business world, the customer gets the top priority. We, all the more in our institutions, will put people above everything and value them most of all. Disrespectful and arrogant behavior



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and insensitivity to the feelings and needs of the students and parents must give way to a friendly attitude and approach.

2.2 Strategies

2.2.1 Spiritual/ Faith and Value Formation

- ❖ We create an atmosphere and a climate which encourage the students to listen to the Word of God, as a personal communication, translated in the concrete context of their life as to help them change their attitudes and patterns of life.
- ❖ We creatively Open up opportunities for interfaith relations, inter-religious exposures, interfaith scriptural understanding by ways of conducting liturgical and para-liturgical services, religious instructions and regular scriptural readings in our campus.
- ❖ The Catholic/ Christian student community must be accompanied to deepen their faith in the Eucharistic Presence and devotion to Mother Mary. "One of the important aims of catholic education is Faith Formation, deepening the Christian commitment to Jesus in his Church". (CBCI.2006.2)
- ❖ Persons from other religious traditions must be helped to deepen their faith in God and understand the deeper meaning of life and the need to lead a life of values rooted in their faith tradition.
- ❖ We hold catechetical instructions to Catholic students "to enlighten and strengthen their faith, which will lead to intelligent participation in the liturgy and provide motivation to apostolic activities". (All India Catholic Education Policy 2007, p.27)

- ❖ We should hold Religious/Ethics classes in the campus apart from regular classes. Since Education is a transformative process, we try to bring about change in the mindset and attitude of the students, which in turn will help transform society. Following are some of the key factors, which help to bring about transformative process:

- Creating mutual trust and solidarity among us and others.
- Solving conflicts through transparent dialogue.
- Inculcating spirit of freedom and fellowship.
- Promoting mutual respect and service and concern for each other especially the needy.
- Enforcing discipline with love and compassion.
- Creating opportunities to all the staff and students.
- Promoting lay collaboration and co-operation at all levels.
- Encouraging and respecting cultural diversity and differences.
- Consulting parents, staff and students relating to the current issues, problems and future programme.
- Orienting and motivating staff to this task of Faith and Value Formation.
- Communicating the vision, mission, charism and core values of SJL to the staff, parents and students, as they are our co-partners in living and transmitting our value system.



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- Celebrating our Founder's Day (October 6th) in the company of our stakeholders.
- Promoting counseling and guidance for a life of authenticity.
- The Chapel or Prayer house is kept open for all.
- Our institutions are encouraging sisters to teach catechism.

3. Integrity of the Human Person through Quality Education

3.1 Rationale

Quality education in the true sense produces persons with thought and feeling, with eagerness to share, persons who are capable of looking to nobler things in life. It has reference to things like the all-round development of the person, humanism, authentic values, intellectual curiosity and acuteness, aesthetic sensitivity, character formation, social awareness, healthy relationships, refined manners, dignified self presentation, intelligent and clear self-expression, good diction and thoroughness about everything one does. (*All India Catholic Education Policy 2007, p.23*)

We enable each student to see her life as a gift of God, as a call to serve. We help them realize that it is right attitudes and principles that give power and dignity to one's life. We nurture the vocational dimension of life in each student and help each to interpret one's life in the light of God's plan for her and contribute to life. (*All India Catholic Education Policy 2007, p.33*)

3.2 Strategies

3.2.1 Intellectual Formation

Special efforts should be made to enable students to think for themselves independently and critically - to seek, extend and apply knowledge to the solution of human problems; to continually strive after excellence in every field. This is actualized by the following ways;

- ❖ We recruit and retain qualified and competent staff who are sensitive to the cause of the marginalized and who provide 'quality education' in consonance with Gospel Values
- ❖ We promote Interdisciplinary option in the college involving a free choice of job and life oriented and skill based courses to be provided.
- ❖ We encourage our staff to accompany the students in their pursuit of knowledge and life achievement.
- ❖ We deem that our education should not be merely result-oriented but must promote life orientation.
- ❖ Our involvement in Higher education should provide people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity, with the view of contributing to societal/national development through dissemination of specialized knowledge and skills. (National Policy on Education, 1986, 5.24).
- ❖ **Scientific Research Development:** We should foster the spirit of research and creativity by undertaking different projects. Facilities are to be provided for all college staff to complete their doctoral studies and



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encourage publications that are socially relevant. (*All India Catholic Education Policy 2007, p.43*)

- ❖ **Job-orientation:** We extend on-going career guidance to all students through the placement cell in the college. We provide facilities for training in job-related vocational and technical courses, with preference to catholic and the marginalized students. We take initiatives to raise corpus funds for the poor and the marginalized for their school education, technical or professional courses and for specialized coaching for competitive examinations.
- ❖ **Guidance to pursue higher studies:** The students who study in our schools are guided to pursue higher education through the guidance cell.

3.2.2 Emotional Maturity

- ❖ Counseling is an integral part of our educational endeavor. Students must have a free accessibility to approach the counseling cell for their life guidance.
- ❖ A trained counselor either part time or full time, may be a trained sister or lay person is appointed as the counselor in our institutions.
- ❖ Peer group counseling in college is introduced with proper training.
- ❖ Teachers and sisters should be encouraged to attend short-term courses in counseling and guidance.
- ❖ The Headmistress/Principal should be an animator rather than an administrator and therefore she should avail herself for the staff, students and parents, as to promote healthy interaction.

- ❖ **Visitation of Homes:** Since our educational apostolate is person-oriented, we make regular home-visits especially of those students who hail from broken homes and those who are faced with various problems.

