

Corporate Policies of Jesuit Higher Education



JESUIT MADURAI PROVINCE
GOLDEN JUBILEE YEAR
(1952 - 2002)

The Emblem

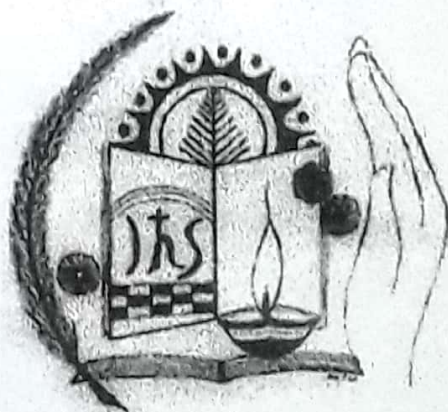
Education as a Jesuit mission:

- The Lamb* : light of wisdom, flame of love and fire of justice.
- The Sun* : the new era and the community in communion.
- The Hand* : the toil, protection of values and the concern for the downtrodden
- The Open Book* : the Jesuit educational institutions and its activities

Roy, SJ.

Corporate Policies of Jesuit Higher Education

Co-ordinator
JESUIT HIGHER EDUCATION COMMISSION
JESUIT MADURAI PROVINCE



Jesuit Madurai Province

GOLDEN JUBILEE YEAR

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**CORPORATE POLICES OF
JESUIT HIGHER EDUCATION**

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**Commission
Jesuit Higher Education
Jesuit Madurai Province**

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JESUIT MADURAI PROVINCE



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Preface

Dear Friends,

I am happy to present to you the revised version of the Corporate Policy of Higher Education in our Province. The Committee headed by Fr. Sebastian Anand SJ has done a marvelous job updating our Corporate Policy.

Education has always been one of the main apostolates of the Society of Jesus. Orienting the youth in the right direction was felt to be vital, in order to guard the Church and to guide the humanity, by our Holy Father St. Ignatius of Loyola. This foresight is very much true even in our own time and in our own country.

We do not run the colleges for name and fame, much less for monetary benefit. What we want from our colleges is that we form men and women "for others". By "others" we do not mean the top 15% of the well-to-do nor the business people of the Indian Society. By "others" we mean the economically poor, socially oppressed, and politically marginalized.

In other words the under privileged, unorganized and untouchables of humanity. These people are in the slums of cosmopolitan cities, villages in rural areas, hilly places of remote districts. The youth we form should reach out to these people to uplift them and to empower them. They should become instruments of a new social order - This is our aim and goal.

This Corporate Policy is just a guide to enable us to achieve our goal systematically and effectively. I am sure that every one of our college - men familiarize himself with the policy and imbibe the spirit of it so that, I believe, the policy is put into meaningful practice to the maximum.

May I take this opportunity to thank Fr. Sebastian Anand SJ and the members of the Committee for their yeoman service in revising the Corporate Policy. I wish and pray that we do maintain the high quality education we impart and never be carried away by the passing whims of the worldly values.

All our colleges in Tamilnadu have been awarded with the five-star status. As men of magis this is an invitation to empower our option people through our apostolate of education. Wish you all the best in your dedication to education.

Dindigul
June 15th 02

Francis P. Xavier, SJ
Provincial



Rev. Fr. Dr. R. Rajarathinam, S.J.
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Dear Jesuit Friends,

I am immensely happy to bring out this final Revised Version of Corporate Policies of Jesuit Madurai Province Higher Education Institutions. It incorporates all the new elements like self-financing courses, admission of girls, hostels for women students, roles of Admission Officer, Dalit coordinator, appointment of non-teaching staff, specific job description of Secretary, Principal and Vice-Principals, etc. These are not policies to be implemented by the administrators alone but they are to be adhered to by all, both in spirit and in letter. As Jesuits, we are the companions of Jesus who has shown us the ways and means to build up His Kingdom. Our founder Holy Father St. Ignatius is our role model being a pioneer in all his endeavours.

The document has gone through various stages of discussion and revision and the final version was approved in the XIV GBM, which was held at St. Xavier's College on January 14-15, 2002. Again the Revised written policy was discussed and approved at the college higher education meet on June 30, 2002. Finally it was sent to Rev. Father Francis P. Xavier, Provincial, for his approval. With his approval and blessing the Revised Policy is

now in the form of a book. I am very thankful to Rev. Fr. Sebastian Anand, S.J., and his team members for their wonderful work. I am also grateful to Rev. Fr. Francis Xavier, S.J. Provincial for giving us much support and freedom to change and modify certain policies.

I wish that every Jesuit who is in higher education apostolate keeps these revised policies in his heart and implements them with a free mind and willingness.

Palayamkottai,

08.09.2002

Yours in Christ,

Rajarathinam, S.J.

Fr. Sebastian Anand, S.J.
Chairman
Committee for Revising Corporate Policies
St. Joseph's College
Tiruchirappalli 620 002.

28-03-2002

Rev. Fr. Francis Xavier, S.J.
Provincial
Madurai Province
Dindigul - 624 001.

Dear Fr. Provincial,

Peace of Christ.

I am delighted to place before you the revised version of the Corporate Policies. I thank you for having reposed your faith in me.

It was like playing my second innings as it was I who was also involved in the Corporate Policies in 1991. I am deeply indebted to my colleagues in the committee, Frs. Rajarathinam (Coordinator for Higher Education), Francis Peter, Lawrence Amalraj, Christie P. Maria Joseph, and Thomas Alex. It was delightful to work with them. I thank also the Higher Education Commission for having proposed our names.

I thank all the college Jesuit Communities for their insights and cooperation. I thank all the Jesuits who took part in the lively discussion held during the General Body Meeting of Higher education on 15th and 16th January 2002. We have tried to incorporate the suggestions to the best of our abilities.

A complete reading of the policies may give an idea as to what we should do in the field of Higher Education. It was a rewarding experience for me. It helped me to sharpen my understanding of the Corporate Policies.

I thank you for your words of appreciation during our journey on different occasions. I am sure this will be a useful tool in the hands of Jesuits who are involved in Higher Education. I am also confident that this policy book can be of great inspiration to whoever is engaged in Higher Education. It cuts across the barriers of all religious congregations and religions. With a few changes here and there any one can use it profitably.

Yours sincerely,

Sebastian Anand, S.J.

We thank all the Jesuits and Jesuit communities whose suggestions have gone into the preparation of this document at various stages for the past thirteen years.

Our sincere thanks to the following who have been actively involved in the preparation of the Corporate Policies at various stages since 1989.

Members of the Tamil Nadu Jesuit Colleges Corporate Policy Commission appointed Fr. Aloysius Irdudayam, S.J., Provincial, in 1989:

Fr. Sebastian Anand, S.J. (Chairman)

Fr. Louis Xavier, S.J.

Fr. Michael Jeyaraj, S.J.

Fr. Leo Tagore, S.J.

Fr. Antonysamy, S.J.

Fr. Jeyaseelan, S.J.

Fr. G. Packiaraj Chairman of the Commission appointed by Fr. D. Jeyaraj, Provincial in 1996 to revise the relationship between the Superior and Director of work.

Fr. Joseph Xavier who brought out the policies in the form of a book in 1998.

Members of the Committee for Revising the Corporate Policies appointed by Fr. Francis Xavier, S.J., Provincial, 2001:

Fr. Sebastian Anand, S.J. (Chairman)

Fr. Rajarathinam, S.J. (Coordinator for Higher Education)

Fr. G. Lawrence Amalraj, S.J.

Fr. Francis Peter, S.J.

Fr. Christie P. Maria Joseph, S.J.

Fr. Thomas Alex, S.J.

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**CORPORATE POLICY OF
HIGHER EDUCATION IN JESUIT MADURAI
PROVINCE 1991 - REVISED 2002**

1. BACKGROUND

It was Fr. Aloysius Irudayam, S.J., the then Provincial who mooted the idea of Corporate Policy in 1989. The reason was to have commonly evolved and accepted policies so that the administration becomes transparent. The administrators change from time to time. If there are clear policies and guidelines, it makes the job of the administrators easy. So he appointed a Corporate Policy Commission under the Chairmanship of Fr. Sebastian Anand, S.J. in 1989. The policies came into effect in 1991. In 1996, Fr. D. Jeyaraj, S.J., the then Provincial appointed a Commission headed by Fr. G. Packiaraj, S.J. to revise some portions specially the section relating to the Superior, Principal and Secretary. All the policies were brought into the form of a book in June 1998, when Fr. Joseph Xavier, S.J. was the Coordinator of Higher Education. In 2001, it was felt that some policies needed to be revised.

2. WHY THE REVISION?

The Higher Education Commission was discussing the need for revising the Corporate Policy. Fr. Francis Xavier, S.J., the present Provincial also felt the need for revision. One of the major reasons for revision is that the existing policies do not cover the Self-Financing Courses (SFCs). The present guidelines regarding starting of new courses are outdated as every college wants to have certain courses irrespective of

whether they are available or not in other Jesuit Colleges. The vastness of the State and the growing demand make us think that the restrictions have to be removed.

In order to better the selection of staff candidates, a few changes have been mooted from time to time. Since many new civil districts have been created, the allotment of districts for UG courses required a fresh look. Issues like admission of women and hostels for women had to be discussed at the Province level. These are some of the reasons which prompted the revision.

3. METHODOLOGY ADOPTED

The Higher Education Commission discussed the need for revising and modifying the existing Corporate Policy of Jesuit Higher Education in its meeting on 6 June 2001 held at St. Joseph's College, Tiruchirappalli and it was taken up again on 26 August 2001 at Arul Anandar College, Karumathur. The Commission suggested the following names for revising and modifying the Corporate Policy of Jesuit Higher Education: Frs. Sebastian Anand, S.J. (Chairman), Rajarathinam, S.J. (Coordinator), Francis Peter, S.J., Lawrence Amalraj, S.J. and Thomas Alex, S.J. Fr. Provincial in his letter dated 3 October, 2001 approved the names recommended by the Commission and suggested that Fr. Christie, S.J., be co-opted in the Committee since he was the Convenor of the team which evaluated the Self-Financing Courses. In his letter dated 12 October, 2001 he asked the Committee to discuss the following issues:

- a) criteria for starting self-financing courses in our colleges,
- b) periodic evaluation of course performance in our colleges,

- c) appointment of staff (on consolidated payment as well as on FIP vacancies),
- d) salary pattern for staff,
- e) creating and enhancing a corpus fund for scholarships,
- f) admission of girls and appointment of lady staff and
- g) hostel for girls in our colleges.

He asked Fr. Sebastian Anand, S.J. the Chairman of the Committee to present the draft to the General Body Meeting to be held in January on 14th and 15th 2002.

Fr. Sebastian Anand convened the first meeting at St. Joseph's College on 27th October 2001 and the members went through each and every item of the Corporate Policy. Each member was asked to revise and modify certain sections of the Corporate Policy. The proposed changes were sent to the communities for their feedback. The feedback was duly incorporated. The drafts were taken up for discussion in the General Body Meeting on 14th and 15th in January, 2002. The Committee sat for the last time on 23rd March and finalised the entire draft and decided to send it to the Provincial for approval. Once the Provincial approves the draft in toto or with some changes, the draft will be printed in the form of a book.

**THE VISION FOR THE JESUITS OF
MADURAI PROVINCE INVOLVED
IN HIGHER EDUCATION**

1. INTRODUCTION

At this moment of history when we are in the twenty-first century, we, called to be companions of Jesus in the footsteps of St. Ignatius, St. Francis Xavier, Beschi, Robert de Nobili and St. John de Britto have attempted to spell out for ourselves the specific thrust of our vocation in the present socio, economic, political, cultural and religious situation of Tamil Nadu.

The political freedom of our country achieved in 1947 has failed to break the bondage of our people over the years. This bondage has been intimately linked with institutionalized religion and communal bigotry. In spite of the spirit of assertion brought in by certain positive forces, the masses have, by and large, tended to live in a culture of silence.

Today about 50 per cent of our people are poor and kept illiterate. They are deprived of the basic necessities of life and education, of human dignity and the power to decide their own future. There is degrading inequality caused primarily by caste discrimination.

In response to this situation numerous action groups and civil rights organisations are paving the way for mass movements which will hopefully bring about the desired liberation. Against them, however, various forces of repression are at work to

stifle the emerging social consciousness. But they cannot stifle it since the Lord of History, who ever listens to the cry of the oppressed, marches on beckoning His people to follow Him.

It is the same Lord of History who has opened out for us new spiritual horizons of total dedication and of outreach to our downtrodden and dispossessed brothers and sisters in Tamil Nadu. Though we are only just over 500 Jesuits in the midst of 6.5 crores of people in our State, we are not disheartened by the insignificance of our numerical strength. We derive vitality and dynamism from the message and mission of Jesus which we continue to assimilate through the Spiritual Exercises, the recent General Congregations and the pointed message from Fr. General to our Province. From these we understand that the contemporary equivalent of the mission of salvation is the integral liberation of man TOWARDS LIBERATION TOGETHER WITH THE POOR/DALITS. (Dalit - The word literally means broken. This word embraces what usually the Government refers to as Scheduled Castes. These people have suffered the heinous crime of untouchability down the centuries.)

This struggle for faith, which embodies within it the justice of the Gospel "cannot be for us simply one ministry among others. It must be the integrating factor of all our ministries" (GC 32. Dec 2: 9, GC 33: 35).

The preferential option for the poor/Dalits means that we cast our lot with them through concerted social action. Our love is, indeed, for all human beings but assumes different forms. We love the oppressed by espousing their causes and we love the oppressor by emancipating him from his greed and domination which dehumanize him.

2. THE PREAMBLE TO HIGHER EDUCATION

In the context of the emerging social, economic, political and cultural changes – arising from globalization, privatization, saffronization, commercialization, communalization, environmental degradation, violation of human rights and the fast changing science and technology – the Jesuits of Madurai Province in higher education are called to respond in the light of the Gospel values and the Ignatian Magis through their preferential option for the poor/Dalits to work for a better environment in nature and society and to train responsible persons. This in concrete terms would mean integral formation by promoting a humanistic society in which men and women would become agents of social change working for the establishment of a just society with a focus on the excluded and the marginalized Dalits.

Such an enterprise we undertake in the footsteps of St. Ignatius, St. Francis Xavier, Beschi, Robert de Nobile and St. John de Britto. The motto that drives us on forward is : Towards Liberation Together with the poor/Dalits. This motto has its theoretical and practical content.

Theoretically education should aim at imparting total formation to human beings and helping them grow up as responsible persons. Education of any Christian is cooperation with God's own design and action, not only at its starting point but in its continuing process towards its end.

The human person is born to grow; he is created not as a finished product; but as a potential being, a raw material. He is constantly in passage, from raw nature to a mature perfected person. Education does not and cannot remain a bonus or luxury of a selected few. It is the patrimony of all, just as culture is.

The passage from raw nature to a mature perfected person is the growth of the total reality of man.. It is a growth from helplessness and weakness of the baby to strength and self-reliance of the adult, from the fears and self-centredness of the newborn to the courage and ability to trust and love of the mature person, from the ignorance of the infant to the light of learning of the educated, from the constraints of social structures, to the authenticity of freely chosen values and goals, from the limitations of the present instant to the possession of the past and under the control of the Divine Spirit of holiness; from inner conflict to peace. In short, it is a passage from slavery to freedom. Thus learning means: growth in all areas of human life in an organic manner giving the central place to growth in freedom.

