



EDUCATE TO EMPOWER

# **CBCI**

## **EDUCATION NEXUS**

### **JULY 2024**



**Teachings of the Church on Catholic Education:  
Gravissimum Educationis**

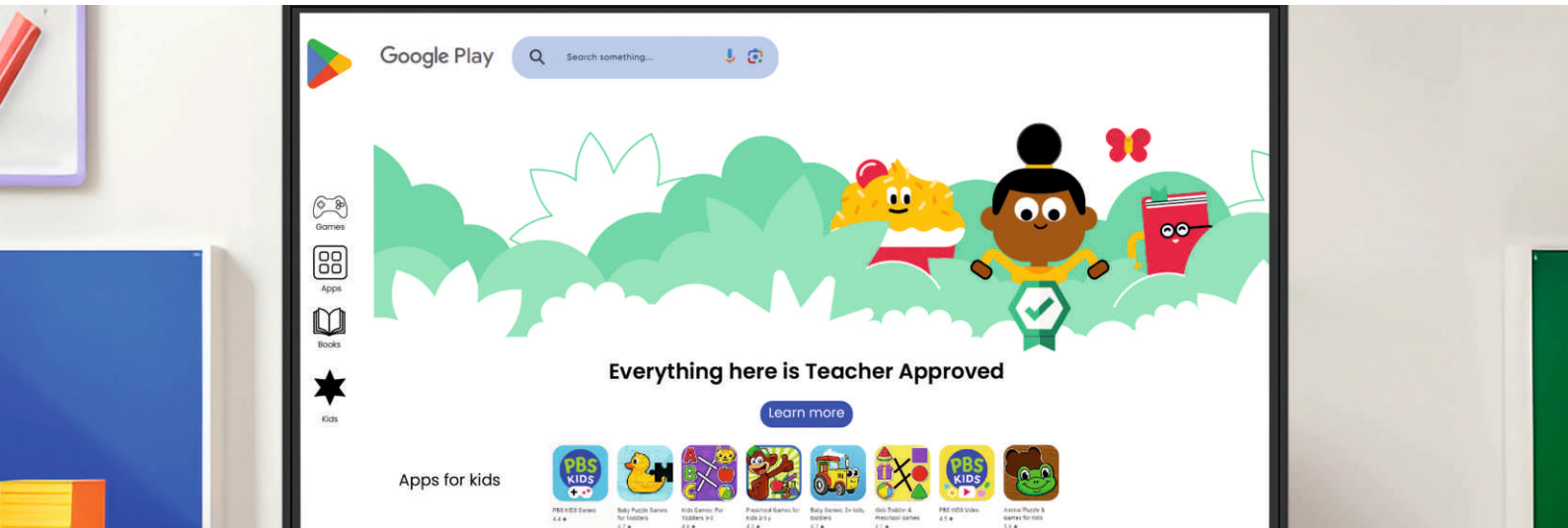
**Educative Atmosphere  
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Prominent Education  
Leaders**

**The Importance of an  
Educative Atmosphere  
in an Educational  
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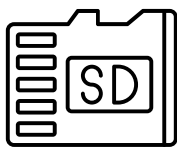
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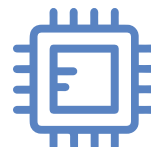
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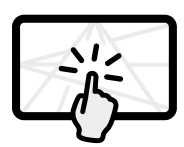
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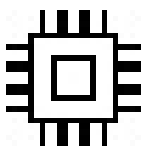
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# HOW DO WE NURTURE OUR SCHOOL ATMOSPHERE?

From our experience we know that as we spend some time in a school, if that school has life or not! Some schools are like beehives, buzzing with activities. Some schools give you lots of good vibe as teachers and students greet you with affection and smiles. It is during a lunch break or an interval, we can observe if students build friendships, exhibit positive behaviour, have fun or noisy for that matter! A few other school walls echo fear and sadness is painted on the face of children. How can we nurture a positive school atmosphere?



A positive atmosphere in a school certainly contributes to the emotional and mental well-being of students. If a school atmosphere reflects stress, anxiety and fear, then certainly such an atmosphere does not help a student grow assertive and confident. This positive school environment can enhance the level of student's motivation and engagement, leading to better academic outcomes. Studies show that Students are more likely to participate actively and perform well when they feel comfortable and encouraged. Nurturing a positive school ambience involves creating an environment that is conducive to learning, growth, and well-being for students, teachers, and staff. A positive school atmosphere is characterized by a safe, supportive, and engaging environment that promotes learning,

well-being, and personal growth for all members of the school community.

A positive atmosphere ensures that all students, regardless of their background, feel included and respected. It promotes diversity, equity, and inclusion, helping to create a learning environment where all students can thrive. A welcoming and positive school environment encourages greater parental involvement. When parents feel that the school is a supportive and safe place for their children, they are more likely to participate in school activities and support their children's education.

We need to learn the art of nurturing our educative environment. Even if a /School Leader is highly qualified but lacks skills in making his/her school sparkling with joy and enthusiasm, most of the hard work and investments often are not appreciated and sometime go even unnoticed. But try a mix of love, appreciation and personal care. As Don Bosco, great educator would often say, "Like what the young like and the young will like you" and again he would say, "Love your pupils and let them know that you love them." Give young people leadership, responsibility and above all give them recognition and appreciation. When young people own up their school and feel that they are responsible for their school, such schools will produce healthy, happy and successful citizens of tomorrow.