3.2.3 Ethical Formation

- ❖ Regular course on Sex Education should be given each year to the outgoing students as part of the 'Education of Love'. This should be formative in nature and not mere information alone.
- ❖ We inculcate values through organizing sports and games, youth-groups and associations that foster discipline, loyalty and dignified behavior.
- ❖ Ethics and Moral Education are an integral part of our college and school Education.
- ❖ We organize programmes related to professional ethics such as Medicine, Business, Information Technology and Communication.
- ❖ Special program on Family, Morality, Sexuality, Marital Fidelity, Pre/Extra Marital Relationship, Birth control, Sex-determination, Female infanticide, Abortion, Alcoholism, Drugs, etc. ought to be conducted for the student community.

3.2.4 Cultural Education

- ❖ We need to equip young people to be rooted in their own culture and at the same time open to other cultures, and interpret the social processes as to take responsibility to bring about social transformation. (*All India Catholic Education Policy 2007, p.43*)
- ❖ Our Education "must enable students to raise questions concerning the meaning of life and the significance of



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reality and to develop a responsible commitment to transform it in the light of the evangelical values and modern culture", (*All India Catholic Education Policy 2007, p.26*)

- ❖ We need to nurture/respect the sense of relatedness and identity in the context of multiplicity of cultures, which implying an awareness of the negative aspects of each other's and transcend them.
- ❖ We promote positive attitudes, right perspectives and life-skills, in order to deepen the richness of our cultural and religious traditions and to interpret them according to the signs of times.
- ❖ We develop the self-confidence and aesthetic tastes by appreciation of literature, music, nature, sports and fine arts etc. and encourage students to participate in intra and inter school/college competitions on the above-cited themes.
- ❖ We provide training programmes in Media Education, Film Analysis and Folk Arts expressions and employ them as tools for social transformation.
- ❖ Through extracurricular activities, we instill in the minds of students a sense of history, culture and tradition, to foster national solidarity.

4. Education for Social Transformation

4.1 Rationale

Running schools and the college like any other agency should not be our purpose. We need to take the maximum effort to be different. Our institutions should be training centers where we develop visionary leaders with character and mental stamina to

face any crisis and also intelligence to make their own opinions freely and capable of bringing about social transformation and thus contributing towards nation building process. Our Educational Apostolate is socially relevant in the sense that it promotes awareness and action to reclaim Social Justice, Gender Justice, Eco-Justice, Human Rights and stand for the cause of the periphery.

4.2 Strategies

4.2.1. Education for Justice

- ❖ If we are to build the kingdom of God, the spirit of faith and justice should permeate into our Institutions.
- ❖ As a major contribution to build a new India and a new ethos, we plan and execute awareness and action program to make the students understand and become sensitive to the major social issues and inherited inequalities.
- ❖ We "identify talented children from the marginalized communities with a view to prepare them for higher and professional education. Among them, we hope to train a select group for social and political leadership". (*CBCI 2006, S.4*) However, they should be socially conscientize that they remain sensitive to the needs of their own people, and not become oppressors themselves. (*All India Catholic Education Policy 2007, p.39*)
- ❖ We will provide means to reduce grievance to a minimum-through periodical evaluation at different levels, relational approach, suggestion box, allowing free expression of staff during council meetings, tackling problems and difficulties with due consultation etc. Grievance cell is constituted at our college/schools.



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- ❖ We keep in contact with our former students to keep alive their commitment and to evolve relevant agenda to transform that part of the society of which they are a part, while pursuing various professions. (*All India Catholic Education Policy 2007, p.41*)
- ❖ We are to be continuously inspired by the values of the Gospel as to have a specific commitment for the cause of the periphery.
- ❖ We work for building fraternal communities. Let each of our institutions spell out concrete means of achieving this goal.
- ❖ Creating 'Friends of Fr. Medaille' to become multipliers of our 'charism'.
- ❖ Helping students to become aware of their status in the society, to stand for justice and human rights by linking with other organizations/movements.
- ❖ Action-Reflection-Action is the mode of our educational communication for societal awareness and action. Exposure program to rural areas, refugee camps, places of natural and unnatural calamities and other vulnerable regions of social restlessness and conflict are some ways of achieving this process of education.
- ❖ Making available our school and college campus facilities for community program and developmental projects.

4.2.2 Human Rights Education

- ❖ Human rights education is an integral part of our education in our schools and college. Knowledge about human rights and justice needs to be provided to all the inmates of our institutions.

- ❖ Conducting legal, Para-legal and literacy program about stress on women and children's rights in collaboration with Justice and Peace team.
- ❖ The YCS/YSM, AICUF has a powerful vision and spirituality. The concentration in the youth ministry should reach out to both Catholics and youth of other faiths with equal importance. It is advisable to have a director for the animation of non-Christian youth and another one for the Catholic youth. The priorities and policies should be distinct. The work with the non-Christian youth in our schools, college and hostels should be a top priority in the present anti-Christian atmosphere.
- ❖ Creating Women's Cell, Legal Club, Consumer club in the College/Schools.
- ❖ In our college through an on-going evaluation, we will re-evaluate our priorities, policies and program, in view of the growth and the development of the persons we serve. As a result of periodic evaluation, we become conscious of the need for justice towards all those whom we work with and work for.
- ❖ We will treat all our employees, parents and students with due respect to their human dignity, being sensitive to the norms of justice in all our relationships and ways of functioning.
- ❖ As a matter of justice and equity, we pay standard salaries, conforming to certain basic norms and directions from the Board or University or Government. There will be also periodic revision of salary for our teaching and non-teaching staff. "We deplore all attempts to commercialize education. In particular, we will not accept capitation fees". (*All India Catholic Education Policy 2007, p.51*)



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- ❖ Since our institutions are not profit orientated, our fee structure remains moderate. We seek opportunities to provide scholarships and concessions for the economically needy students by building up corpus and scholarship funds, which in turn would facilitate 'quality education' to them.
- ❖ We supply the basic needs of our students: clean drinking water, clean toilets and sufficient working space in the class rooms.
- ❖ Care will be taken to restrict the number of students at the time of admission and at other times, as an act of justice to the students and to the teachers.
- ❖ Data base is created for the students, whose parents are Alcoholic.