Freedom means the power to assume responsibility for oneself, to determine oneself in the present and for the future. Education must not only respect, but also promote freedom; nay more, enlarge areas of freedom. For knowledge and culture put within our grasp the accumulated wealth of past history and emotional stability. Character formation frees us from the slavery of uncontrolled passions because freedom is mediated by knowledge and wisdom. Thus education of the whole person has its focused growth towards a real freedom. In freedom the human being becomes responsible for his/her destiny.

There is another important dimension to education. It is the social dimension. A person is born of others and grows through others. This growth from raw nature to a perfected person which education promotes is growth in socialization. The individual cannot be subservient to a group or be a mere cog in the social machine. Authentic learning implies a growth in self-awareness both of the person and the society, which needs to be civilized and reformed. Growth in freedom supposes a capacity to assume the ongoing development of society and

at the same time to stand apart from it to judge and change it. There is no status quo. Change, even radical change, is part and parcel of all evolutions and experience of the human person and preparing for such change is intrinsic to education.

We have reached a point of history when many have written off education as an instrument of social change. But at the same time, there are some who strongly believe that education can be an effective instrument of social change, if we reorient education as 'an education for justice', implying not merely making the individual students and teachers agents of social change through various curricular and co-curricular activities but also transforming the college itself to be an institutional agent of change, through its impact on the downtrodden community around, and the kinds of students it admits from there. It means paying attention to both in-house programme and internal organisation, as well as outreach projects and extension services outside the institution.

Unfortunately, there are many people in educational institutions who suffer from the Cain complex and repeatedly ask the question: am I my brother's keeper? The scholarly privileged class has repeated this question. Students and teachers have been trained to think only about themselves and their own future. What is needed is that we impart such an education as to give witness to social justice. In short, education must be value based and value oriented. Educational enterprises should have faith and justice dimension to bring about the social change. It means that the educators and the educated should be committed to faith and justice.

In practice, educational institutions should accept the above new dimension of faith and justice, and help form young men and women who will be not only brilliant scholars, but also 'men and women for others'. There is no use for unconcerned

scholars in our institutions and in the world at large. They live in ivory towers, while filth, squalor, and injustice abound all around at the foot of the towers. It must be said that no worthwhile scholar today would refer to outreach programmes as non-curricular or extra-curricular. They are and should be co-curricular, nay more, intra-curricular.

With the above theoretical content and base, the following practical guidelines have been worked out schematically.

3. GOALS SET TO REALIZE THE ABOVE VISION

- a. To provide an integral formation
- b. To create agents of social change
- c. To strive for academic excellence and promote research

a. To provide an integral formation, we require persons

- who ought to be emotionally mature;
- who live for human values;
- who are ethically conscious;
- who are morally upright;
- who can analyze and evaluate situations;
- who are open to realities;
- who are other-centred;
- who have biblical knowledge;
- who have God experience;
- who have a catholic spirituality;
- who have knowledge of world religions.

b. To create agents of social change by

- raising in them an awareness of the present situation;
- familiarizing themselves with tools of social analysis;
- involving them in concrete situations;
- training them in team spirit;
- training them to work for the excluded and the marginalized;
- their commitment to society.

c. To strive for academic excellence and promote research

- acquiring sound knowledge
- creating a thirst for knowledge;
- creating a research atmosphere;
- placing knowledge at the service of the poor.

4. MODALITIES TO ACHIEVE THESE GOALS

FOR JESUITS

- an awareness of and commitment to the vision;
- involvement in neighbourhood ministry;
- keep abreast of the changes in higher education;
- commitment to higher education as a mission.

For Lay Staff

- train our lay staff to understand and accept our vision and option;

- motivate them to commit themselves to work for the poor;
- train them in special skills related to integral formation;
- include our staff in planning and execution;
- encourage them in relevant research.
- provide them with opportunities for updating/ongoing formation.

For Students

- courses on personality development;
- courses on leadership;
- courses on human rights;
- involvement in outreach neighbourhood programme;
- participation in various human rights issues;
- training them in critical thinking;
- training them to grow in environmental awareness;
- training in civics and duties of a citizen;
- training them in multi-religious tolerance;
- training them to work as a team.

**SEMINAL POINTS
OF CORPORATE POLICIES**

1. The Jesuits in higher education must strive to uplift the poor / Dalits through the ministry of higher education. Our preference is for Catholic Dalits.
2. This must be reflected in the admission and appointment procedures.
3. Special attention must be given to promoting education of women at the P.G./M.Phil. level.
4. We should impart quality education through Self-Financing Courses and the staff in the SFCs must be given attractive salaries. We should avoid mere duplication of courses.
5. The Jesuits must cherish team spirit and should strive to foster union of hearts and minds.
6. As the education ministry is entrusted to the whole academic community, we must actively promote lay partnership.
7. We should prepare students with integral formation.
8. Every college must involve itself in extension work.
9. Besides teaching and extension work, there must be a climate of research so that the fruits of research reach the poor and disadvantaged classes.
10. We should actively promote alumni apostolate.
11. Wherever possible we should be ready to collaborate with other religious congregations and like-minded groups.

**GENERAL BODY AND
HIGHER EDUCATION COMMISSION**

GENERAL BODY, COORDINATOR FOR HIGHER EDUCATION

1. 0 General Body

- 1.1 The General Body of Higher Education consists of all Jesuits who are involved in the higher education sector.

Brothers who are involved in higher education are encouraged to attend the GBM of Higher Education. Besides this they may attend the usual GBM of Brothers.

Scholastics are not assigned to any particular sector till they finish their formation. Those scholastics who are involved full time in higher education will be special invitees for the General Body meeting that year.

The General Body meets at least once a year. In case any special situation arises, the Commission can recommend to the Provincial to convene the General Body.

- 1.2 The rationale behind the General Body is that every member of the higher education sector should be actively involved in the processes of planning, evaluating and evolving policies. By this each individual gets a sense of belonging and participates in the decision-making process in the Province.

2.0 Functions of the General Body

- 2.1 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.

- 2.2 The General Body Meeting strives to translate the vision of the Province into concrete action plans.
- 2.3 The General Body Meeting provides an occasion for sharing of information on new initiatives taken, problems faced and issues to be tackled.

3.0 Commission

3.1 The Commission comprises:

- a) The Coordinator
- b) All the Principals, Secretaries and the Director of LIBA.
- c) Alumni Coordinator
- d) AICUF State Adviser
- e) One member from each college community, other than the Rector/Superior.
- f) One member from the Commission for Secondary Education,.
- g) One member from the Commission for Dalits.

3.2 The Commission shall meet at least once in four months and as often as may be required for its effective functioning.

4.0 Functions

4.1 The Commission should assist the Provincial in matters connected with higher education in the Province.

- 4.2 It should review periodically the educational apostolate in terms of the Province vision and mission and make appropriate recommendations for policy decisions.
- 4.3 It should evolve corporate policies and procedures in the colleges.
- 4.4 It should survey and analyse the educational needs of the Province and make appropriate recommendations to initiate new ventures/courses, open new institutes, departments or close the existing ones.
- 4.5 It should assess the present manpower needs and meet them and project the future needs of Jesuit personnel for educational apostolate and make appropriate recommendations especially regarding the preparation of scholastics for the educational apostolate.
- 4.6 It should provide for ongoing formation of the administrators and of the teaching and non-teaching staff.

5.0 Finance

- 5.1 The Commission will have funds at its disposal for the execution of its functions according to a budget prepared by the Commission and approved by the Provincial. The Coordinator may also ask for contributions from colleges.

6.0 Report

- 6.1 The Coordinator of the Commission will submit to the Provincial an annual report of its activities.

7.0 Coordinator

- 7.1 The Coordinator must have skills of animating and coordinating the higher Education ministry. The General

Body and the Commission are supportive structures to help him function effectively. He should be clear about the policies of the Society of Jesus and the Province and should be committed to them. He must be able to sense the requirements of the ministry. He must assist the Provincial and be a link between him and the collegemen. He should be able to collaborate with other ministries.

7.2 Qualities and requirements of the Coordinator

7.2.1 The Coordinator should have

- a) Commitment to the policies and orientations of the Province.
- b) Skills of animation, organization and communication
- c) Dynamic leadership
- d) Sufficient time to attend to the work
- e) Acceptability among the collegemen
- f) Preferably a member of the Commission.

7.3 Mode of Appointment

7.3.1 The Coordinator is appointed by the Provincial for a period of three years. All the collegemen are consulted during the selection process of the Coordinator. The Higher Education Commission, basing itself on the consultation of all the collegemen, proposes a list of three names to the Provincial. Getting the views of his consultors the Provincial appoints one among the three. If needed he may ask for a fresh list of three names.

8.0 Routine Functions

8.1 The primary task of the Coordinator is animation of the men in the ministry. He should conduct programmes and

send relevant literature to bring about this animation. He should identify key issues taking into account, the concrete Tamil Nadu context and arrange for Jesuit and lay staff seminars.

- 8.2 He should coordinate the educational apostolate and assist the Jesuits in formulating or revising periodically the educational policies of the Province. He should ensure the implementation of the Corporate Policies of the Province.
- 8.3 He assists the Provincial in all matters connected with the educational work of the Province. He should advise the Provincial on our requirements of personnel, opening of new institutes, departments or closing or phasing out of existing ones.
- 8.4 He should be in touch with the other Coordinators in the Province and explore ways and means of collaboration with other ministries.
- 8.5 He convenes and conducts the Commission meetings and maintains the records.
- 8.6 He attends the CCM meets and also CLS meetings when called for to attend them.
- 8.7 He is a constituent member of the Jesuit Educational Association (JEA) and keeps the national Secretary informed of all activities, developments and plans concerning the Province's educational work.
- 8.8 He attends the annual meetings of the Province Coordinators for Education (PCE) and Association of Indian Jesuit University Colleges (AIJUC).

- 8.9 He is to be a member of the Governing Body of each college and attends the meetings of the Governing Body. He is to be on the Governing Body in LIBA as well.
- 8.10 Through the Commission he should plan and convene the annual General Body Meeting.
- 8.11 He should be in touch with the Xavier Board, AIACHE and other educational agencies and collaborate with them constructively.
- 8.12 He should present a budget to the Provincial at the beginning of the year and submit a statement of accounts at the end of the year.
- 8.13 He should have an office with a clerk to carry out his duties efficiently .
- 8.14 He should submit to the Provincial and the General Body an annual report of the activities of the Higher Education Commission. He need not submit a copy to Fr.General.

9.0 Occasional Activities

- 9.1 He should arrange study sessions as and when documents on education appear from the Church/Secular world.
- 9.2 He should be able to provide relevant data, legal assistance etc. on specific matters.
- 9.3 When there are meetings arranged by the Association of Private Management Colleges, the Xavier Board, AIACHE, minority forums and similar bodies, he may attend those meetings.

9.4 He should periodically provide relevant information about the ministry to the Province (through MNL, CARITAS), to the Assistency (through JIVAN, IGNIS) and also to the Tamil Nadu Secular and Church media.

1. Admissions : Policies and Procedures**1.0 Admissions : The Preamble**

Given the Indian context where only 6 per cent of those who pursue primary and secondary education make it to the tertiary level, the really poor are almost always excluded from the benefits of higher education. The Higher Education Commission should grapple with this situation and make all efforts to make the poor its beneficiaries. The following policies and procedures in admissions concretely show that we stand for the poor/Dalits.

1.1 Number : While deciding on the optimum number of students to be admitted, the following criteria shall be kept in mind:

1.1.1 The number permitted by the University. e.g. B.Sc. Botany - 50 seats sanctioned +15 (30% extra seats) (St. Joseph's College, Tiruchirappalli). M.Sc. Botany - 16 sanctioned + 5 (30% extra seats) (St. Joseph's College, Tiruchirappalli).

1.1.2 Fifty per cent of the seats are for the minority community. The management can admit whomever it wants under this category. Another 50% of the seats must be filled up according to community reservation as spelt out by the Tamil Nadu Government.

- 1.2.2 If seats are vacant because suitable male students are not available for any P.G./M.Phil. course, those seats may be given to women, preferably Catholics.
- 1.2.3 Women may be admitted in U.G. courses with the explicit permission of the Provincial. More Catholic and poor/Dalit women are to be preferred than now.
- 1.2.4 On the whole 25% of the total number of seats should be reserved for Catholic women and daughters of our staff. Because women in Karumathur and neighbouring areas are more backward than in other areas, Arul Anandar College may reserve 33 per cent of the seats for women thus ensuring preferential option for Catholic women.

1.3 Target People

- 1.3.1 Our preferential option for the poor should be reflected in our admission policies. Hence preference should be given in admission to poor/Dalit students.
- 1.3.2 A minimum of 25 per cent of the seats should be reserved for students belonging to the low income group. When applications for admission are being scrutinised and processed conscious attempts must be made to select students of low income from the data given in the application forms and in interviews. A special cell should be formed in the Admission Committee to take care of the poor students.
- 1.3.3 Physically disabled students, the visually impaired, polio victims etc., who seek admission to our colleges merit special consideration.

- 1.3.4 There should be efforts to identify the first generation learners and admit them to our colleges.

1.4 Geographical Distribution

1.4.1 Attempts should be made to realise the concept of neighbourhood, i.e., a college should primarily admit students of the neighbourhood and the surrounding areas (as per the districts allotted) for the UG courses. For the PG and M.Phil. courses, a certain amount of mobility within the State should be permitted. In general students from other States should NOT be admitted at the expense of students from Tamil Nadu. Clerics and religious from other States may be admitted. In line with the recommendation of the H.E. Commission, the following civil districts in Tamil Nadu are allotted to our colleges to realise the concept of neighbourhood. Even though Pondicherry is not a civil district of Tamil Nadu, it is considered so.

- a) St. Xavier's College of Education: The whole of Tamil Nadu. Pondicherry diocese can be left out as there are B.Ed. colleges there.
- b) St. Xavier's College: Kanyakumari, Tuticorin, Tirunelveli, Virudunagar, Sivagangai, Ramnad.
- c) Arul Anandar College : Madurai, Dindigul, Sivagangai, Ramnad, Virudunagar.
- d) St. Joseph's College : Tiruchi, Thanjavur, Pudukkottai, Sivagangai, Ramnad, Dindigul, Nagapattinam, Coimbatore, Namakkal, Erode, Nilgiris, Cuddalore, Villupuram, Karur, Ariyalur, Perambalur, Pondicherry.

e) Loyola College : Chennai, Kanchipuram, Vellore, Thiruvallur, Thiruvannamalai, Villupuram, Salem, Dharmapuri, Pondicherry.

1.4.2 Applications should be considered according to the norms specified here. If there are not enough takers for certain courses, applicants not conforming to the stipulated norms could be considered.

1.4.3 Special preference should be given to students from rural areas.

1.5 Application Form

1.5.1 Each college can design the application form the way it wants. The cost of the application form should not be increased without the consent of the Jesuit teaching staff.

1.5.2 The application form should have the following information regarding the candidate.

- * The place and the institution last studied.
- * Religion
- * Community: FC, BC, MBC, SC, ST, Dalit Catholic
- * Educational status of parents
- * Native place: Corporation/Municipality/Panchayat
- * Parental income.
- * Stream/Matric/State Board/CBSE
- * Marks: Total _____ Percentage _____
- * Language

- * Co-curricular activities
 - * Any Physical disability / Visual defect
 - * Address for communication
 - * If Catholic, attestation from the parish priest
- 1.5.3 The application form should give the information that poor/Dalit students can apply for scholarships from the management.

1.6 Minority Character

- 1.6.1 There should be a minimum 50% of Catholics to claim that we are a minority institution.
- 1.6.2 Given our Province's preferential option for Dalits and the poor, no Catholic SC/ST student should be denied admission into the UG courses.
- 1.6.3 With regard to PG courses we should admit as many Catholics as possible.
- 1.6.4 While implementing 1.5.1 and 1.5.2 care should be taken to give the courses sought by the students specially in disciplines like Mathematics, Physics, Chemistry, Biotechnology, Computer Science and Commerce. The cut-off marks should be sufficiently lowered to take in as many Catholics and Dalits as possible.
- 1.6.5 In PG courses 50 per cent of seats should be set apart for Catholics of which 25 per cent should go to Catholic Dalits. In St. Xavier's College of Education 25 per cent of the total seats should be reserved for Catholic Dalits.

Government rules are given below for information and action.

The Government quota of reservation is as follows:

O C	B C	M B C	S C	S T
31%	30%	20%	18%	1%

This rule of reservation will apply to:

- a) 100 % of seats in a Government College.
- b) 50% of seats in the case of an Aided Minority College.
- c) 90% of seats in the case of an Aided Non-Minority College.
- d) 50% of seats in the case of an Unaided Private (Self-Financing) College both Minority and Non-Minority and in the Unaided courses offered by the Aided Colleges.
- e) Reservation is applicable to each course in UG and PG.

With regard to the above government guidelines: **It is enough if we adhere to overall 50/50 (minority / Government) reservation for the whole college.** It is not necessary to implement it for every course. (Refer: The Court Case of Jain College).

1.6.6 All applications shall be considered favourably in the following order of priority.

- a) Catholic Dalits and Tribals
- b) Catholic non-Dalits
- c) Non-Catholic Dalits and Tribals
- d) Non-Catholic Backward Classes
- e) Others

1.7 Admission Procedures

1.7.1 Before the University and the Government, the overall responsibility for admissions is with the Principal. He should however share his responsibility with the admission committee set up for this purpose. The Principal, in consultation with the Rector, appoints the members of the committee and convenes meetings.

Members of the admission committee designed by the Province:

- a) Principal / Chairman
- b) Rector
- c) Admission facilitator (functions are spelt out under the section on office-bearers.)
- d) One Jesuit Vice-Principal
- e) Two Senior Staff
 - One Dalit (Catholic Dalit Staff)
 - One Non-Jesuit teaching staff

- f) One Lay Vice-Principal
- g) One Lay Dean
- h) Local Dalit coordinator.(functions are spelt out under the section on office-bearers.)

On the whole, at least one member of the admission committee must be a Catholic Dalit.

(The Government guidelines are as follows: **Selection Committee for UG and PG courses designed by the State Government** : The Selection Committee shall consist of the Principal, one seniormost SG Lecturer of the College and one more SG Lecturer. In addition, for selection to the UG courses a member of the teaching staff belonging to SC / ST of the college, if available, shall be co-opted and for selection to the PG courses the senior SC / ST Staff from a postgraduate department shall be co-opted. If no such person is available, the person co-opted for the UG Selection Committee shall also serve in the Postgraduate Selection Committee.

- 1.7.2 The composition of the college admission committee may be rotated once in two years, except for the Principal, Rector and if necessary the Jesuit Vice-Principal.
- 1.7.3 There could be an admission counselling office to advise the applicants in general. A Jesuit and a lay professor may be appointed to help Catholics and Dalits select the course according to their aptitude and academic background. The local Dalit coordinator could help out the Dalit students.

- 1.7.4 All the recommended cases should be placed before the admission committee through the Rector and the Principal of the college. The committee should suggest the appropriate action to be taken in such cases.
- 1.7.5 If there is any difficult case which has to be decided outside all the above procedures and in all cases of appeals, the Rector, as the head of the institution will use his discretionary powers to dispose of them.
- 1.7.6 The healthy practice of not accepting donations must be continued. Also no entrance test fee for interview and written test should be collected.
- 1.7.6.1 To let the public be informed of this healthy practice and to prevent unscrupulous elements from exploiting the name of our institutions in the matter of collecting donations it is advisable that our policy of not accepting donations be made known to our lay staff members and others.
- 1.7.6.2 That we do not get donations for admissions must be printed in the prospectus and the college calendar.
- 1.7.6.3 A text like the following could be written on a blackboard and displayed in a prominent place on the campus : "As has been the practice so far, the management of this college shall not receive any donation for admission. We shall appreciate it if any violation of this norm is brought to the notice of the management."
- 1.7.6.4 In the applications it must be mentioned that the management comes forward to offer financial assistance to poor/Dalit students.

1.8 Functions of the Admission Committee

- 1.8.1 The committee should decide the cut-off marks for various subjects according to the categories spelt out in 1.6.6
- 1.8.2 The committee should ensure that all applications are registered with all the particulars.
- 1.8.3 The committee is responsible for processing the applications and preparing the list of candidates for admission. The committee should strictly adhere to the admission policies outlined above.
- 1.8.4 After admissions are over, the data regarding admissions should be sent to the PCHE and the Coordinator of Dalit Commission in the prescribed format.

1.9 Admissions to Self-Financing Courses and LIBA

- 1.9.1 The same procedures as spelt out for the day college may not be possible. There should be some efforts to admit and support students from disadvantaged classes. Lack of money alone should not lead to the exclusion of deserving candidates from being admitted.
- 1.9.2 LIBA has its own parameters for admitting students as laid out by AICTE. The entrance exam should be at the national level. However, Dalit Catholics, Catholics and students of Tamil Nadu must be given preference by lowering the cut-off marks in the entrance exam.

1.10 Appointment of staff in LIBA

- 1.10.1 The Province Coordinator will conduct the interview for the appointment of staff in LIBA as in other colleges.

1.11 Admission to Hostels

1.11.1 Though we are supposed to take in more local students from the neighbourhood than now, the hostels are important and have a great role to play in the formation of our students whether they come from nearby or faraway places.

- i. Poor students need to reside in recognised hostels attached to a college, if they are to avail themselves of Government scholarships.
- ii. Hostel life may contribute to the integral formation of students.

1.11.2 The following norms should be followed with regard to admissions to the hostels:

- i. As in the case of admissions to the college, admissions to the hostel should also reflect our option in the following order of priority.
 - a) Catholic Dalits and Tribals
 - b) Catholic non-Dalits
 - c) Non-Catholic Dalits and Tribals
 - d) Non-Catholic Backward Classes
 - e) Others
- ii. As the 'concept of neighbourhood' is accepted (cf.1.4.1) the number of undergraduate students admitted into our hostels will be restricted. Hence the hostel facilities could be extended more and more to the PG, M.Phil. and research students.

- iii. After the admissions are over, the Director of the hostel must prepare the statistical data with all the relevant details and submit them to the Coordinator's office.
- 1.11.3 In order to foster greater understanding among different religious communities we should run mixed hostels in which students of different religions live together.
- 1.11.4 Since we take more and more poor boys, we should run a simple mess so that students can afford to stay in the hostels. The mess rates and the menu can be discussed and decided in consultation with student representatives. There should be only two messes, vegetarian and non-vegetarian.

1.12 Financial, Academic and Counselling Assistance

- 1.12.1 Substantial financial, academic and counselling help should be extended to the poor/Dalit students admitted to our institutions.
- 1.12.2 Provision shall be made in our budgets for scholarships in favour of deserving students. Depending on the financial capacity of the students' families, the scholarship could be full or partial. In the disbursal of scholarships both to the hostellers and non-hostellers the order of priority as mentioned in 1.11.2 shall be followed keeping in mind the financial capacity of the student and the scholarships he may be getting from the Government.
- 1.12.3 Concrete steps shall be taken to provide coaching/ tuition to academically weak students in the order of priority given above.

- 1.12.4 Every institution must build up a corpus fund. From this fund, the poor/Dalit students, could be financially helped.
- 1.12.5 The Dalit boys must be identified and their progress must be followed up. A Jesuit or another can each be entrusted with the care of ten to twenty boys so that the boys are helped in the pursuit of their studies. They can also look after the overall formation of these students.

**SELECTION AND APPOINTMENT OF THE
TEACHING & NON-TEACHING STAFF,
PROMOTION AND TRAINING**

1.0 STAFF SELECTION

1.1 The corporate recruitment policy now adopted with regard to our colleges in the province should continue for the following reasons :

- It will ensure a fair selection of candidates and ward off accusations of arbitrariness, casteism and partiality with regard to staff recruitment.
- It will ensure fair distribution of talented people among our colleges.
- It will relieve the authorities of individual institutions of undue pressure and the consequent ill feeling towards them.
- It will make the staff (Jesuit and lay) feel that they all belong to one Jesuit management with common vision and objectives.

1.2 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.

1.3 The following norms and procedures apply only to permanent vacancies to be filled in and long leave vacancies of more than ten months.

- 1.3.1 The college should make it known to the Province Coordinator for Higher Education as soon as approval is obtained from the government for posts for which lay staff are to be recruited.
- 1.3.2 The PCHE will insert an advertisement for all the approved vacant posts.
- 1.3.3 Relevant application forms can be obtained from the PCHE's office for a fee of Rs.300.
- 1.3.4 Candidates applying for the posts should send their applications to the PCHE's office.
- 1.3.5 The applications will be processed and interview cards sent to the applicants by the PCHE's office according to norms and guidelines laid down by the Education Commission.
- 1.3.6 The interviews will be held in the college for which the posts have been advertised.
- 1.3.7 The interview board for the selection of the staff consists of the following members: The Coordinator for Higher Education, the Principal, the Secretary and two external members. It was agreed at the Superiors' Meeting that the Head of the Department need not be on the panel for interview. When appointing external experts their competence and familiarity with recent trends in the subject of the Department should be taken into account. Care should be taken to ensure that they have a good understanding of our options and objectives. The Coordinator must keep the names of the external experts confidential. The majority of the Board members appointed should be Catholics. Whenever possible at

least one lay Catholic Dalit member should find a place on the Board.

- 1.3.8 The applications together with curriculum vitae of the candidates to be interviewed will be sent in advance by the PCHE's office to the colleges where the vacant posts are to be fulfilled.
- 1.3.9 The Board should aim at reaching a consensus regarding the candidate to be selected.
- 1.3.10 Not merely the candidates' knowledge of the subject and their academic qualifications but also their skills of communication in the class room, their ability to maintain discipline, their personality traits and value system should be taken into consideration while selecting the candidates for appointment. Efforts should be made to ascertain whether the candidates would be able to share the institution's vision and mission, goals and objectives. Members should feel free to share among themselves any personal knowledge they may have of the candidates appearing for the interview.
- 1.3.11 Empowerment of women has to be seriously considered. While we are in the process of admitting more number of girl students it is the need of the hour to appoint women staff also. While appointing women, it should be kept in mind that the total number of women staff members on a campus should not exceed 10 per cent of the total staff strength. In the appointment of women staff preference should be given to Catholics.
- 1.3.12 Preference will be given to candidates
- a) who have field experience in youth activities, rural development work etc.,

- b) who have had experience in such creative performances as dramatics,
- c) who reside in the 'neighbourhood' as specified in the admission policy,
- d) who are sons of our domestic and class IV employees and
- e) who belong to the first generation learners or are Dalit Catholics.

These preferences are inbuilt into the break-up of marks for the interview.

Knowledge of the subject (1)	Teaching skills (2)	Jesuit Vision (3)	Academic qualification (4)	Religion Catholic (5)	Community Dalit Catholic (6)
30	25	2	10	10	10

Teaching experience (7)	First generation learner (8)	Rural (9)	Local candidate (10)
5	3	3	2

1.3.13 Dalit converts from Hinduism who are practising Catholics, should be treated as Dalit Catholics both in appointments and in admissions if they produce baptism certificate from their parish priests.

Co-ordinator

JESUIT HIGHER EDUCATION COMMISSION
JESUIT MADURAI PROVINCE

1.3.13 Break-up of marks for assessment of candidates:

The break-up of marks for academic qualification:

SLET	:	3	
Ph.D.	:	3	} Any one only
M.Phil.	:	2	
PG Diploma	:	1	
Extra Postgraduate degree	:	1	
Projects	:	1	
Papers presented/Published in National/International Seminars	:	1	
Book(s) published	:	2	

The total marks should not exceed 10 marks.

Each member of the Selection Board will assess the candidate for the first three columns, i.e. knowledge of the subject (30), Teaching skills (25) and Jesuit vision (2). The marks for the rest of the columns are prepared by the Coordinator's office and added on to the interview marks.

1.3.14 The candidates selected should be ranked in order by the Board.

1.3.15 Copies of the rank list of selected candidates should be made available to Fr. Provincial, the Rector, Secretary/Principal of the colleges involved and to the PCHE. This list is valid only for 12 months from the date of the meeting of the Board.

- 1.3.16 If after the interview, some allegations of a serious nature detrimental to the appointment of the selected candidate are made, the PCHE should be contacted. The PCHE will gather relevant information to ascertain the seriousness or otherwise of the case. If the matter is of a serious nature, the selection of the candidate will be reviewed by an *ad hoc* committee consisting of the PCHE, the Secretary and the Principal of the college involved and one of the external members earlier present at the interview and the original decision of the Board may then be altered if necessary.
- 1.3.17 The Coordinator recommends the selected candidate to the Provincial. With his approval he asks the Secretary to appoint the selected candidate.
- 1.3.18 Expenses for the advertisement are met by the Coordinator. The T.A. and D.A. claim and local hospitality for the outstation members of the interview board are the concern of the colleges in which interviews are held. A clerk should be appointed to check the certificates of those who appear for the interview.

2.0 STAFF APPOINTMENT

- 2.1 Appointment in permanent vacancies will be done from the selected list of candidates provided by the Common Staff Selection Board.
- 2.1.1 In making such appointments, the rank indicated in the selection list should be adhered to.
- 2.1.2 The Secretary of the college sends the appointment order to the selected candidate and makes the appointment.

- 2.1.3 A copy of the appointment order should be sent to Fr. Provincial, Fr. Rector and the Province Coordinator.
- 2.1.4 **Special cases pertaining to selection and appointment of staff that fall outside the stipulated norms should in every instance be referred to the Higher Education Commission.**
- 2.1.5 If priests (diocesan or religious) join the Department of Philosophy at Arul Anandar College, a sponsoring letter addressed to the Governing Body of the college from the regional conference of Bishops / Provincial of the religious congregation should be obtained.
- 2.1.7 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 should first be referred to the Higher Education Commission in every case.
- 2.2 Appointment in Leave Vacancies
- 2.2.1 Short Leave Vacancies:
- i) For short leave vacancies (i.e. less than 10 months) appointments should be made by the Secretaries from the available list of selected candidates if interviews have already been held for the posts. While making such appointments, the rank in the list of the selected candidates should be adhered to.
 - ii) If no interviews have been held with regard to certain posts and consequently no lists are available,

the Secretary of the college can make such appointments in short leave vacancies in consultation with the Rector and Principal. It may be yet good to have some sort of interview.

- iii) At the end of the leave period/academic year, such appointments should be terminated.

2.2.2 Long Leave Vacancies:

- i) For long leave vacancies (i.e., more than 10 months) the selection processes are done by the Coordinator of the Province and the selected candidates are appointed by the Secretary.
- ii) These appointments are not terminated at the end of the academic year, if the candidates are found suitable. Since the government is not prepared to pay for the vacation period, the candidates may have to be relieved and reappointed after the vacation period.

2.3 FIP Vacancies

2.3.1 We are permitted to relieve the staff on FIP only when a qualified staff is available for appointment in the FIP vacancy.