4.2.3 Care for the common home

“Compelled by the urgency for interdependence between human beings, society, the environment and all of creation”
 (cf. Laudato Si)

- ❖ Commitment to the environment is an essential dimension in educational communication. We actively participate in the care and protection of our environment and thus contribute to preserve the integrity of creation. (All India Catholic Education Policy 2007, p.41)
- ❖ Apart from an awareness of environmental devastation, we will promote a right understanding of creation and appreciation of the dignity of the whole of creation by emphasizing affirmative action towards the restoration of life.
- ❖ We make our student-staff community involved in environmental concerns in the neighborhood, which

would create eco-consciousness among them, promoting pro-life actions.

- ❖ We strongly resist the use of plastic products in our campus and also collaborate with the government plans.
- ❖ Schools/College shall participate in protest against any anti-ecological and socio-political actions.

Twinning: The rural schools may lack both material and human resources. Hence it is a good practice to twin the rural schools with urban schools of the same Congregation.

5. The Ongoing Formation of Staff

5.1 Rationale

Education is not a finished product, but ever an unfolding quest, which calls for an ongoing learning on the part of educators. Hence; "Through periodic training, we equip our teachers with up-to-date knowledge and- pedagogical skills including the use of new educational technologies". (*All India Catholic Education Policy 2007, p.36*)

5.2 Strategies

The program for the ongoing formation of the staff needs to be broad based, that include:

- a) Efforts should be made to make the entire staff conscious of and committed to the vision of the Catholic Education and Goals and Objectives of SJL Educational Policies.
- b) On Commencement of every academic year, there



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will be an orientation to the staff of our schools / college on SJL Vision, Mission and Province Orientation.

- c) Orientation, training program, counseling sessions and workshops should be periodically organized for the staff by the heads of the Institutions.
- d) Staff members and Headmistresses should be encouraged to partake in the following program.
 - Faith Formation, Counseling, Vocational Guidance, conflict management and distress skills.
 - Leadership, Personality Development, New trends in education system & its impact.
 - Social Analysis, Media Education, cyber crime and Developments in Information Technology.
 - Ecological Awareness Program.
 - Training program in Teaching Methods, Research skills, Administrative and Management Skills.
- e) All Staff Members both teaching and non-teaching should:
 - Endeavour to provide to create an environment where the students will grow in responsible freedom.
 - Show concern for all students as persons and especially students who are in the periphery.
 - Create an environment for the staff and students to grow in responsible freedom and emotional maturity.

6. Parent - Teacher and Management Relationship

6.1. Rationale:

Parent-Teacher and Management Relationship is the context, promoting the integral growth of the student community. Hence close promoting relationship among these three factors is imperative in our educational institutions. The Parent-Teacher and Management Relationship ought to be purely educational, non-commercial, non-sectarian and non-political. It shall not seek to interfere in the actual administration of our institutions, but will serve as catalyst to generate healthy relation for the welfare of the student community. The parents need to be informed of their role as partners/co-educators to communicate value-based education to their wards. The aims, objectives, functions, membership and policy of Parent - Teacher and Management Relationship must be clearly spelt out by each educational institution.

Strategies

The Parent-Teacher relationship is realized through:

- periodical meetings, direct contacts and engaging in dialogue between parents and management.
- fostering public relation with the neighbors, civic and public authorities.
- evolving issue-based Adhoc Advisory Councils consisting of the members of Parents, Teachers and Management.



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7. Lay Partnership

'Deepen our common mission with the laity, discerning together the needs of our time and our responses'.

Our educational apostolate is a joint venture in which our lay-staff and we, religious are collaborators sharing the same vision and mission grounded in our faith perspective. We need to constantly and consistently encourage participation in areas of animation and decision-making through consultation, dialogue, planning and executions in administration and in other academic matters. Accountability from both is the main criterion in lay-religious collaborative ventures.

Crisis management is possible only when we know to collaborate and network with lay people, professionals and other like-minded agencies. This collaboration cannot be gained only at the time of crisis. A sustained effort is needed to prepare such a body at all levels. Lay people with knowledge and experience should be recognized and entrusted with responsibilities. They should be trained to take up leadership roles and become the face of the Church in the changing society.

Seek ways and means to incorporate our SJL associates in our ministry.

8. Our Educational Institutions as Centers of GOODNEWS

Our presence is an evangelizing one. By being grounded in God and in our Christian faith tradition, we create a conducive atmosphere to promote a sense of belonging, purposefulness and unity in our campus. We strive to create a community of faith consisting of members of management, staff, students, parents and alumni. This community will be bound by the values of fraternity and promote Eucharistic communion. Thereby, we enable our students to work towards wholeness and harmony in a world of fragility and brokenness.

PART – II

9. Roles and Functions of the Office Bearers

9.1 The Provincial

The provincial is the president of the St. Joseph's Educational Society.

- The provincial ratifies all the permanent appointments.
- The provincial shall take the final decision in consultation with her council regarding pay fixation, construction of new building and serious disciplinary actions.
- The provincial is authorized signatory of all major documents.

9.2 The Provincial Councillor in charge of Education

- In consultation with the Provincial Council, the Councilor in-charge is responsible for incarnating the educational vision of the Province.



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- b. The Councilor in charge keeps herself informed of the changing trends in the field of education and will serve as a pace setter and facilitator in the province making education an effective means of self and social transformation.
- c. The Councilor in charge visits all the institutional communities of the province once a year and is present for a sufficient duration as and when the need arises.
- d. The Councilor in charge plans the program in consultation with Education team for the development of the educational institutions.
- e. The Councilor in charge shares her plans with the Provincial Council and she involves the heads of the institutions to ensure complementarity and active participation.
- f. The Councilor in charge with the Education team organizes relevant seminars, courses and workshops for the teaching and non-teaching staff to ensure an ongoing educational development in our educational institutions.
- g. The Councilor in charge is a member of the appointment Committee for all the Permanent Appointments of both teaching and non-teaching staff in all aided and self-financed institutions,
- h. In ordinary disciplinary actions like memo, show-cause, the committee of the particular institution will take action in consultation with the Councillor. In more serious disciplinary actions like suspension, stoppage of increment, termination, prior information has to be given to the Provincial Council.