2.3.2 The University Grants Commissions pays the substitute in the FIP vacancy.

2.3.3 Since the salary for an FIP substitute is received at a later date, a subsistence monthly salary of Rs.5000 must be paid to the candidate. This amount can be recovered as and when his salary is received.

3. 0 Period of Probation

- 3.1 Orientation programmes for the newly recruited staff members should be held. They must be made to share the Jesuit vision of higher education. If necessary, the newly recruited candidates should be put through some programmes to improve their communication skills. Continuous follow-up is required to help the new recruits tide over the initial difficulties. Some members of the Jesuit community should be entrusted with the care of the new recruits.
- 3.2 Two types of assessments should be conducted during the period of probation of the new recruits :
- 3.2.1 One should relate to the knowledge and the communication skills of the probationers and this assessment should be made by students and the Head of the Department. Remarks are to be obtained from the HOD after the first six months of probation and then again towards the end of the year from the Principal and the students. Forms for assessing the probationers are to be distributed to students without prior intimation and these records of students' evaluation are also to be filed.
- 3.2.2 Another kind of assessment should be undertaken with regard to the probationer's commitment to the Jesuit vision of higher education. This assessment should be undertaken by the Head of the Department, some senior staff members and Jesuits who know the probationer. While assessing the probationer, the lay staff should be assured of strict confidentiality.

4. 0 Termination of Service

- 4.1 Termination of service of a probationer is to be done on the basis of periodic assessment of the staff during probation and records of this assessment should be carefully maintained.
- 4.2 If there is any doubt regarding the merits of a probationer, his services should be terminated at the end of the first year itself and he should not be reemployed in the same vacancy.
- 4.3 If the service of a probationer is terminated, three months notice or three months salary is to be given.

5. 0 Appointment to the Headship of a Department

- 5.1 The headship is a selection post since the appointment is made only after an interview in all cases. If the selection is to be made from within the same department, there is no need to advertise the vacancy in the papers. The senior staff who qualify should be invited to attend the interview and be asked to forward their curriculum vitae in advance to the Secretary. If there are no qualified persons within the department the post should be advertised.
- 5.2 The appointment is made on the basis of seniority cum merit. As a general rule, a senior person from within the same department should be promoted to headship. The 'merit' in question depends on: teaching experience, academic qualification, acceptance of the Jesuit aims and objectives of higher education in Madurai Province, leadership qualities and administrative abilities.

- 5.3 Though there is no difficulty in appointing the seniormost professor, it should be made known to the staff that it is not automatic. It is always a selection post and appointment is after an interview.
- 5.4 Expression of honest dissent should not be held as an objection to promotion to a higher post in our institutions.
- 5.5 As with the assessment of the candidates on probation, prospective promotions to the headships of departments in individual colleges should be brought to the notice of the Higher Education Commission.
- 5.6 The provision indicated in no. 5.1 above, is applicable also to all Jesuit teaching staff qualified for the post of headship.
- 5.7 The colleges are free to appoint heads on the basis of rotation. The period may be three to five years.

6. 0 Appointment of Vice-Principals/Deans

- 6.1 As a rule at least one of the Vice-Principals is a Jesuit.
- 6.2 The number of Vice-Principals and Deans and their job descriptions are left to the individual colleges. Clear job description for posts of Vice-Principals and Deans should be formulated by individual colleges themselves. Various models are given under the section on role of office-bearers.
- 6.3 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.

- 6.3.1 The appointment of lay Vice-Principals/Deans should not be thrown open to election since these are academic and administrative posts and not representative or political ones.
- 6.3.2 Criteria regarding qualities required of persons to be appointed for such posts should be evolved by the colleges themselves.
- 6.3.3 An *ad hoc* committee (consisting, for example, of two senior staff members and the President of the Staff Association) should be constituted.
- 6.3.4 The committee after due consideration, consultation and discussion may present a list of three names from among which the management could appoint Vice-Principals/Deans.
- 6.3.5 The post is to be held for a maximum period of three years.
- 6.3.6 The Lay Vice-Principals/Deans should be given a greater share of authority and responsibility than what is given them now.

7. 0 **Redressal of Grievances**

- 7.1 The Provincial, who is also the Chairman of the Governing Body will appoint, when needed, a Review Committee at the Province level to settle disputes involving individual members of teaching as well as non-teaching staff or students which cannot be settled at the local level. It is called a **Review Committee** since it is a high level arbitration body whose main function is to review the earlier decisions taken locally in an effort to reach a just settlement.

7.2 The following norms are to be observed when anybody appeals to the Review Committee:

7.2.1 The aggrieved party appeals to the Review Committee only after he/she has explored the ordinary channels for redressal locally available such as the Head of the Department, the Principal/Rector and the Standing Committee of the Governing body.

7.2.2 He/she must submit the grievance in writing and address it to

The Review Committee

C/o The Provincial

Provincial's Residence

St. Mary's, Post Box No. 6,

Dindigul – 624 001.

7.2.3 The submission of grievance must be accompanied by an arbitration fee of Rs.300 (in the form of bank draft in favour of the Provincial). The money is not refundable.

7.2.4 The Provincial after ascertaining that all local channels available for redressal of grievances have been explored, appoints a Review Committee consisting of at least three members (Jesuit and lay) to deal with the case in question.

7.2.5 The committee meets both the parties in question individually to be informed of the facts of the case.

7.2.6 It ascertains the common grounds of agreement and disagreement and evolves modalities of settlement through discussion among the members of the committee.

- 7.2.7 It holds discussions once again with the parties involved regarding the settlement.
- 7.2.8 The Chairman of the Review Committee intimates to Fr. Provincial in writing (three copies) the recommendations.
- 7.2.9 The final settlement is communicated in writing to the aggrieved party and to the PCHE by Fr. Provincial. The settlement announced by the Provincial is binding on both the parties.
- 7.2.10 The T.A. and D.A. claims and hospitality of the members of the Review Committee are the responsibility of the colleges involved.
- 7.2.11 The possibility of appeal to a Review Committee at the province level and the modalities of its functioning should be made known to our staff and students and should be mentioned in the college handbook.
- 7.2.12 The functioning of the Review Committee should be evaluated periodically.

8. 0 Non-Teaching Staff

8.1 Introduction : The non-teaching staff form an integral part of the college administration. They also share along with others in the common mission entrusted to the academic community of forming the youth entrusted to our care. Thus they become partners in the common enterprise of creating a just and humane society.

8.1.1 In addition to the academic qualifications as prescribed by educational authorities, the following norms should be kept in mind while recruiting the candidates.

- a) Suitability of the person for the job.
 - b) Personal qualifications matching the job requirements.
 - c) Preparedness for hard work.
 - d) Interest in the welfare of the institution.
- 8.1.2 For a post for which no **specific academic qualifications** are prescribed by the Government, we should insist on the candidate having the ability to read and write.
- 8.1.3 Preference should be given in the following order of priority:
- a) Catholic Dalits and Tribals
 - b) Catholic Non-Dalits
 - c) Other Dalits and Tribals
 - d) Other Backward Classes
 - e) Others
- 8.1.4 Children of our domestic and Class IV employees are to be given preference.
- 8. 2 APPOINTMENT AND PROMOTION OF NON-TEACHING STAFF**
- 8.2.1 Any candidate seeking appointment as a non-teaching staff should send in the application with relevant particulars.
- 8.2.2 The Province Coordinator will conduct the interview and select the candidate for the Non-Teaching Staff also.**

- 8.2.2 The Selection Committee consisting of the PCHE, the Principal, Secretary, the Rector and the local Dalit Coordinator will interview the candidates and select a suitable person.
- 8.2.3 The Secretary will issue the appointment order.
- 8.2.4 As per the Tamil Nadu Private Colleges Regulation Act 1974 the promotion from one category to another in the non-teaching cadre is on seniority basis.
- 8.2.5 The appointment of non-teaching staff is on the basis of probation for one year and at the end of completing the probation the employee should be confirmed in his job, if found satisfactory or his service terminated if unsatisfactory.

8.3 **Service Conditions**

- 8.3.1 The service conditions of the non-teaching staff are as prescribed by the Government.

8.4 **Management Staff**

- 8.4.1 The selection, appointment, salaries and service conditions of those non-teaching staff who do not get the salary from the government are governed by the Jesuit Madurai Province Domestic Employees Regulations.
- 8.4.2 The Domestic Employees' Welfare Council could periodically check the implementation of the service conditions found in the Jesuit Madurai Province Domestic Employees Regulations.

8.5 **Training and Development**

- 8.5.1 The non-teaching staff should also share the vision, aims and objectives of the Jesuit institution. For this purpose opportunities should be given them to attend seminars, workshops and training programmes.
- 8.5.2 Opportunities should also be given them for self-development and professional advancement.

**COURSES WITHOUT GRANT-IN-AID /
SELF-FINANCING COURSES**

1.0 Introduction

- 1.1 Self-Financing Courses are those courses (UG as well as PG) which are permitted by the University to be run by colleges without government aid for teachers. The affiliation and the degrees / diplomas for these courses are given by the university.
- 1.2 There may be certain other courses which may come under this category. A college may offer certain diploma/certificate courses without the university recognising them.
- 1.3 The basic idea is that the teachers are paid out of the collections from students.

2.0 The Need for Self-Financing Courses

- 2.1 Given the prevailing conditions, the self-financing course is a fact and not an option. The Tamil Nadu Government has practically stopped granting aid to such courses since 1992.
 - 2.2 The only way to start innovative / job-oriented courses is to go in for self-financing courses.
 - 2.3 The National Assessment and Accreditation Council (NAAC) makes an assessment every five years. One of the parameters by which NAAC assesses colleges is the number of new courses started.
 - 2.4 When the Government funds are drying up, one way to build up our financial resources for developing
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infrastructures, giving scholarships, providing for the upkeep of buildings and the campus is to start viable self-financing courses.

3.0 Procedure to start New Courses

- 3.1 The Principal presents the proposal to the teaching Fathers.
- 3.2 The proposal must be sent to the Higher Education Commission.
- 3.3 The proposal must be sent with the comments of the Higher Education Commission to the Provincial for approval.
- 3.4 The proposal must be placed in the Governing Body Meeting.
- 3.5 After approval by the Provincial the application could be sent to the University.
- 3.6 When a proposal is sent to the Higher Education Commission and the Provincial, details in the following areas must be given.
 - Its Objective
 - How is it job-oriented?
 - What skills are promoted?
 - Social relevance
 - The syllabus
 - Financial viability
 - Additional staff
 - Infrastructure
 - Scholarships for Dalits and poor students

- 3.7 To start a new course the process takes nearly a year and a half. The process must be started in the month of January so that things are ready to start the new course in the year after the immediate academic year.
- 3.8 There should not be any attempt to short-circuit the process on the plea that the University deadline for the application has to be met.

4. Faculty Service Conditions

- 4.1 The selection is done by the Province Coordinator for Higher Education if the candidate is selected for 10 months and more.
- 4.2 The Secretary is the appointing authority for all faculty members in self-financing courses/evening college.
- 4.3 If the appointment is for less than ten months, the Secretary constitutes a Selection Board and chooses a suitable candidate.
- 4.4 If the man/woman, appointed by the Local Secretary, is going to be reappointed after 10 months, he/she should appear for an interview along with the others invited by the Coordinator.
- 4.5 The candidate selected by the Coordinator may be appointed for two years by the local Secretary and if the candidate is found satisfactory his/her service could be extended for another five years.
- 4.6 It is desirable to have some permanent staff for Self-Financing Courses.

- 4.7 If a course is conducted both in the Day College and in Self-Finance Courses, 50 per cent of the staff can be drawn from the Day College provided the University permits it.
- 4.8 If the Staff of Self-Financing Courses want to leave us to better their prospects elsewhere for benefits like pension etc. we should not be unwilling to relieve them.
- 4.9 When the staff in Self-Financing Courses leave, quick and immediate decisions have to be taken to keep the courses going.
- 4.10 While selecting candidates, the Province option for Dalits must be implemented.
- 4.11 The performance of the candidates selected should be assessed periodically and the management should decide whether to confirm or terminate their service within a period of one year.
- 4.12 Since there are women students, it is only fair that there should be women staff also. Even if there are no girl students there could be 10% women staff especially when men are not available.
- 4.11 More Jesuits must be involved in SFCs than at present.

5. Appointment and Acceptance of Offer

- 5.1 The appointing authority shall issue an appointment letter in duplicate duly signed by him to the person selected for employment.

5.2 The selected person must sign the duplicate copy of the appointment letter as a token of his acceptance and return it to the appointing authority.

5.3 The appointment letter specifies, in brief, the nature of the post or vacancy, the scale of pay, the dearness and other allowances admissible to him, the period of probation, etc.

6. Categories of SF Faculty Members

6.1 Category 1: Those who have cleared SLET/NET and those with Ph.D.

6.2 Category 2: Those who possess Masters and M.Phil., but have not cleared SLET/NET

6.3 Category 3: Faculty staff employed on hourly basis

7. Salary Slabs

7.1 The staff in categories 1 and 2 shall be paid for twelve months

7.2 Those in Category 1 will be paid the UGC basic pay as a consolidated amount during the two-year probation period. Once they are made permanent they will be paid UGC scales with the usual increments and other benefits.

7.3 Those in Category 2 will be paid a consolidated amount of at least Rs. 6,000. This amount may be given under different heads to minimize PF calculations.

7.4 Those in Category 3 will be paid on an hourly basis of at least Rs 75 per hour for P.G. classes and U.G.

classes. If a particular college wants to pay more than this amount, it is welcome to increase the amount.

7.5 Every three years the Higher Education Commission will review the situation and revise the scales if needed.

8. Leave

8.1 The faculty members are entitled to 10 days of casual leave.

8.2 Maternity leave should be given for a woman, six weeks before the delivery and six weeks after the delivery.

9. Provident Fund

9.1 All the faculty members will join the provident fund scheme; 12% of the salary and an equal amount from the management goes into the provident fund.

10. Terminal Benefits

10.1 Any permanent staff or his/her legal heir shall be eligible for gratuity on:

(i) leaving the service,

(ii) retirement

(iii) disablement rendering the person unfit for further service as certified by a medical officer approved by the management

(iv) death in service.

10.2 The amount of gratuity payable to an employee shall be at the rate of 15 days' salary (pay and dearness allowance) last drawn for every completed year of service.

11. Termination of Service

11.1 The services of any staff shall be terminated by the management without any notice or pay on the following grounds:

- i. If he/she becomes insane and when this is supported by a medical report
- ii. If he/she is convicted of a criminal offence involving moral turpitude.

11.2 In case of retrenchment consequent upon the closing down of the department; every effort must be made to redeploy them in other departments. In case this is not possible, those persons will be paid retrenchment compensation at the rate of 15 days' salary for every completed year of service.

11.3 As regards the termination of service of a staff on account of an act of misconduct or misbehaviour, proper enquiry shall be held before the termination. The procedure laid down for Day College staff must be followed.

12.0 Scholarships

12.1 The evaluation report of Self-Financing Courses says, "SFC by its design and structure is not inclusive, i.e., it excludes certain groups of people in the society – e.g.

poor, the lower middle class, students from the rural area (No.3.1)." Hence liberal scholarships should be established.

12.2 **Ten per cent of the receipts must be set apart for the corpus fund every semester, the interest from which must be spent for Catholic Dalit and poor students.** This could be done at the beginning of the academic year itself.

13. Hostels for Men

13.1 The evaluation report of Self-Financing Courses has pointed out the inadequacy of hostels (No. 3.1). Hence hostel facilities must be increased for PG and UG students of Self-Financing Courses.