- i. The Councillor in dialogue with the Correspondent and the head of the institution concerned takes necessary decisions with in the autonomy delegated by the Provincial Superior. Information should be given to the Provincial.

9.3 The Role of Education Team

Composition: It is composed of members representing the higher education, higher secondary and primary school of the Province.

Designation:

- a. The team works in close collaboration with the councilor responsible for Education.
- b. Based on the Province Orientation, the team draws up an Action Plan for the Province in consultation with the councilor in charge and gets the approval of the Provincial council.
- c. Committee evolves the practical means to implement the Action Plan. Team members of the respective institutions will prepare annual evaluation report and submit to the team head.
- d. The team meets together for the yearly evaluation of the action plan with the Councilors responsible for the cluster. The Head of the team submits the collated report to the Provincial council.
- e. The team documents the implementation of the yearly action plan.
- f. Gives suggestions to the provincial council to train the sisters and equip them with sufficient knowledge and skills for the ministry.



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- g. In consultation with the councilor responsible for the sector the team organizes.
 - Periodical meeting for the Heads of Institutions and Correspondents / Secretary.
 - Meeting for the sisters involved in the ministry.
- h. The Head of the team will be a member of the Extended Provincial Council and JPIC team.
- i. Head of the team will be the secretary of St. Joseph's Educational Society, Madurai.

Structure:

The team draws up the structure regarding its way of functioning:

- i. Rhythm of their meetings
- ii. Rhythm of meeting with the councilors responsible for education
- iii. Rhythm of their meeting with the Provincial Council.

9.4 The Secretary / Correspondent

The Secretary / Correspondent is nominated by the Provincial Council. Being commissioned, she executes shared responsibility with the Principal / Headmistress, and the Committee. She exercises her authority in a spirit of collegiality, consultation and discernment. She facilitates the decision making process always in favor of the common good, spirit of justice and remains a unifier and actualized in view of the vision of the province and the institution.

- a) The secretary / correspondent is a link between the institution and the province timely communication on all matters related to institution must be shared with the Provincial and Councilor in charge.

- b) The secretary / correspondent works in close collaboration with the principal / Headmistress of our educational institutions and looks after all the temporal administration of the educational institutions concerned. They need to be directly involved in matters related to Property Tax, and Recognition, Building, Finance and Legal matters of the institutions.
- c) The secretary / correspondent is responsible for the salary, monetary benefits of the staff, Fee fixation committee, TSR verification, Provident Fund (PF), EPF, Income Tax particulars, audit and all such matters that are dealt with the Treasury.
- d) The Secretary / Correspondent is a member of the selection committee for staff appointments. In consultation with the Head of the institution and Councilor in-charge she recommends the confirmation of the appointments of the staff and non-teaching staff and the promotions of the non-teaching staff. In case of any disciplinary actions in consultation with the provincial councilor in-charge against any employee, she works in collaboration with the management and seeks legal action if and when needed.
- e) The Secretary / Correspondent is the sanctioning authority for all the leaves other than Casual Leave. It is understood that all such leave should be cleared by the Principal / Headmistress before they are presented to the Secretary / Correspondent who normally sanctions them when approved by the Principal / Headmistress.
- f) The Secretary / Correspondent operates with managers salary, Non-Salary, General Fund and Amenity Funds and all the management accounts of the college / schools.



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- g) The Secretary / Correspondent respects the role of the Principal / Headmistress and work in collaboration with her as a unifier.
- h) The secretary/ Correspondent is in consultation with Principal/ Headmistress responsible for the grievance redressal of the staff members.
- i) The Secretary / Correspondent is in consultation with the Principal / Headmistress answers to the letters received from RTI Acts.
- j) The Secretary of the college is a member of all important policy making body.
- k) The Secretary/Correspondent in collaboration with the Principal/Headmistress reviews the entire functioning of the educational institution through periodic feedback, from teaching and non-teaching staff, students, parents and others concerned with the institution.

Note: Documentation of important documents pertaining to the institution such as Education department circulars, accounts, disciplinary action records / EPF loan register, land, building plans etc.,.

9.5 Role of the Coordinator:

Note : The post of the Secretary / Correspondent is usually vested with the Local Coordinator. If the Coordinator and Correspondent are two different persons, the Secretary / Correspondent informs the Coordinator all-important matters of the college/schools especially of appointments, important programmes of the college/schools, construction or major repair to building. In matters involving legal implications the Coordinator is the authorized signatory.

- a. Coordinator is a member of governing body and college/school committee.

- b. For adhoc meeting Coordinator need not be present but the agenda and decision are intimated on time

9.6. The Principal / Headmistress

Academic leadership that enhances formative aspects of our educational apostolate is obliged and entrusted to the leadership of the Principal / Headmistress in our educational institutions who works with the sense of subsidiarity and collegiality. She is appointed by the Provincial Council in order to realize the educational vision of our congregations in the most concrete manner. She is accountable to the community, Provincial Councilor in-charge and to the Provincial for the mission entrusted to her.

- a. Term of office of the Principal / Headmistress is 5 years subject to Government norms. The Principal / Headmistress shall be only from the members of the St. Joseph's Society of Madurai. Such post can be held by them so long as they continue as members of the congregation of the sisters of St. Joseph of Lyon. Their exit from the congregation, either voluntarily or involuntarily, shall automatically disqualify them, from becoming or remaining in such offices.
- b. The Principal/ Headmistress is the executive authority of the college/school. She is responsible to the education department and the government regarding the educational norms.
- c. The Principal /Headmistress is responsible for the everyday functioning of the college/schools like office administration, staff assignments, discipline in college/school campus, curriculum etc.
- d. The Principal /Headmistress is the primary member of the admission committee and should guarantee that the



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admission policy of the province is carried out in the respective institutions.

- e. The Principal/Headmistress and I & II Vice –Principals/ Asst. Headmistress and Coordinators of each section are in-charge of all student activities, sports and games and other campus programmes.
- f. The Principal/Headmistress operates all accounts that are directly connected with the academic functioning of the college/schools such as special fees, laboratory and UGC funds.
- g. The Principal /Headmistress is the Ex- Officio president of all the Associations in the college/Schools. No association should be allowed to function without her specific permission.
- h. The Principal/Headmistress fulfills her obligation as a teacher keeping in mind the demands of natural justice.
- i. The Principal/Headmistress maintains effective interpersonal relationships with the members of the staff, parents and students and with the educational institutions of the various sectors. She remains as motivating personnel for all academic, moral and spiritual activities of the educational institution.

9.7 The Vice Principal / Assistant Headmistress

The Vice Principal / Assistant Headmistress works in close alliance with the Principal /Headmistress in the spirit of unity and amicability while fulfilling their regular duties and responsibilities. The first Vice Principals of the college are members of all committees.

- a. The specified duties of the Vice Principal/Assistant Headmistress include: maintenance of general

discipline of the student community, assistance in admission works, providing an hour of permission to a staff on request and promotion of spiritual animation to the staff and the students.

- b. It is presumed that a common understanding prevails among the Vice Principals/Assistant Headmistress regarding the work specifications and other assignments.
- c. In the absence of the Principal /Headmistress the First Vice – Principal /Assistant Headmistress replaces her and sees to the normal functioning of the educational institution.
- d. In the absence of senior sister with sufficient experience in an Institution a lay Vice Principal I to be appointed and ratified by the Provincial.
- e. The term of office for the Vice Principal /Assistant Headmistress (lay Person) is two years of honorary service, renewable except college / matric schools. The management appoints and the provincial ratifies it.
- f. The II Vice Principal/Assistant Headmistress/school Coordinators work in collaboration with the first Vice Principal/Headmistress in coordinating the Part - V activities / the club activities.

9.8 The Manager in College / Matric Schools

- a. The Managers of the office shall be only from the members of the St. Joseph's Society of Madurai.
- b. The Managers functions as a member of Executive Committee and the college/school committee.
- c. The Managers mediate with the education department and collaborate with the Secretary/Correspondent.



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- d. The Managers are directly responsible for the effective administration of the office, maintenance of the infrastructure, operation and upkeep of the accounts and responsible for incoming and outgoing official mail.
- e. The office Managers are fully responsible for the follow up of the attendance of the non-teaching staff and the effective execution of their responsibility. The office Managers deals with non-teaching staff with concern, respecting their dignity and well-being.
- f. The office managers directly maintains the service books, registers of the teaching and non-teaching staff and helps to prepare the Audit Reports and Financial Statements.

9.9 Junior Assistant (Lay Person)

- a. The Junior Assistant mediates with the education department and collaborates with the correspondent.
- b. The Junior Assistant in collaboration with the Managers/Correspondent maintains the service books, registers of the teaching and non-teaching staff and help to prepare the Audit Reports and Financial Statements.

9.10 The Controller of Examinations of Fatima College (Autonomous)

- a. The Provincial Council nominates the Controller of Examinations in consultation with management committee.
- b. The Controller of Examinations works in collaboration with the Principal of the college. Her duties include the planning and the conduct of examination, valuations and ensuring results.

- c. The Controller of Examinations will exercise discretion and accountability in her dealings since it is specified work entrusted to her. (Refer the office file of the college for the details of the functions of the Controller of Examinations)

9.11 The College/School Managing Committee

- a. In order to live the spirit of harmony and collegiality, which is pivotal to the living of our SJL structures of organization, we ensure participatory decision at all levels.
- b. All who are working in the college/schools and the Coordinators are members of this committee, which is consultative in nature.
- c. Activity involves in the framing and implementation of Admission/Appointment policies and development programmes.
- d. Reflects on matters concerning disciplinary actions, termination of service, and revision of pay scales and evaluation of probationary staff.
- e. Takes up effective planning concerning the animation of staff and students on the basis of the province vision and objectives.
- f. Reviews /evaluates periodically the implementation of the apostolic project. Meets once in a month / as and when necessary. The agenda for the committee meeting is announced by the Secretary /Correspondent sufficiently earlier in consultation with the Principal /Headmistress.



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- g. The Secretary/Correspondent is endowed with the responsibility to give appropriate communication to the community regarding the important Issues, discussed in the management committee.

Note: It is recommended to organize Committee Meeting twice a year with the II Vice Principals (Lay person) and 'Coordinators' of the different Levels (Primary, Secondary, High School, Higher Sec. School) and Invitees based on issues.

PART – III

10. EDUCATIONAL AND ADMISSION NORMS

Policy for Admission of students

We have a mission to pursue and attain transparency, accountability, truth and justice in all our admission processes.

- Every educational institution will have an admission committee consisting of the Headmistress/Principal, Assistant Headmistress / Vice Principal, Correspondent / Secretary and a Staff member.
- All Catholics are admitted in both school and college
- Preference is given to the economically poor of the locality and dalits and all the target groups (Migrants / Children of AA Group) of our rural ministry and Province.
- For admission to Std. XI and Under Graduate courses, preference is given to students who complete Std, X and XII in our schools. The minimum eligibility conditions

laid down by the Education Department / University are to be followed. in giving admissions to Std. XI ,Under Graduate courses and Post Graduate courses, minimum requirements of marks for each of these categories of students pertaining to our option will be decided every year by the committee.