13.2 Hostel facility also enables the students to get government scholarships.

14.0 Hostels for Women

14.1 As more and more women are admitted there may arise a need for women hostels in our colleges. Since the classes and the lab work get over late at night, hostels for women are needed.

14.2 If such a need is felt, each college will consider the matter weighing all the consequences and then forward the proposal to the Provincial for approval.

14.3 It is suggested that running of women hostels be entrusted to some women religious congregations. However the ownership must rest with the college.

15.0 Applications

- 15.1 The cost of application forms should be affordable. The Higher Education Commission may give guidelines regarding the cost of application forms from time to time.
- 15.2 Information regarding financial assistance to the poor/ Dalits should be mentioned in the application forms.

16.0 Evaluation

- 16.1 It is important that quality education is imparted through these courses.
- 16.2 There must be an evaluation of these courses once in three to five years.
- 16.3 When courses are found wanting in quality education, student strength and competent staff, the management must be ready to wind them up.

**FAITH FORMATION, ETHICS
& RELIGION**

1. 0 Nature of Faith Formation

1.1 Multireligious situation exists everywhere in India. We should educate our young people to live meaningfully and harmoniously in such a multireligious and pluricultural society. Faith experience is necessary for the total development of the individual and for his/her effective contribution towards building up a society of justice, peace, love and freedom.

1.2 Faith formation leads to openness to the transcendent, drawing us to an intimate and personal relationship with God. It is the deepening and strengthening of faith experience. It must develop in our students the spirit of mutual respect and active dialogue, leading to mutual enrichment in faith.

2. 0 Faith Formation of Catholics

2.1 The educational community has a specific responsibility towards faith formation of the Catholic students entrusted to its care. The Catholic students ought to be firmly rooted in the Catholic faith while being open to God's manifestation in other religions.

2.2 Catholic students should acquire a critical understanding of the Catholic faith. They should have hermeneutic knowledge of the Scriptures, especially the Gospels.

2.3 Catholic students should remain open to and even positively seek to be inspired by other religious founders, prophets and teachers.

2.4 **Faith reflection and celebration**

2.4.1 We should develop in our students hermeneutic reading of the Bible.

2.4.2 Students should be helped to relate their Christian faith-experience to life situations, community needs and other religions.

2.4.3 Catholic students should be exposed to the contents of other religious faiths and acquire sympathetic and empathetic knowledge of other religious traditions.

2.4.4 We should provide opportunities for personal / community prayer and retreats.

2.4.5 We should have meaningful, participative and culturally appropriate celebration of sacraments, especially the Eucharist, and festivals.

3. 0 **Faith Formation of other Christians**

3.1 Special instruction on sacred scriptures should be arranged.

4. 0 **Faith Formation for Students of other Religions**

4.1 Of the three aspects of faith formation, instruction, celebration, living the faith, what pertains more to an educational institution is deeper knowledge of one's own religious values through instruction rather than the other two aspects. Hence, with regard to the faith

formation of the students of other religions emphasis should be on the instruction rather than celebration.

- 4.2 The students could be exposed to their own faith by competent persons so that their understanding of their religions gets deepened.
- 4.3 Value education conducted with methodology of dialogue, critical faith reflection, interiorisation and celebration can be valuable instruments for faith formation.
- 4.4 The students must have a two-day annual retreat.
- 4.5 Students should undertake activities to promote justice and human rights and make these experiences sources of reflection in order to promote inter-religious understanding and cooperation.
- 4.6 Inter-religious celebrations of national festivals, and common prayer services should be encouraged.
- 4.7 A prayer hall could be provided in every campus where students of all faiths can come together to reflect in silence and pray with devotion.

5. 0 Interreligious Studies

- 5.1 In order to curtail the growing rise and menace of fundamentalism which thrives on false prejudices, all students including Catholics, should be exposed to the fundamental teachings of major religions of India, Hinduism, Islam, Christianity, Jainism... so that our students may have a true knowledge of the teachings of other religions.

5.2 Along with faith formation, all students should be exposed to human rights education in the context of social analysis.

6. 0 Ethics and Religion

6.1 Teaching of Ethics and Religion is essential to the integral development of the students.

6.2 While teaching Ethics and Religion every attempt should be made to discover and develop the Kingdom values which are opposed to the excessive materialistic and consumeristic tendencies of the modern world. The kingdom values are:

- a spiritual vision of the world in the face of materialism;
- a concern for others in the face of egoism;
- simplicity in the face of consumerism;
- the cause of the poor in the face of social injustice (Characteristics of Jesuit Education, 96).

7. 0 Content and Methodology

7.1 Teaching of Ethics and Religion should be a Foundation Course which is part of the main programme of the curriculum and due weightage should be given to it in awarding the degree.

7.2 Catholic students should be taught: Christian doctrine; other Christian students: Bible study and non-Christian students: Ethics.

- 7.3 The course content must be carefully chosen to meet the needs of today's student community. It should include religion, personality development, social analysis, value system, communication skills and ethics.
- 7.4 The students should be able to relate their religion and values learned in the classroom to their daily life. Hence our teaching methods should be experience-based and participatory.
- 7.5 To supplement the theoretical knowledge given in the classrooms there should be exposure programmes for the students.
- 7.6 Case study and group discussion should form part of the pedagogy.

8. 0 Staff Orientation

- 8.1 The Jesuit staff should consider teaching of Ethics and Religion as of prime importance. All should involve themselves in teaching them and thereby set an example to all the other staff.
- 8.2 The staff members who handle these subjects should be carefully selected and given training.
- 8.3 Seminars and orientation programmes should be conducted periodically for the staff members to update their teaching of Ethics and Religion.
- 8.4 The staff must be facilitated to make a two-day annual retreat.

EXTENSION SERVICE CENTRES IN OUR COLLEGES

1.0 Rationale

- 1.1 We are committed to challenge and change the oppressive structures of society through our colleges. Today we are challenged more than ever by the existing inequalities, injustices and the dehumanising poverty around us to do something significant in order to benefit the rural and the urban poor with our institutional resources and power. The extension service centres of our institutions with their outreach programmes can lead to the transformation of the college community as well as of the neighbourhood.

2.0 Objectives

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

3.0 Activities

3.1 Education and Organisation

- 3.1.1 Since primary education is very poorly organised, it could be strengthened by establishing pre-schools (balwadis) and organising supplementary education to school-going children and dropouts.
- 3.1.2 Arranging in-service training for primary and high school teachers.

- 3.1.3 Organising non-formal and adult literacy programmes along with the National Literacy Mission (NLM) to achieve total literacy in the target areas.
- 3.1.4 Placing our infrastructural facilities such as labs, playgrounds, classrooms, etc. at the service of the poor we serve.
- 3.1.5 Organising with the help of the local people and Government agencies small income generating projects such as agro-industries, tailoring, gem-polishing etc.
- 3.1.6 Encouraging students to make use of their cultural talents to promote social awareness among the people.
- 3.1.7 Organising forums for village women and youth so that they undertake developmental activities for improving their quality of life and get involved in social and human rights issues.

3.2 Health, Hygiene and Nutrition

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

3.3 Environmental Activities

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

3.4 Liaison between People and Government

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

4. 0 **RUNNING OF THE CENTRE**

- 4.1 Each college should 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 could be assisted by volunteer staff members from every department.
- 4.2 The University Grants Commission has recognised extension work as a third dimension of higher education along with teaching and research. Hence the programmes organised by the centre should form an integral part of the college curriculum and students of the college must participate in them as a requirement for their final certification. The students should be given credits for participating in an extension programme.
- 4.3 Every student should put in a minimum of 120 hours spread over four semesters.
- 4.4 Fees should be collected from students to meet the expenses of the programme. A corpus fund must be built by the management over a period of years to carry on effectively the programmes of the extension centre.
- 4.5 The organisation and the activities of the centre could be modified to suit the local conditions of each institution.
- 4.6 One of the important activities of this centre, besides the ones mentioned above in 3.1, 3.2, 3.3. and 3.4 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.

RELATION BETWEEN THE SUPERIOR AND THE DIRECTORS OF WORK / FINANCIAL ADMINISTRATION

1. 0 Introduction

1.1 Education ministry is an important work of the Society of Jesus. In order that this mission be carried out to its fullness, there is a need for common norms and guidelines so that there is on the part of the officials transparency and accountability and on the part of the members of the community shared responsibility.

2.0 Role of the Community

2.1 Jesuits have been engaged in university teaching, research and scholarly publication almost since the foundation of the Society (GC 34: 404). Our Educational Mission is entrusted to the entire apostolic community. Hence every member of the community has a shared responsibility with regard to the functioning of the institution and should exercise that responsibility.

2.2 Since our communities are apostolic, the members should be clear about the mission of the Society and its concrete expression in the Province and rise above personal interests that run counter to the mission of the Society.

2.3 A Jesuit, being a member of an academic community, has an obligation to collaborate with the Directors of work and follow their directives on the apostolic task faithfully and cheerfully.

- 2.4 It is possible that Rectors/Superiors/Directors are appointed who may not be liked by a particular Jesuit. But believing in Divine Providence he must extend full cooperation. Jesuits are sent to labour together and work under the direction of one of their number.
- 2.5 In their shared responsibility, Jesuits working under a Director have the right and duty to represent to the Director or to the Rector/Superior any matter they consider important regarding the work, for collective discernment or discussion. The Superior and the Directors of work should be open to such suggestions as the advice of their brother Jesuits and be ready to receive their help.
- 2.6 Anything of importance must be discussed among the teaching Jesuits / community before implementation.
- 2.7 Even when only some members of the Jesuit community are directly involved in an apostolate, as far as possible the whole community should be informed about the major events and changes in the apostolic work thus enabling the entire community to participate in the apostolic work.

3.0 The Rector/Superior

- 3.1 The government of the Society cannot be restricted to community life alone. It extends to apostolic activities also. The Superior is the animator of the apostolic community. He should inspire the Directors and the Jesuit team with the Society's ideals and guide them in their mission. He should ensure that the norms and guidelines, the objectives and policies of the Province, pertaining to the educational apostolate, are faithfully adhered to in the college. At the beginning of the year, the Rector/Superior should call the whole community and set priorities, goals

and objectives and draw up a concrete plan of action. He should organize a meeting of the Jesuits involved in the apostolic work at least once a month to reflect, evaluate and plan the apostolate. He can draw up the agenda in consultation with the Directors of work. As the spiritual head of the institution, he should provide a climate in the campus for the implementation and realization of the Jesuit vision in the best manner possible.

- 3.2 The Rector/Superior should pay special attention to the training and development of the members of the community. He has to see to it that the religious community is a model of work ethics among the staff of the college. He must provide them with opportunities to acquire relevant academic, spiritual and administrative skills.
- 3.3 The Rector/Superior must also ensure harmony and smooth functioning of the different units of the institution. Through necessary apostolic leadership, he takes steps to preserve fraternal harmony. He must be aware of the tensions arising in the day-to-day functioning of the institution and use them constructively for the growth of the individuals and the institution. When there is a difference of opinion between the Principal and the Secretary in matters relating to the college administration, the Rector/Superior should play an important role and resolve the differences with tact and prudence.
- 3.4 The Rector/Superior and the Director of Work (Principal/Secretary) must meet once a week and exchange views on the day-to-day administration of the college. For the weekly meeting the Hostel Directors could be included.

- 3.5 Except for the assignments of Principal and Secretary all other assignments (Minister, Procurator, Directors of Hostels) are given by the local Rector/Superior. The appointments by the local Rector/Superior should be approved by the Provincial.
- 3.6 The Rector/Superior must get a quarterly statement of accounts from every Director of Work and the accounts must be made known to the members of the community.
- 3.7 The Rector/Superior must strive to preserve unity in an appropriate manner even though there is distinction of functions between the Director and the Rector/Superior.
- 3.8 The Rector/Superior is the Vice-Chairman of the Governing Body of the College.
- 3.9 The Rector/Superior appoints the **Jesuit Office-Bearers** in the college such as: Vice-Principal, Director of Computer Centre, Library Warden, Sports-in-Charge, Controller of Examinations, Deans.

4.0 The Secretary

- 4.1 The Secretary is the Administrative Director of Work in the college and he represents the Management before the Government. He deals with the University, the Government and the Director of Collegiate Education on all matters relating to the general administration of the college. It is his duty to play a supportive role to the academic community headed by the Principal and complement their work with his help and encouragement.
- 4.2 As the Correspondent of the college, the Secretary has to keep in touch with the educational authorities and seek speedy solutions for administrative problems. He must be familiar with all the GOs issued from time to time.

- 4.3 He should also take pains to mobilize funds from different sources for the development of the college.
- 4.4 He should supervise the maintenance of the college properties and provide facilities for a smooth functioning of the departments. For any extraordinary expenses the permission of the Superior is needed.
- 4.5 The Secretary of the college has the following administrative functions: appointment of the staff, both teaching and non-teaching, whether permanent or temporary; appointment of the management staff; approval of the probationary period of the staff and confirmation of their appointment; promotion of staff; disciplinary action against errant staff; maintenance of their service registers; salary of the staff; sanction of increment; provident fund, approval of loan, recovery of loan and closure; income tax; all kinds of leave except casual leave; maintenance of the properties directly connected with the college, requirements of the departments; offices and classrooms; telephones, electricity and water; stationery ; xerox machines; computer centre and legal matters.
- 4.6 When there is a vacancy for headship of a department, the Secretary follows the guidelines as enunciated in the corporate policy. It is the Secretary who appoints the Head of the Department.
- 4.7 The Secretary is an ex-officio member of the Governing Body of the college. He also serves as a member in important policy- making committees of the college.

5.0 The Principal

- 5.1 The Principal is the Academic Director of Work in the college, and is the executive authority of the college. As

the leader of the academic community of the institution, he should provide a climate necessary for the intellectual pursuit of the staff and the students. He has to play a vital role in motivating and inspiring the academic community towards excellence. His administration must be governed by Ignatian discernment, emotional maturity, team work, mutual trust and inner freedom that does not seek any personal goals.

- 5.2 He supervises all the academic programmes of the college and keeps the Secretary informed of all matters of general and financial administration. He represents the college in all academic bodies like the University Grants Commission, the University, the AIACHE, the Xavier Board and the JEA.
- 5.3 The Principal has the following functions in the college : day-to-day administration of the college; planning and executing all academic programmes; supervision of the teaching and non-teaching staff; allotment of work to the teaching and non-teaching staff in consultation with the Secretary; routing of the leave applications to the Secretary; drawing up the calendar and timetable; curriculum and research; attendance of staff and students; allotment of classrooms; facilitating co-curricular activities and extension services; admission of students; maintaining student and staff discipline; administering scholarships and helping poor students; officially in charge of the hostels and the Evening College; UGC work; Autonomy; examinations and President of all the Associations in the college.
- 5.4 It is the duty of the Principal to establish clear channels of communication and facilitate interaction. The Vice-

Principals, the Deans and the Heads of Departments will assist him to form an effective team. Delegation of authority with responsibility together with accountability should mark the style of his administration.

- 5.5 The Principal elicits the opinion of the academic community (including Jesuits) with regard to the selection of lay Vice-Principals, lay Controller of Examinations and lay Deans. The proposals are discussed among the teaching fathers. It is the Principal who appoints them to these offices.
- 5.6 A manual of work book for the different officials of the college should be prepared in each institution and made available for reference. The role, responsibilities and rights of all the different officials who assist the Principal should be clearly defined.
- 5.7 The Principal is the Secretary of the Governing Body of the college.