- The cut off mark fixed for catholic students should be lesser than the other categories
- Second attempt candidates will be considered for admission in the school and for the under graduate courses in the college if only they are catholic candidates and Christian denominations.
- Other minority communities (subject to the decision of the management) are given consideration.
- Children of our staff members will be given priority in all our institutions.
- All parents are to be met directly either by Principal/Vice Principal, Head mistress / Asst .Headmistress, one in – charge of admission.
- The strength of each class should be as per the minimum required by the Education Department /University norms.
- The management should give concessions in fees to the deserving poor students, after discerning their credibility in this matter.
- Collecting donation at the time of admission or at anytime as a condition for admission is to be totally avoided. During admission, posters will indicate this decision of ours. All relevant records/receipts should be



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maintained properly for collecting fees, distinction between establishment fees and fees needed for development must be clearly mentioned.

- m. School improvement fund, building fund or any other private collection requires the prior permission of the provincial Council and audited accounts must be maintained for such collections.

Note:

Grievance Cell:

Every Institution must set up a grievance cell at the time of admissions. The aggrieved could use this platform to air their grievances.

11. HOSTEL ADMINISTRATION

The hostels are places that foster an environment for the care of their inmates so as to grow as responsible persons. It is to enable the young to discover the uniqueness and richness in an atmosphere where the family spirit is fostered. Hostels are intended to encourage leadership and social consciousness of the student community. They meant to provide a home away from their homes to experience the universal love of God.

11.1 Admission

- a. All Catholic and Dalit catholic students, economically poor, differently able, the target group of the province and at the periphery are admitted.
- b. Priority is given to students whose parents live in places where there are no schools and colleges.
- c. Students who find it difficult to pursue their studies due to various problems at home are given preference in the hostel admissions.

- d. Children below the age of ten are not generally admitted but the children without the parental support be admitted in the hostel if need arises.
- e. The medical certificate to be submitted during admission.

Fatima College Hostel:

- a. The autonomy is given to the Chief warden to work in close collaboration with the Coordinator and the hostel team for the effective animation and administration of the hostel.
- b. The hostel admission policy and norms are framed before the start of the academic year in consultation with the principal.
- c. The overall maintenance of the discipline rests on the Chief warden and the hostel team.
- d. The major disciplinary actions should be carried out in consultation with the principal.
- e. Chief warden need to maintain a healthy and sufficient communication with the principal.

Admission norms specific for college:

- a. Admission is given to II and III year of degree courses, provided they fulfill the requirements of autonomous college.
- b. Religious sisters of candidates in formation may be given the course / subject they ask for in U.G.
- c. Catholics are given preference in the management quota.



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- d. Closing of admission in P.G. and Professional Courses is done in reference to the provincial.

11.2 Fees

- a. Hostel fees must be nominal.
- b. Concessions in fees are given to deserving students who are economically poor and socially disadvantaged, in consultations with the hostel committee. But the total freeing of the payment of the fees must be discouraged/avoided, as this practice will damage the self-respect of the individual.
- c. Hostel fees need to be differently fixed in accordance to different regions / areas.

11.3 Facilities

- a. Our hostel rooms and dormitories should be clean, airy and maintained properly.
- b. They should not be over crowded.
- c. Food must be simple, reasonably palatable, nutritious and sufficient. The money allotted for food must be solely spent for this purpose only.
- d. Avenues must be provided for personal study and for both outdoor and indoor games.
- e. Proper medical service, recreation, sanitary facilities, clean bathrooms and adequate water supply are to be provided.

11.4 Formation programmes at our hostels

- a. All formation programme must be impregnated with our vision, mission and province orientation of Srs. of St. Joseph of Lyon.
- b. Healthy atmosphere is to be maintained for the spiritual and psychological upbringing of the inmates.
- c. Opportunities are to be extended to explore and develop their inner caliber and to identify their originality.
- d. The spirit of teamwork and leadership is to be created by allotting responsibilities to student groups.
- e. Different modes of prayer service that could foster a spiritual atmosphere are to be encouraged.
- f. Catholic students need to be encouraged for daily mass and rosary.
- g. Group counseling is encouraged. Need to appoint a counselor for personal counseling.
- h. Province target group could be focused for all outreach programmes

11.5 Hostel committee

- a. The Hostel committee comprises of the Superior, Principal / Headmistress, Correspondent /Secretary and the Wardens.
- b. The lay wardens could be part of the committee in programming day to day administration, animation and evaluation.
- c. The Hostel Committee meets once in a month to discuss the issues regarding the effective and healthy animation and administration of the hostels.



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- d. Periodically reviews the admission matters, hostels' accounts, mess fees and other establishments.
- e. Improves hostel facilities if found inadequate.
- f. Reflects and implements programmes for quality formation of the inmates.
- g. Decides fee concessions for the deserving candidates.
- h. Takes up corrective / disciplinary measures in cases of discrepancies.

Note: It is recommended to organize Committee Meeting twice a year with lay wardens.

11.6 Role of the Coordinator

- a. The Coordinator is the part of hostel committee.
- b. The Coordinator and the Wardens work in collaboration for hostel administration.
- c. She is directly responsible for the hostel staff.
- d. She is to be consulted in all disciplinary matters of Lay - Wardens and hostel helpers.
- e. In collaboration with the hostel committee appropriate decisions can be made regarding the concession.
- f. She ensures that the warden provides timely communication of the functioning of the hostel to the community.

11.7 Role of the Principal/Headmistress

- a. Officially the Principal / headmistress is responsible for the hostels.
- b. She is a member of the hostel committee.

- c. She is responsible for hostel admission and any other terminations if necessary.
- d. She is directly involved in the disciplinary actions on the students.
- e. She has the authority to grant long leave for hostel students.
- f. She meets the students occasionally.

11.8 Role of the Wardens

- a. According to the norms of the province, the care – taking power of the hostels is delegated to the Wardens who in turn work in collaboration with the Principal / Headmistress / Correspondent / Secretary and Coordinator, on matters such as admission, concessions, discipline and dismissals.
- b. Wardens have to work as a team among themselves and with the Coordinator and the Principal / Headmistress.
- c. Wardens have to make conscious efforts to be kind and firm and impartial in their dealings with inmates.
- d. Wardens are guided by Christian values in all their dealings with the students, understanding the psychology of the youth of today. They make efforts to discover the potential of each student and provide opportunities to grow. They foster in the students a sense of belonging of being loved and instill family spirit.
- e. Wardens are directly responsible for daily verification of the attendance of the hostel inmates.
- f. Wardens are accountable to the local Coordinator for financial administrations and functioning of the hostel.



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- g. Wardens have to discuss with the community in the beginning of the academic year regarding the involvement of the community sisters in the formation programmes of the inmates.
- h. Wardens take responsibility for repairs, improvements, and hostel celebrations with proper planning and executions in consultation with the committee.
- i. In case of serious health problems of the inmates, wardens need to inform the co-ordinator.
- j. Wardens make timely communications to the Principal and Coordinator about illness of students, death of their relatives and other serious matters.
- k. The Warden must play the role of both a caretaker and a guide to the inmates.
- l. Chief warden should work in collaboration with the assistant lay wardens.
- m. The Chief Warden should not be given other heavy responsibility. Sisters in the community may help her in the different areas: supervision in the dining hall, study, recreation, prayer and teaching moral values and counseling.
- n. Wardens have a special role in relating with the parents of the hostel inmates, establish relationship, organize parents ' meet and motivate them to co-operate in maintaining discipline.
- o. Wardens organize sessions and guest lectures on province orientation and relevant topics.
- p. Wardens attend courses and seminars to update themselves to be effective in their ministry.

12. Working Women's Hostel / Crèche Attached

12.1 Managing Committee Members

1. District Social Welfare Officer
2. Provincial
3. Provincial Councillor-in-charge
4. Provincial Treasurer
5. Superior
6. Warden 1
7. Warden 2
8. One of the residents (Leader of the hostel)

12.2 Norms of admission

- a) Working women are admitted
- b) Religious sisters from other congregation are accepted.
- c) Research students and examination going students (private) can be accepted for duration shorter than one year.
- d) Students of Fatima College are admitted.
- e) Students from other institutions and other categories can be admitted if there are vacancies, provided they abide by the rules and regulations of the hostel and subject to the decision of the hostel managing committee.

12.3 Conditions

- a. Women/Student seeking admission must have normal health condition. Medical fitness certificate should be provided.



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- b. Reference letter from the authority of the place of work is required for admission.
- c. Reference letter of the local guardian is also to be produced.
- d. Admission has to be renewed every year.

13. Appointment of Staff (Teaching and Non - Teaching)

The effectiveness of education imparted in our College / Schools mostly depends upon the academic and moral caliber of the staff who are appointed in our institutions. Hence utmost care must be taken in the selection and appointment of staff according to the following guidelines:

1. The Selection Committee for Staff Appointments must consist of the following members;
 - a. Provincial Councilor (for the selection of the permanent staff)
 - b. Secretary / Correspondent
 - c. Principal / Headmistress
 - d. Vice Principal / Assistant Headmistress
 - e. External subject expert
2.
 - a. when number of candidates is more, screening can be done through written test.
 - b. Interviews need to be conducted with more objectivity keeping in mind the welfare of the institution.

- c. In the College VP can be present for interviews in respect to their shift alone.

VPI - Regular - Shift I

VPI Self Finance - Shift II

3. Appointment of sisters as Principal / Headmistress / Lecturers / Administrators in permanent vacancies is primarily bound by the norms and regulations prescribed by the Provincial Council.
4. Selection is to be based on the eligibility rules fixed by the Education Department / University and according to the existing norms fixed by the College / School committee.
5. Quality and Academic Excellence of the staff gains priority in the appointment. Catholics and Dalit Catholics are given preference without sacrificing quality of performance. Consideration is given to the local people.
6. No capitation fee is received for any appointments as well as for admission.
7. Transfer of staff from one institution to another under our management is not encouraged. However the Provincial Council could make exemption.
8. Taking into account a fair distribution of employment opportunities of different competent people, we follow the policy that no appointment will be given to the relatives (Brother, sister, niece, nephew, first & second cousins) of those who are already employed in permanent aided post vacancy in any of our institutions. They shall not be called for attending any interview and



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this fact has to be clarified while filling up the proforma of application, before accepting the candidate for the interview.

9. One family member (Brother, sister, niece, nephew, first & second cousins) of a sister of our province can be given appointment in our institutions. However in case of specific requirement in self – financed courses of the respective institutions a second member can be considered. It is also applicable for the lay staff of our institutions.
10. Staff employed in self finance courses can be allowed to appear for an interview in an aided school when regular vacancy arises. There is no age bar for our own staff employed in Self Finance.
11. In the event of death, resignation, voluntary retirement or retirement, posts are not to be given to legal heirs.
12. A candidate who has not been selected in one institution can be allowed to appear the interview in another institution, the following year, since there is the possibility for improvement.
13. Those who are sent out due to disciplinary action from one institution will not be called and allowed to attend the interview in another institution. Such cases must be brought to the knowledge of the councilor. The Councilor will intimate the other institution about the staff concerned.
14. During the probationary period, the performance of the probationer must be carefully observed and assessed by the college / school committee.