6.0 Financial Administration

- 6.1 After analysing the various factors affecting the financial administration, the following guidelines are given for financial administration. All accounts of the institution should be in the name of Principal/Secretary and not in individual names.
- 6.2 The Secretary operates the staff salary account. He is accountable to the Government and hence he should supervise the clerical work of the account with great care.
- 6.3 The Secretary operates the non-salary account. Though it is a Government audited account, the income for this account comes from the management and other college sources. Careful attention, therefore, must be paid to the

maintenance of this account. The grant to be given by the management to this account must be clearly spelt out in the budget. The income from the endowment deposited for the affiliation of courses is credited to the non-salary account. If the hostels are shown as endowment for the courses in the college (as in SXC and AAC) the Director of the hostels will credit the specified amount to this account. The amount accrued from the sale of application forms and registration fees go into this account. Returnable fees like the Recognition Fees, University Entrance Fees, Sports Affiliation Fees and Official Caution Deposits should be credited to this account. Transfer from the Management Account of the Secretary to the non-salary account must be done as per the budget proposals. The amount spent in the non-salary account but not assessed for grant may be shown as Management Contribution in the Financial Statement.

- 6.4 The Principal operates the Special Fees Account. As it involves mostly the collection from the students and is audited by the Government, it must be spent according to the strict regulations prescribed by the Government. Contributions to the Special Fees Account from the Management sources (for Games, Laboratory, Library, Magazine etc.) must be budgeted at the beginning of the year by the Principal. A copy of the statements of accounts must be forwarded to the Secretary at the end of every financial year.
- 6.5 All the three accounts mentioned above are statutory accounts and care must be taken to utilize them according to norms. If expenses are incurred in some areas of these accounts which are disallowed, the college has to face the risk of deduction from the grants due to it.

- 6.6 All grants received from the University Grants Commission (Autonomy, Basic, Development, Building, Research etc.) are operated by the Principal in accordance with the UGC regulations. Care may be taken not to multiply accounts. Advance grants if received from the Management sources must be refunded as soon as the grants are received or kept as further advance grants for expenses. A copy of the audited statement of accounts sent to the UGC should be forwarded to the Secretary.
- 6.7 Research grants received from various agencies are operated by the Principal in a separate bank account.
- 6.8 A copy of the audited statement of these accounts sent to the various agencies must be given to the Secretary.
- 6.9 The Examination Account is operated by the Principal. The amount collected for the administrative purpose along with examination fees should be kept in a separate account for audit purposes. Excess money, if any, must be transferred to the Secretary's account.
- 6.10 The Secretary also operates the accounts of the Evening College, Evening Courses, Self-financing Courses, Rentals and the Computer Centre.
- 6.11 The Rector/Superior, the Vice-Principal, the Controller of Examinations, the Deans, the Games President and the Library Warden do not operate any bank account on behalf of the college.
- 6.12 At the beginning of the year, the Rector/Secretary and the Principal must present the plan of financial expenditure. The management should earmark a certain amount of

money from the Apostolic Institute for the development of the college.

- 6.13 In order to help the Principal in his official financial transactions that he need not rely too much and too often on the Secretary for money, it is suggested that the Secretary and the Principal each operate a Management Account as explained below, combining a number of heads and maintaining a journal and a ledger.
- 6.14 The Secretary operates the Management Account with the following sources of income: Contribution from the Management (cf 6.12), interest from fixed deposits except the Endowments and Prizes, rentals from the halls, establishment charges from the students, donations and other such miscellaneous collections.
- 6.15 The Principal operates the Management Account with the following sources of income: Advances from the Secretary, interest from the Endowments and Prize funds, refundable amounts and caution deposits received from the students, textbook accounts, miscellaneous collections from the library, the laboratory and the office, the income from playgrounds and other departments of the college.
- 6.16 The Management Account is only a base, a kind of 'unofficial' account. Funds from this account may be transferred to Non-Salary Account and Special Fees Account. Expenses from the Management Account should be limited as much as possible to such items as Management Staff Salary, adjustment of advances and loans, travelling expenses, donations, gifts, hospitality, official requirements and other incidental expenses at the discretion of the Secretary or the Principal. All other expenses may be credited to the Non-Salary Account and the Special Fees Account.

- 6.17 The sanction of the House Consult is necessary to open any bank account apart from those mentioned so far by the Secretary or the Principal .
- 6.18 The Superior and the House Consult should be kept informed of the transaction of all the accounts operated by the Secretary and the Principal. The statement of accounts must be submitted to the House Consult and the community once in three months.
- 6.19 All Endowments invested in fixed deposits of the college must be operated in a joint account of the Secretary and the Principal. However if the Procurator operates the fixed deposits the practice may be continued. Merging of endowment fixed deposits may be done provided clear statements are kept about each deposit. The interest from these fixed deposits will be credited as mentioned earlier. A list of all the endowment fixed deposits of the college must be maintained at the office of the Secretary with updated copies supplied every year to the Superior and the Principal.
- 6.20 Investments must not be made in any private person's account. All investments must in the nationalised banks or in the public sector.
- 6.21 The Secretary arranges to audit all the non-government audited accounts of the Secretary and the Principal and submits the statement of accounts to the House Consult and the management every year.
- 6.22 No formal presentation of the budget need be done for the Management Accounts and the non-salary account. However the Secretary and the Principal should submit the major requirements of the college and get them

approved by the House Consult at the beginning of the year. Institutions have to prepare the annual budget and must submit it to the Consult.

- 6.23 At the beginning of the academic year the Secretary and the Principal will brief the Jesuit Community on their financial transactions in detail during the previous year and their proposals for the current year.
- 6.24 All the accounts of the college must be maintained at the respective extension counters of the bank in the campus. A change of bank, deposits outside the local bank and change of auditor must be done with the approval of the House Consult.
- 6.25 The Secretary is responsible for preparing the Financial Statement of the college at the end of the financial year and should submit the same to the Joint Director of Collegiate Education within three months.
- 6.26 The Principal and the Secretary are accountable to the Board of Management and the Governing Body.
- 6.27 The finance committee of the college functions under the chairmanship of the Principal as per the UGC guidelines.
- 6.28 The Secretary sanctions loans to the teaching and the non-teaching staff of the college after the Principal and the Secretary have conferred with each other about the loan application. Fixed norms must be followed regarding a ceiling on the loan and the number of installments for repayment.
- 6.29 The Secretary sanctions the scholarships from the corpus fund on the advice of the Principal/Vice-Principal of the Evening College/Director of Evening Courses.

- 6.30 The Secretary and the Principal should work in close collaboration and cooperation, exercising mutual trust and help. Only then our financial administration in the college will be effective and credible.

7.0 The General Administration

- 7.1 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 should be in a position to give mandate to the different officials and evaluate their performance. Concrete steps should be taken in this direction and the initiative should come from the officials themselves to involve the Jesuit Community in the process of administration.
- 7.2 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 should be done in order to make it a common and united endeavour.
- 7.3 The appointment of the Management non-teaching staff must be decided in the House Consult. Since they do not get the Government salary, the Jesuit Madurai Province Domestic Employees Regulation must be followed regarding their salary and service conditions. The sanction of the House Consult is needed before making them permanent.
- 7.4 The number of the Management Staff, both teaching and non-teaching, should be 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 must be taken not only to limit their number, but also to tap financial sources other than the Management funds.

8.0 Hostel Administration

- 8.1 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 should, therefore, keep in touch with the hostel administration particularly in its major and serious events and transactions.
- 8.2 The Directors 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 Directors. The number of Assistant Directors should be decided by the House Consult. All major decisions in the hostel should be taken only in consultation with the Principal and the Rector/Superior. The Superior and the Principal should be taken into confidence and be briefed on any serious developments in the hostel administration.
- 8.3 The financial transactions of the hostels should be maintained in two separate account books. The first one should contain 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 must be made and careful and transparent accounting methods should be adopted.

- 8.4 The second account book should have 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.
- 8.5 All major expenses from the establishment charges and from other collections should be done with clearance from the House Consult. Statement of accounts once in three months for both the accounts must be made known to the Principal, the Secretary and the Superior. The hostel accounts must be audited separately.
- 8.6 The model considered suitable for accounting purposes, can be evolved by the Consult in consultation with the Director of hostel and followed.
- 8.7 All fixed deposits in the hostels must be in the joint accounts of the Director and the Procurator. Disbursal of concessions and scholarships must be 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.

9.0 Some Recommendations

- 9.1 The Principal can normally function for a period of six years. If need be the term can be extended. The Secretary can normally function for a term of three years. If need be the term can be extended.

- 9.2 A year of leave for special ongoing formation for the teaching Jesuits in the College after they cross the age of fifty is recommended.
- 9.3 If a Jesuit has put in ten years of service he may volunteer to work in some other ministry to widen his horizon and perspective.

10.0 Conclusion

- 10.1 "The complexity of a Jesuit university 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, in order 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)."

LEVELS OF DECISION MAKING

1. 0 Decision-Making

1.1 With regard to a Jesuit Institution, there are two 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.
- The Director/Principal/Secretary of work
- The Governing Body of the Institution.

1.2 Decision-making at the Province level

The Provincial assisted by his Consult and aided with information from the relevant commissions and their coordinators decides on the following matters referred to him by the local Superior:

- ↳ Appointment of Jesuit personnel to the institutions.
- ↳ Starting of Diploma and Degree courses.
- ↳ Planning and construction of new buildings or expansion of existing ones in accordance with the Society's guidelines.
- ↳ The use of surplus income of institutions.

↳ Appointment of review committees to look into grievances referred to him.

↳ Travel abroad of Jesuit personnel working in institutions.

1.3 Decision-making at the local level

1.3.1 The registered society of the institution consisting of all Jesuits working in it is the Managing Board. The Rector/Superior assisted by his Consult which is the standing committee of the Managing Board decides on the following:

- i) Allocation of work to the Jesuit personnel appointed by the Provincial to the institution. When Jesuits are assigned to different offices, the Director of work concerned must be consulted.
- ii) The limit of expenditure is Rs.5 lakhs for the local Rector/Superior.

In emergency situations and on issues where there are serious differences of views between:

- a) The Director and the Jesuit staff,
- b) The Superior and the Director of work, the Superior decides on the matter after considering personally and collectively the views of the Director, the Jesuit team and the House Consult.

1.3.2 The Director (Principal/Secretary) together with the Superior and the Jesuit academic staff decide on the following:

- i) The promotion of staff, headship, non-teaching staff,
- ii) Disciplinary action against the errant staff,
- iii) Raising of funds for specific purposes.

However, in any emergency situation calling for extraordinary tact, he consults the Superior and decides and informs the Jesuit academic staff at a suitable time.

1.3.3 The Governing Body is constituted by the Managing Board. While constituting the Governing Body, the UGC stipulation regarding its basic constitution is to be adhered to. But a sufficient number of Jesuits are to be inducted into the Governing Body to ensure that the Jesuit and minority character of the institution is preserved.

- a) The following matters have to be referred to the Governing Body:
 - Appointment and promotion of staff.
 - Extraordinary disciplinary action against errant staff members and students.
 - The examination results of students at the end of each semester.
 - The future expansion of the institution by starting of new courses, putting up of new buildings with UGC grants.
 - Audited annual statement of accounts.

b) The Governing Body meets at least thrice a year. The Provincial as Chairman, or in his absence the Local Superior as Vice-Chairman, presides over the meetings. In what concerns the deliberations of the Governing Body, the presiding officer should make it clear to the Body whether he is referring to a matter for discussion and making recommendations or for ratification and approval. Apart from routine business matters, any serious matter coming up before the Governing Body should be discussed among the Jesuits involved in the Apostolic work.

1.4 Apart from the bodies listed in (1.1) ideas may also be forthcoming from other advisory bodies like admission committee, finance committee, appeals and grievance committee, sports committee, staff council, alumni association, etc. These should be encouraged and consulted whenever possible.

1.4.1 With an increase in the number of consultative bodies the Superior has to interpret the Society's Mission in today's world and promote unity in decision-making.

Co-ordinator
JESUIT HIGHER EDUCATION COMMISSION
JESUIT MADURAI PROVINCE

CAMPUS CULTURE, CAMPUS RELATIONSHIPS AND CAMPUS ASSOCIATIONS

1.0 The Preamble

1.1 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.

1.2 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.

2.0 Campus Culture and Celebrations

2.1 Students and all in the campus should be helped to appreciate the basic human values of respect for human persons especially for the poor, respect for nature, simplicity in lifestyle and generosity in sharing.

2.2 Bold initiative, responsible and adequate participation in decision-making, critical approach to reality and commitment to our basic option should be some of the values to be fostered among the students and the staff.

- 2.3 All committees on the campus including those which make rules and guidelines affecting campus culture, relationships, associations and elections, and make decisions on them should be composed of student and staff representatives, especially from the poor and Dalit groups.
- 2.4 We should actively support and enthusiastically promote a culture that is authentically Indian, rooted in the soil, liberating, democratic, shorn of all elitistic aberrations and not alienating our students from their roots or from the ordinary masses of this great nation.
- 2.5 Both staff and students are required to be attired modestly and decently. Sarees and chudidars are the preferred dress for women in our colleges.
- 2.6 Cultural festivals and other campus celebrations are times of fellowship and joyous sharing, opportunities to bring out the best talents and values of the students. As such, they should be encouraged and carefully prepared under the guidance of competent staff. Collection and spending of money on such occasions should be carefully monitored. Care must be taken that the celebrations do not degenerate into culturally inappropriate and alienating extravaganzas.
- 2.6 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.

3.0 **Campus Relationships**

3.1 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.

3.2 Campus relationships would also demand:

3.2.1 Creating an atmosphere of freedom and fellowship in all our relationships.

3.2.2 Adopting a style of administration that upholds the principles of decentralisation and subsidiarity, 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.

3.2.3 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 every one involved in major decisions.

3.2.4 Just and Fair Deal : Evolving appropriate machinery and procedures for ensuring a just and fair deal in all administrative and disciplinary matters:

i) No one should be punished without being heard.

ii) No accused whether of the management or otherwise should be a judge in his own case.

iii) Existing provisions for representing grievances such as the Appeal and Grievance Committee at the

college level, and Review Committee at the province level should be made known to our staff and students.

4.0 Campus Associations

4.1 Staff Association

4.1.1 We recognise the legitimate rights of staff members to form associations such as college staff association (teaching and non-teaching) and respect their rights to join or become members of other affiliating bodies, in order to protect, promote and secure their rights with proper procedures and by adopting right and acceptable methods.

4.1.2 In working with such associations, we must adopt a policy of mutual understanding and cooperation.

4.2 Staff Welfare Association : In addition to a staff association, every 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.

4.3 Student Associations

4.3.1 We recognize the legitimate rights of students to form councils and associations to protect, promote their welfare, and to experience democratic living on the campus.

- 4.3.2 The students council should have a staff advisor to guide them. Among other things, he has to ensure that students from the weaker sections get opportunities to become leaders. Moreover, he has to help the students function in a democratic way in all their council decisions and activities.
- 4.3.3 Rules and regulations need to be framed in such a way as to encourage student initiative and genuine criticism.
- 4.3.4 In the elections, care should be taken that the influence of money power and political parties are avoided. If students from the poor, SC/ST groups and women are not represented among the representatives of the student body, provision should be made to nominate them according to rules and regulations evolved for that purpose.
- 4.3.5 Student organisations like the AICUF 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.

FUNCTIONS OF OFFICE-BEARERS

We are aware that each college has its own ethos and style of functioning. It is not attempted to bring any uniformity in this regard. Each college may as it thinks best assign responsibilities to office-bearers like Vice-Principals, Heads, Deans, Vice-Principal of the Evening College etc. Some existing models are given below just for the sake of information. If any college is inspired to follow these models, it may try.

It is suggested that each college may have a written manual of job descriptions for office-bearers. It will be very useful when new office-bearers take charge.

Role of the Admission Facilitator

1. The admission facilitator takes charge of the process of admission right from the beginning till it is finished.
2. He works in close collaboration with the Principal.
3. The admission facilitator sees to it that the following are done:
 - Admission work is systematised,
 - Admission work is decentralised,
 - HODs are given importance,
 - Counsellors are appointed to guide the students,
 - An Admission Information centre is set up to disseminate information,

4. The applicants are graded according to the marks obtained in higher secondary/UG courses.
5. They are also be classified according to Religion and Community.
6. The admission committee decides on the cut-off marks for each category.
7. The purpose of having admission facilitator/s is to relieve the Principal of the burden of admissions.
8. There should be perfect understanding, trust and confidence between the admission facilitator/s and the Principal.

Role of the Local Dalit Coordinator

1. The local Dalit Coordinator takes charge of the process of admission right from the beginning till it is finished.
2. He scrutinises all the applications of the Dalit Catholic students.
3. He grades the applicants based on the marks in higher secondary/UG Courses.
4. He accomodates the Dalit Catholics in the courses they want.
5. He studies the financial position of the Dalit Catholics at the time of admissions and if need be he recommends them to the Rector/Superior/Secretary to give them financial assistance and concessions in the beginning of the academic year itself and gets them admitted both in the college and in the hostel.
6. He gives proper motivation, and organises follow-up programmes for the Dalit students who are poor in studies and fail in the exams.

7. He takes stock of the position of outgoing Dalit Catholic Students.

Responsibilities Assigned to the Vice-Principals (St. Joseph's College Model)

To the Vice-Principal – I (Jesuit Vice-Principal) :

Students' discipline, leave letters of students, late chit, coordinating student activities and orientation programme for newcomers, requirements of staff (teaching and non-teaching).

To the Vice-Principal – II :

Students' discipline, leave letters of students, late chit, exam, stationery, conduct of Mid and End Semester Examinations, free attendance, Coordinator of elective courses.

To the Vice-Principal – III :

Students' discipline, leave letters of students, late chit, maintenance of campus, contingent staff, arranging for photos / video recording in functions, electricity, noon-meal scheme, signing railway concession forms, signing bus passes, permission for re-tests.

The Jesuit Vice-Principal (St. Xavier's College Model)

1. The Jesuit Vice-Principal should work in close collaboration with the Lay Vice-Principal and is mainly responsible for the general discipline of the students.
2. He monitors the attendance and regularity of the II and III year Degree 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.

3. He supervises the student council election and its activities in close collaboration with the students, council advisers and the Lay Vice-Principal. He convenes the council meetings two or three times a semester and looks after the council members.
4. He studies the results of the II and III year Degree students and keeps in touch with the weaker students.
5. He also meets the parents of the II and III year Degree students, weak in studies, to discuss the progress of their wards.
6. He selects the students of the II and III year Degree classes for prizes and medals .
7. He approves the class tours and field trips of the II and III year Degree students in consultation with the Principal.
8. He visits the exam halls during internal tests and semester examinations.
9. He looks after the general discipline during functions.
10. He attends to the general needs of the girl students.
11. He identifies the poor students among the hostellers and recommends them for scholarships and concessions.
12. Blood donation by students and staff comes under his control. Care should be taken in selecting the needy and deserving cases who request blood donation.
13. 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.
14. 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 (St. Xavier's College Model)

1. The Lay Vice-Principal should work in close collaboration with the Jesuit Vice-Principal and both are responsible for the general discipline of students.
2. He monitors the attendance and regularity of the I year Degree and the Postgraduate and M.Phil. 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.
3. He studies the results of the I year Degree and the Postgraduate students and keeps in touch with the weaker students.
4. He also meets the parents of the I year Degree and the Postgraduate students, weak in studies, to discuss the progress of their wards.
5. He selects the students of the I year Degree and the Postgraduate classes for prizes and medals.
6. He approves the class tours and field trips of the Postgraduate students in consultation with the Principal.
7. He looks after the general discipline during functions.
8. He is the Chief Superintendent of all the internal and external examinations from 1st August to 31st March.
9. He is in charge of the conduct of all internal assessment programmes of all students.
10. He supervises the invigilation work of all the internal tests and the semester examinations.

11. He prepares the identity cards for all the newly admitted students.
12. He looks after the Day Scholar Centre and the general needs of the day scholars.
13. The sweepers, the scavengers and the gardeners come under his control.
14. He identifies the poor students among the day scholars and recommends them for scholarships and concessions.
15. He meets the Principal regularly and keeps him informed of all developments. He is also in constant touch with the Heads of Departments.

DIRECTOR, PG EVENING COURSES (St. Joseph's College Model)

1. Once the admission list is finalized by the Committee, the Director takes charge of all affairs and monitors the attendance and academic performance of the students. He cares for the students and the staff till the students complete their course.
2. The day-to-day administration of the PG Evening Courses rests fully with the Director.
3. The timetable for each class and the assignment of a teacher for each class is to be approved by the Director.
4. The Director is to monitor the regular conduct of the classes.
5. No lecturer is to be absent or leave the class free without prior permission from the Director.

6. The Director makes sure that each class receives its syllabus and the progress of the class in learning the units in the syllabus is to be checked by him at random.
7. The attendance of the students is regularly monitored by the Director and in case of necessity the parents are contacted .
8. At the end of the semester, the Director condones the lack of attendance if there is a valid reason.
9. The Director is responsible for collecting the question papers and conducting the mid-semester and the end-semester tests.
10. At the end of the semester all internal assessments are to be checked and then passed on to the Controller of Examinations.
11. Scholarships, concessions, loan applications, transfer and bonafide certificates are signed by the Director.
12. The Director persuades the students to pay their semester and examination fees right on time.

THE VICE-PRINCIPAL (EVENING COURSES) (St. Xavier's College Model)

1. The Vice-Principal of the Evening Courses takes the place of the Principal in all the day-to-day academic and administrative programmes.
2. He assists the Principal in making admissions to the various Evening Courses.
3. He supervises the teaching and non-teaching staff in all that concerns their work - attendance, assignment of work, casual leave, internal tests, invigilation and discipline.

4. He directly controls the activities of all the students: attendance, assignments, leave of absence, leave on duty, medical leave, functions, internal tests, prizes and medals, results of the exams, meeting parents of weak students, absence without leave and general discipline.
5. He keeps the Principal informed of all matters pertaining to the Evening Courses and gets his clearance whenever necessary in academic matters. The Principal is the overall executive authority of the Evening Course programmes.
6. He takes instructions from the Secretary for all the teaching and non-teaching staff placements and their salary.
7. The various departments approach the Secretary through the Vice-Principal for all their requirements.
8. He visits the exam halls during the internal test programmes.
9. He keeps the Secretary informed of general facilities like canteen, furniture, electricity and drinking water.
10. The Director of the Computer Centre and the other coordinators work in good collaboration with the Vice-Principal.
11. Attention must be paid to the needs and problems of the girl students of the Evening Courses.

THE DEANS (St. Xavier's College Model)

1. The Dean's Office has a well-established structure with computers, xerox machine, typewriters and other facilities. It has a clerk, a typist and an attender.

2. 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 UGC are dealt with by them. They also look after the FIP and other fellowship programmes of the UGC.
3. They plan, coordinate, supervise and arrange the meetings of the following: Governing Body, Academic Council, 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.
4. The agenda and the minutes for the weekly meeting of the Heads of the Departments and for the monthly meetings of the College Council are prepared by the Principal and the Deans.
5. All the Research Departments and the Research Scholars deal with the Principal through the Dean's Office. All grants received by them are handled in their office and they deal with all communications and announcements in this regard.
6. The Dean's Office deals with the files relating to AIACHE, the XAVIER BOARD, JEA, the Principals' Association and the Managements' Associations.
7. All deputations of staff members to different programmes, staff participation in seminars, meetings, conferences and programmes within and outside the college are arranged in the Dean's Office.
8. Visiting commissions from different agencies like the Government, the University, the UGC, the NAAC, and

others are received by them. They also take up the preparation and the follow-up measures to these commissions.

9. Supervision of the Extra-Departmental Courses and the maintenance of their accounts are done in the Dean's Office.
10. Preparation of Annual Report, College Calendar, Staff Seniority list is entrusted to the Dean's Office.
11. The syllabus for UG / PG courses are revised once in three years. This work is completely done by the Dean's Office.
12. The preparation of prospects and application forms for various courses are supervised by the Deans. Applying to the University for new courses / additional seats is handled by the Dean's Office.

HEAD OF THE DEPARTMENT (St. Joseph's College Model)

Responsibilities of the H.O.D:

1. Allotment of workload to teaching and non-teaching staff for each semester.
2. Preparation of timetable for each semester by constituting a committee of three staff members.
3. Looks after the day-to-day administration of the academic work of the department.
4. Forwards CL, ML and OD of teaching and non-teaching staff to the Principal and ensures the work adjustment.

5. 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.
6. Maintains a stock register and takes steps for stock verification every year.
7. Initiates steps for the upkeep and maintenance of scientific equipments once a year with the prior approval of the Principal.
8. Prepares a list of equipments (not in working condition and beyond repair) to be discarded.
9. Monitors the Association activities, Endowment lectures and participation of students in academic activities organised by other Institutions.
10. Forwards the students' educational tour plan to the Principal.
11. Issues letter of certification and consent to students for field visit/training programme/project work.
12. As the Chairman of the Board of Studies, suggests names of experts to be members of the Boards of Studies, suggests names of external examiners for various subjects to the Controller of Examinations.
13. Undertakes steps for the revision of UG and PG syllabi when due.
14. Collects the question papers for the mid-semester and the end-semester tests and forwards them to the Principal.
15. Checks the semester examination question papers.

16. Suggests names of examiners (Department Staff) for arrear examination and supplementary examination to the Controller of Examinations.
17. As a member of the Academic Council presents the report of the Board to the Council.
18. Views of the department staff and his own views on academic matters and student strength may be presented to the Principal.
19. All kinds of requests of department staff may be submitted through the Head of the Department.
20. Prepares the total workload of the Department as per Government norms and requests for Government approved staff or management staff.
21. Reasonable suggestions of Heads on departmental matters must be given due consideration.
22. The Chairman for the semester PG and UG Valuation Boards shall be the HOD or department staff in the LSG grade recommended by the Head of the Department.
23. Functions as a member of the Staff Selection Board.

LIBRARY WARDEN (St. Joseph's College Model)

1. He is the representative of the management in the library.
2. He is overall in charge of the entire library.
3. He has to arrange along with the Librarian, the planning in the library.
4. He signs along with the Librarian all the notices meant for the staff and the students.

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

LAY PARTNERSHIP

1.0 The Concept of Lay Partnership

- 1.1 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 lay partnership. Such a partnership will help build on the college campus a society that is reflective of the just and egalitarian society, which we, Jesuits of Madurai Province, are striving to create in Tamil Nadu in accordance with our Province vision, policies and programmes.
- 1.2 Lay partnership 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 will be the natural interpreters for us of the modern world, the Jesuit staff should help preserve the Jesuit identity of the institution through appropriate animation and orientation.
- 1.3 Lay partnership 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. Jesuits and lay persons alike should be inspired by a common vision and carry out a common mission.

2.0 **Shared Vision**

- 2.1 The lay staff should be made aware of the educational implications of the Province's vision and option. Orientation programmes should be organised by the Principal for both Jesuit and lay staff at least periodically on topics pertaining to the Jesuit vision of education.
- 2.2 Those who have newly joined the institution should be given proper orientation regarding the ideals, goals and principles of Jesuit education so that they too, can participate effectively in the decision-making process.

3.0 **Involvement in the Decision-Making Process**

- 3.1 All members of an academic department should be 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 should be convened at least once in two months. The Principal should occasionally attend these meetings or call for the minutes of the meeting.
- 3.2 For the effective functioning of the institution various committees consisting of Jesuits and lay staff should be constituted in areas such as admission, discipline, finance, library, sports etc. and these committees should be actively involved in the decision-making process in their respective areas.
- 3.3 The staff council consisting of heads of departments should be 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 should be made known at the beginning of the academic year and the details of spending by each department should periodically be reviewed in such meetings.

- 3.4 Lay staff members should be involved in decision-making not only at the operational level but also at the level of policy. Hence,

they should be given due representation on the governing body. The nature of such representation could be decided by each college.

4.0 Involvement in Administrative Matters

- 4.1 The college should offer 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.

- 4.2 These positions of responsibility should be endowed with requisite authority and should have a clearly defined job description (see the section of Functions of Office-Bearers). The persons appointed to such posts should be selected on the basis of appropriate and objective criteria. The criteria and procedures for selection and appointment to such posts could be formulated in consultation with the lay staff where possible and must be made known to all.

- 4.3 The nature and number of such posts could be determined by the management of each institution.

- 4.4 While more and more positions of authority and responsibility should be made available to lay persons the following considerations should be kept in mind:

- a) We should ensure that our lay collaborators are made conscious of their duties and responsibilities and held accountable for their performance.
- b) *Sufficient authority and control should, 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 School (College) continues to be faithful to its traditions (Characteristics of Jesuit Education : 141).

5.0 **Climate for lay Partnership**

The lay partnership can exist only where the appropriate climate has been created. Some of the more important elements for this climate are the following:

- 5.1 A commitment on the part of the academic community to eschew communalism and casteism on the campus.
- 5.2 A leadership that is supportive of the members of the educational institution and pays full attention to their self-development and professional growth.
- 5.3 The style of administration should be such that it upholds the principles of decentralisation and subsidiarity.
- 5.4 Proper procedures for grievance redressal both at the institutional and province levels should be evolved and made known to all.
- 5.5 The Jesuit staff should abide by the norms applicable to all the staff with regard to matters such as attendance, routine chores such as invigilation, attendance at staff meetings etc.

- 5.6 There must be free, open and mutual communication and friendly interaction between persons at all levels of the educational institution fostering mutual respect, trust and acceptance.
- 5.7 Lay partnership should become a permanent feature of the college by being incorporated into the very structure of the college and not leaving it to the discretion of individuals.

INSTITUTES ON THE CAMPUS

- 1.1 The aim of establishing various institutes and service centres 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 neighbourhood. The institutes and service centres under consideration are such as the following: Entomology, LIFE, LEAP, LIBA (Loyola), Rapinat Herbarium, SHEPHERD (St. Joseph's), RADAR, ARISE (Arul Anandar) STAND and Folklore Centre (Palayamkottai). They are juridically extensions of the institution where they are situated and hence come under its overall management. In view of their specialisation and the need to ensure their efficient day-to-day administration and promote their individual growth and development, the institutes/service centres 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 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.
- 2.0 Certain guidelines applicable to all institutes/service centres are given below:

- 2.1 The institute should clearly spell out its objectives and they should be published in the institute's prospectus. Care should be taken to ensure that these objectives are in line with our present day orientations and options.
- 2.2 Each institute/service centre is to have a managing committee to serve as the standing committee of the larger governing body.
- 2.2.1 The managing committee members are the Rector/Superior (Chairman), the Principal (Vice-Chairman), Director of the Institute (Secretary and Convenor); two Jesuits from the community and two lay staff members connected with the institute appointed by the Rector/Superior in consultation with the House Consult for a term of three years.
- 2.2.2 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-a-vis the Jesuit Community.