- a. Periodical monitoring and assessment to be done and proper records to be maintained for every feedback given based on the observation from the day of appointment.
- b. At the end of the first year, if the management is not satisfied with her performance, termination is encouraged.
- c. If a faculty is permitted to continue for another year with certain condition written acceptance must be sort out.
- d. Feed back in terms of teaching ability, interpersonal relationship, participation in co-curricular activities etc, from college /school /department/ students would facilitate objectivity in confirmation of appointments.
- e. Both for regular and management staff:
 - Documents on oral and written warnings to be maintained to pursue further disciplinary action
 - it is applicable not only for newly appointed but for all the staff of the institution
15. Encourage all the newly appointed staff to complete the NET/TET, the necessary qualification prescribed by the government/UGC
16. For the Non-Teaching Staff vacancy, appointment is done by a selection committee consisting of
 - a. The councilor (for permanent posts)
 - b. Secretary / Correspondent
 - c. Principal/Headmistress



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- d. Vice Principal/Assistant Headmistress and Superintendent.
- e. Sister Junior Assistant/ Office Manager
- f. For all appointment an expert from outside.

17. Merit and competency are the main criteria. Work experience, additional qualification, achievements, talents will be taken into consideration.

13.1 Probation, Promotion, Benefits and Leave Rules

13.1.1 In Aided College/Schools

- a) In the Government-aided college/schools, the Government/Education Department norms are to be followed for pay Fixation, Probation, Promotions, PF, Gratuity, Pension benefits and leave rules.
- b) Medical and earned leave, Salary payment for substitutes will be as per the norms proposed by education team and approved by the provincial council. The staff who avails the leave should pay the substitute, salary fixed by the province.

13.1.2 In Unaided College/Schools

- a) In Unaided college/schools, after the selection of the candidate, appointment should be made by issuing an Appointment order by the Secretary/ Correspondent ratified by the provincial.
- b) If and when the candidate accepts the post, an agreement between the management and respective candidate should be signed in the prescribed manner and format. Service in any other institutions shall not be considered for the purpose of any benefits. Exceptions are made in consultation with the provincial council.

- c) Probationary period is Two years for college/schools.
- d) Resignation or Termination during the temporary period requires one month's prior notice on either side, or else, one-month salary has to be paid. (strictly adhere to this norm)
- e) Resignation of the permanent staff requires three months prior notice or else three months salary is to be paid.
- f) In both cases (d & e) exceptions to be done in consultation with the provincial council.
- g) Service register could be opened and counter signed by the Correspondent/ Government officials.

13.1.3 Pay Fixation/Benefits for [Management Appointees, Aided and Unaided Schools.

- a) For the Teaching and Non-Teaching Staff appointed by the Management, the Provincial Council revises the Scale of pay based on the 7th pay commission for ten years.
- b) Pay fixation is done based on the norms fixed by the province in dialogue with School/College committee team. Committee consisting of Secretary / Correspondent, Principal / Headmistress, vice principal/ Assistant Headmistress, Manager and the Councilor-in-charge.
- c) Increment is given every year. EPF Contribution is made from both sides. It is subject to the maximum of Rs.1800/- from the management.
- d) EPF loan can be granted by maintaining due records



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- e) The management staffs are entitled to get Pongal Bonus/Onam as per the management norms.
- f) Temporary staffs are eligible for vacation salary, provided they have put in eight months of continuous service.

Note: Exception to the existing norms should be referred to the Provincial Council.

Retirement Benefits (unaided schools)

- a) Age of retirement is as per the norms of each state.
- b) 50% of the last drawn salary (**basic + D.A.**) is multiplied by the number of years of service is given to the retiring person.

Category:

- * Retired / voluntary resignation (5 years above) / VRS.

13.1.4 Leave Rules for Permanent Staff in SF Section

Maternity Leave:

- a) Maternity leave can be availed after one year of service.
- b) 6 months of maternity leave is granted with salary.
 - * First 3 months substitute salary to be paid by the management.
 - * Next 3 months substitute salary to be paid by the staff concerned.

Medical Leave:

- a) Medical leave of 18 months in total service up to the retirement.
- b) Medical leave is sanctioned on medical grounds, when

the person/family member is sick. (Family members: Husband, Children, dependent parents and Father and Mother in law)

- c) Medical leave can be availed only after 2 years of continuous service.

3 to 5 years: 3 months

6 to 10 years: 6 months

11 to 15 years: 9 months

16 to 20 years: 12 months

21 years and above 18 months can be availed.

- d) College / school is eligible for 12 days of casual leave and 3 days of RH spread through January to December. But it may vary according to each state.

Note : RH can be availed subject to religion.

Earned Leave:

- b) Earned leave of 180 days in total service up to the retirement. (Not encashable)
- c) 3 to 5 years: 30 days
- d) 6 to 10 years: 60 days
- e) 11 to 15 years: 90 days
- f) 16 to 20 years: 120 days
- g) 21 years and above 180 days can be availed



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1. This leave is granted for other than medical reasons. 6 days are allowed for every 12 months completion of service.
2. This leave is independent and addition to medical leave.
3. This leave should not be combined with medical leave.
4. There should be 15 days of break before the combination of medical and earned leave.
5. Substitute is appointed by the management and paid by the concerned staff.
6. This leave can be accumulated over the period of service.
7. At a time, less than 10 days and more than 30 days are not allowed.
8. Unavailed leave will be exhausted at the time of retirement without cash benefit for the same.
9. The sanctioning of this leave should be by the correspondent in consultation with the principal.

14. Epilogue

- "Teach and instruct each other with all wisdom". (Col.3:16)
- We have put the focus on our commitment to the poor and the marginalized, in true Christian tradition inspired by our founders, so that integral quality education for self and social transformation is achieved.
- We have urged the shift of focus from mere

administrative and maintenance mode to mission mode in order to reconstruct a just society based on the values of our Catholic Education Policy 2007. "Building a new India, where every child is educated, where the marginalized are empowered, where the educational system seeks to transform society is our dream. We are confident that with the Divine guidance and with our dedicated commitment to service of the needy in collaboration with persons of 'good will' our dream will become a reality". (All India Catholic Education Policy 2007, p.58-59)

- "I prayed and Understanding was given to me. I entreated, and the spirit of Wisdom came to me". (Wis. 7.7)

Note: All these policies/norms/guidelines are binding to all educational institutions owned and managed by the Sisters of St. Joseph province.