- 2.2.3 The managing committee should meet at least once in three months. The agenda for the meeting should be circulated well in advance to the members. The minutes of each meeting should be carefully maintained and approved at the following meeting.
- 2.3 If the institute is conducting diploma and certificate courses, it should have a Board of Studies consisting of faculty members. The Board should periodically meet to revise and update the curriculum. The institute should also have a board of examiners for passing the results of examinations.
- 2.4 The Director of the institute/service centre has the following functions.
- i) He is in charge of the day-to-day functioning of the institute.
 - ii) He has the overall responsibility for the academic and extension programmes of the institute and the admission of students.
 - iii) 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.
 - iv) He is an *ex officio* convenor and Secretary of the institute's managing committee.
 - v) He periodically convenes the meetings of the managing committee and faculty meetings.

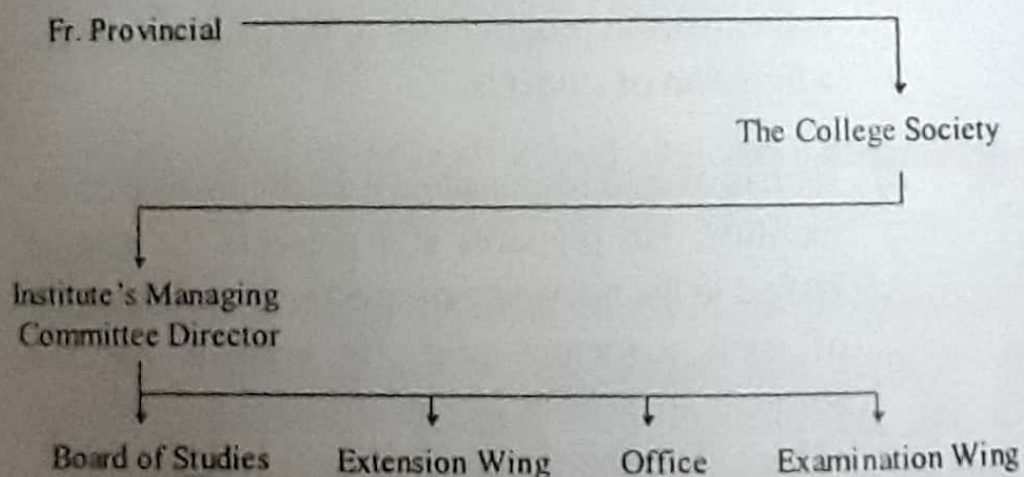
vi) He periodically reports to the Jesuit management and seeks its guidance for the effective running of the institute.

vii) He represents the institute before the government, professional bodies and other agencies.

2.5 The Superior should invite the Director of the institute from time to time to share information with the Jesuit community regarding the functioning of the institute.

2.6 The Provincial during his visit should convene a meeting of the Directors 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.

2.7 The proposed Administrative Structure for Institutes:



1.0 Introduction

- 1.1 *We should maintain a cordial relationship with our former students, the products of our whole educational effort, so that they take their place in society – and help one another in their respective tasks.*

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.

2.0 Objectives

- 2.1 The purpose of the Jesuit alumni/ae association is 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.
- 2.2 Through the association, the institution and the alumni/ae will be mutually enriched, the alumni/ae sharing their talents and expertise for the development and the transformation of the institution, and the institution in turn providing the alumni/ae with ongoing formation.
- 2.3 They could help us in our mission by generating a movement to transform society in keeping with the vision of education they received.

3.0 To realise these Objectives we can have the following strategies

3.1 Fellowship

The alumni/ae association and the institutions foster the fellowship of the alumni/ae by catering to the following human needs.

3.1.1 Recreational get-together.

3.1.2 Giving recognition to their talents and capabilities.

3.1.3 Deepening the sense of belonging.

3.2 Ongoing formation

3.2.1 The fellowship programmes mentioned above should go beyond the fulfillment of human needs. They should indeed be entry points for sharing our vision as well.

3.2.2 Besides, the associations and the institutions should provide enough opportunities for retreats, sessions on themes like Ignatian magis, discernment, interreligious meetings dialogues etc.

3.3 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 that the bond between us and the alumni/ae is cemented and nourished throughout the year:

3.3.1 Forming core groups with like-minded alumni/ae to work among the underprivileged brothers and sisters.

3.3.2 Inspiring the alumni/ae to give a lead by involving themselves in social and human problems at the national and international levels.

4.0 Individual Associations and the Institutions

4.1 Functioning of the Association and membership.

4.1.1 Each college is to have an Association with well-defined goals and objectives. It has its own constitution and to come under the registered society of the institution.

4.1.2 The Association will be an autonomous body with lay persons as President, Vice-President, Secretaries. A Jesuit is expected to be the Director.

4.1.3 There will be two kinds of membership:

- 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 could become members of this Association with the approval of the executive.

5.0 Relationship with the Institution

5.1 The Rector and the Principal are *ex officio* members of the executive council of the Association

5.2 The Principal is to involve himself actively in the activities of the Association by his cooperation and encouragement.

- 5.3 It has a Jesuit Director who is appointed by the management.
- 5.3.1 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.
- 5.4 This animation will be at three levels:
- 5.4.1 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.
- 5.4.2 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.
- 5.4.3 Creating opportunities for involvement of the alumni/ae in the activities of the institution and the process of social transformation.
- 5.5 There should be annual planning with the alumni/ae for institutional development.
- 5.6 There should be representation for the alumni/ae in our administrative bodies such as Governing Body, Academic Council etc.

6.0 Relationship with other Apostolates

- 6.1 The alumni/ae Association need not be always centred around the institution. It should also be associated with other apostolates, such as social action and communications. This involvement will help in the ongoing formation of the alumni/ae and also bring to

the apostolate the rich expertise and experience of the alumni/ae. This will help nurture lay leaders as well.

7.0 Federation of the Jesuit Alumni/ae Associations in Tamil Nadu

7.1 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.

7.2 All the Jesuit college associations in Tamil Nadu are the members of this Federation. They pay an annual subscription to the Federation.

7.3 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.

7.4 The Director of the Jesuit Alumni/ae Associations of Tamil Nadu (JAAT) is appointed by Fr. Provincial.

7.5 Role of JAAT Director: He animates the Federation at two levels:

7.5.1 Coordinating the activities of the college Associations to give a unity of purpose.

7.5.2 Organising on behalf of the Federation appropriate programmes for the ongoing formation of the alumni/ae.

7.5.3 He represents the alumni/ae apostolate in the various fora in the Province and outside the Province.

8.0 Relationship with School Alumni Associations

- 8.1 Where there is a school and a college in the same campus the Associations will function independently in full cooperation and mutual understanding. Though each Association is independent there should be common programmes so as to give the alumni/ae a sense of unity.
- 8.2 The alumni/ae are free to choose either the school or college Association.
- 8.3 There is one JAAT for both Schools and Colleges. One of the Coordinators is to be the Director and the other Joint Director and they take turns.

9.0 Relationship with SJAA and Federation of National and World Union

- 9.1 Jesuit Alumni Association of Tamil Nadu (JAAT) is comprised of all the School and College Alumni/ae Associations in Tamil Nadu.
- 9.2 The four Southern Jesuit Provinces have a Southern Zonal Council of the Federation of Jesuit Alumni/ae Association of India. All the Jesuit Alumni/ae Associations of Madurai Province have become the member associations of the Federation of Jesuit Alumni/ae Association of India (FJAAI) and consequently the member associations of the World Federation of Jesuit Alumni/ae Associations. All the associations are expected to work for a common mission by rendering remarkable services to the welfare of the then Alma Mater and the society at large.

**COLLABORATION WITH COLLEGES OF
RELIGIOUS CONGREGATIONS**

- 1.0 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 Tamil Nadu.
 - 2.0 This could be done by collaborating with other colleges:
 - 2.1 In evolving common policies and programmes in favour of the poor;
 - 2.2 Participating in common issues of public interest in favour of the poor and the Dalits;
 - 2.3 Planning and executing socially relevant research;
 - 2.4 Pooling together personnel and material resources for common projects of academic and social interests, e.g., in curriculum planning, sharing infrastructural facilities, exchanging competent personnel (short and long term) and collaborating in people's organisation programmes etc.;
 - 2.5 Conducting common orientation and training programmes for students and staff;
 - 2.6 Periodic get-together of staff and students of city colleges for more effective functioning;
 - 2.7 Initiating action for safeguarding the minority character of our institutions;
 - 2.8 Playing an active role in the Xavier Board of Higher Education especially in Tamil Nadu.
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GREATER INVOLVEMENT OF PARENTS IN THE RUNNING OF LOCAL EDUCATIONAL INSTITUTIONS

1. 0 Introduction

- 1.1 Parents play a vital role in the formation of their children. So we need to interact with parents to make our task of training students effective.
- 1.2 The interaction between the parents and the college is a two-way process. Both parties are enriched in this process. Such an interaction will create a better rapport among the students, staff and the administration. "The parents are helped to fulfil their rights and responsibility as educators in the home and family and they in turn contribute to the work of education going on in the college." (CJE 131)

2.0 Interaction

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

3.0 Modalities of Interaction and Involvement

- 3.1 The newcomers should be 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.

- 3.2 We should maintain constant communication with parents about the progress of their children.
- 3.3 Parents could be members in the advisory councils.
- 3.4 Parents should be enabled to share our educational vision and policies.
- 3.5 Views of parents may be sought regarding cultural activities, extension work, hostel administration and functioning of autonomy.

**MAXIMISING THE USE OF THE
INSTITUTIONAL INFRASTRUCTURE FOR THE
BENEFIT OF THE DISPOSSESSED OF THE
NEIGHBOURHOOD**

(URBAN AND RURAL)

- 1.1 It is generally accepted today that, in keeping with our apostolic option, we have to maximise the use of our facilities for the benefit of the dispossessed.
- 2.0 Such a gesture is a powerful symbol of our commitment to the dispossessed of our country and a concrete expression of our willingness to share our resources with them.
- 3.0 By infrastructure, we mean classrooms, lecture halls, laboratories, places of worship, playgrounds, games and sports facilities, auditorium, library, audiovisual facilities, computer network, canteen and mess facilities, hostels, vehicles, workshop etc.
- 4.0 Among the dispossessed of the neighbourhood we include all the poor, Dalits, children of our non-teaching staff and domestic employees.
- 5.0 Some of the modalities for sharing our infrastructural facilities are:

1. Offering the neighbouring poor schools the use of our laboratory and other facilities.
 2. Providing a place for supervised study for the poor students of the neighbourhood.
 3. Providing places for the meetings of the local community-organisation groups.
 4. Making our facilities available to the local human rights groups and movements.
- 6.0 Some of the steps suggested to facilitate this process are:
1. Identify the target groups in the neighbourhood;
 2. Plan together with them as to how they could maximise the use of our facilities on a regular basis;
 3. Encourage the people to contribute their share in some way in terms of money, time, expertise, labour etc.
- 7.0 There should be a periodic evaluation of such usage of the facilities, especially with regard to:
1. The frequency and duration of usage,
 2. The extent of the facilities used, and
 3. The number of persons and groups using them.

STAFF QUARTERS

- 1.0 Introduction
- 1.1 Some of our colleges have one or more staff quarters. These staff quarters came up since the staff members had to come from outstations. The transport facilities were primitive then. Today things have changed very

much. There is not so much need for staff quarters. Still there are many applications for the staff quarters on the basis of their nearness to the college, low rent and other considerations. Since staff quarters is a thorny question from the points of view of distribution, vacating etc., they need to be managed with the utmost skill.

2.0 General Norms and Guidelines

2.1 We must keep in mind that administering the staff quarters does not vitiate the staff-management relationship. Therefore there is need to follow certain norms and guidelines.

2.2 These norms and guidelines are to be evolved by a committee consisting of the members of the Consult from the management, two from the staff and leading men from public life from fields such as law and management, who can look at the problem dispassionately with a certain expertise and professionalism.

3.0 Norms for allotting houses

3.1 Those who possess houses in the town must not be allotted staff quarters.

3.2 All the applications for a house must be filed in order and a list of priority based on the date of application must be prepared.

3.3 This priority is one of the criteria for allotting houses.

3.4 Involvement in the campus activities must be given special consideration.

3.5 The financial position of the applicant must also be taken into consideration.

- 3.6 The maximum period of occupation must be stipulated.
- 3.7 An agreement of license must be executed with every occupant.
- 4.0 Norms for Rent and Maintenance
- 4.1 The rent should at least be comparable with the house rent allowance of the Government. The prevailing practice in the locality must also be taken into consideration.
- 4.2 The rent must be deducted directly from the salary.
- 4.3 There should be periodic revision of the rent based on taxation by the Government, maintenance cost and other relevant factors.
- 4.4 It is the responsibility of the management to look after the maintenance of the staff quarters.
- 5.0 Guidelines for the future
- 5.1 If there is any acceptable way of disposing of the staff quarters, it must be explored and executed.
- 5.2 It is proposed that no new staff quarters be built.

Co-ordinator
JESUIT HIGHER EDUCATION COMMISSION
JESUIT MADURAI PROVINCE

ABBREVIATIONS USED

AAC	Arul Anandar College
AIACHE	All India Association for Christian Higher Education
AICTE	All India Council for Technical Education
AICUF	All India Catholic University Federation
AIJUC	Association of Indian Jesuit University Colleges
ARISE	Arulanandar Initiatives for Social Education
B. Ed.	Bachelor of Education
BC	Backward Class
CBSE	Central Board of Secondary Education
CCM	Conference of Coordinators of Ministries
CIA	Continuous Internal Assessment
CJE	Characteristics of Jesuit Education
CLS	Conference of Local Superiors
DA	Dearness Allowance
FIP	Fellowship Improvement Programme
FJAAI	Federation of Jesuit Alumni Association of India
GBM	General Body Meeting
GO	Government Order
Govt	Government
HE	Higher Education
HOD	Head of the Department
JAAT	Jesuit Alumni Association of Tamil Nadu
JEA	Jesuit Educational Association
LC	Loyola College
LEAP	Loyola Extension and Action Programme
LIBA	Loyola Institute of Business Administration
LIFE	Loyola Institute of Frontier Energy
M. Phil.	Master of Philosophy
MBC	Most Backward Class
MCA	Master of Computer Applications
MNL	Madurai News Letter

MSW	Master of Social Works
NAAC	National Assessment and Accreditation Council
NLM	National Literary Mission
OC	Open Category
PCE	Province Coordinator of Education
PCHE	Province Coordinator for Higher Education
PF	Provident Fund
PG	Postgraduate
Ph.D.	Doctor of Philosophy
RADAR	Rural Action Development and Research
RDS	Rural Development Science
SC	Scheduled Caste
SFC	Self-Financing Course
SG	Selection Grade
SHEPHERD	Science and Humanities for People's Development
SJAA	Society of Jesus Alumni Association
SJC	St. Joseph's College
ST	Scheduled Tribe
STAND	Students' Training and Action for Neighbourhood Development
SXC	St. Xavier's College
TA	Travel Allowance
UG	Undergraduate
UGC	University Grants Commission

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 SJ
Former Superior General
of the Society of Jesus**

Of great importance among ministries of the society, are the educational and intellectual apostolates. Jesuits who work in school of whatever kind or level can exercise a deep and lasting influence on individuals and society, when out in the light of our mission today their efforts contribute vitally to the total and integral liberation of the human person leading to participation in the life of God Himself.

**Fr. Peter-Hans Kolvenbach SJ
Jesuit Superior General**

An Educational Institution "Committed to the liberation of the poor, and therefore to the humanization of the world, must be prepared to give up deliberating and compromising just for prestige which leaves us beholden to the government . . ."

Fr. Dean Brackley SJ