**FR./DR. MARIA CHARLES SDB**  
National Secretary



# TEACHINGS OF THE CHURCH ON CATHOLIC EDUCATION-1 GRAVISSIMUM EDUCATIONIS

In this limited series, we shall be presenting the teachings of the Church on Catholic Education through some key documents. The first key document to this series is "Gravissimum Educationis".

"Gravissimum Educationis" is a declaration on Christian education from the Second Vatican Council, promulgated on October 28, 1965, by Pope Paul VI. The document outlines the Catholic Church's views on education and the importance of educating the faithful. Mighty attempts are being made to obtain education for all, even though vast numbers of children and young people are still deprived of even rudimentary training and so many others lack a suitable education in which truth and love are developed together.

To fulfil the mandate, she has received from her divine founder of proclaiming the mystery of salvation to all men and of restoring all things in Christ, Holy Mother the Church must be concerned with the whole of man's life, even the secular part of it insofar as it has a bearing on his heavenly calling. Therefore she has a role in the progress and development of education. Hence the sacred synod declares certain fundamental principles of Christian education, especially in schools.

**1. THE MEANING OF THE UNIVERSAL RIGHT TO AN EDUCATION:** All men of every race, condition, and age, since they enjoy





the dignity of a human being, have an inalienable right to an education that is in keeping with their ultimate goal, their ability, their sex, and the culture and tradition of their country, and also in harmony with their fraternal association with other peoples in the fostering of true unity and peace on earth. For a true education aims at the formation of the human person in the pursuit of his ultimate end and of the good of the societies of which, as man, he is a member, and in whose obligations, as an adult, he will share.

The concept of the "universal right to an education" in "Gravissimum Educationis" underscores the belief that every person, by virtue of their inherent dignity, is entitled to receive an education. This principle is a foundational element of the declaration. "Gravissimum Educationis" presents the universal right to education as a fundamental human right rooted in the dignity of every person. It calls for a collaborative effort from the Church, state, and society to ensure that all individuals have access to the educational opportunities necessary for their holistic development and the betterment of the community.

**2. CHRISTIAN EDUCATION:** Since all Christians have become by rebirth of water and the Holy Spirit a new creature so that they should be called and should be children of God, they have a right to a Christian education. A Christian education does not merely strive for the maturing of a human person as just now described but has as its principal purpose this goal: that the baptized, while they are gradually introduced to the knowledge of the mystery of salvation, become ever more aware of the gift of Faith they have received.

Christian education aims to form the whole person, addressing intellectual, moral, and spiritual dimensions. It seeks to nurture individuals who can fulfil their role in society and the Church, fostering a deeper relationship with God and a commitment to Christian values. "Gravissimum Educationis" presents Christian education as a holistic process aimed at developing well-rounded individuals who are prepared to live out their faith in all aspects of life, contributing to the betterment of society and the

Church.

**3. THE AUTHORS OF EDUCATION:** The Second Vatican Council emphasizes the collaborative nature of education, identifying several key "authors" or agents responsible for the educational process. These include parents, the Church, teachers, and the state. Each plays a distinct and vital role in fostering a comprehensive and effective educational system. The collaborative effort of these various "authors" is seen as essential for providing a holistic and effective education that promotes the dignity of the human person, the development of the whole individual, and the betterment of society. Each



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specific  
roles and  
responsibilities, and their  
combined efforts ensure that  
education is comprehensive,  
inclusive, and aligned with Christian  
values.

**4. VARIOUS AIDS TO CHRISTIAN EDUCATION:** This outlines several aids and supports that are essential for fostering Christian education effectively. These aids encompass a wide range of resources, institutions, and methods that assist in providing a holistic and faith-based education. "Gravissimum Educationis" highlights a multifaceted approach to Christian education, involving various aids and supports that work together to provide a comprehensive and faith-filled educational experience. These aids include institutions, programs, media, and community efforts, all aimed at nurturing the intellectual, moral, and



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development of individuals.

### 5. THE IMPORTANCE OF SCHOOLS:

Among all educational instruments the school has a special importance. The Church places significant emphasis on the importance of schools, particularly Catholic schools, as vital institutions for the holistic education of young people. The document outlines several key reasons why schools are central to the educational mission of the Church. Schools provide a structured and supportive environment where faith, academic excellence, moral values, and social skills are nurtured, preparing students to lead meaningful lives as committed Christians and responsible citizens.

**6. THE DUTIES AND RIGHTS OF PARENTS:** Parents who have the primary and inalienable right and duty to educate their children must enjoy true liberty in their choice of schools. This document emphasizes the pivotal role of parents in the education of their children, recognizing both their duties and rights in this fundamental aspect of family life. It calls for support from the Church and state to ensure that parents can effectively fulfil their educational responsibilities and emphasizes the importance of collaboration between parents, educators, and the broader community to provide a well-rounded and faith-based education.

**7. MORAL AND RELIGIOUS EDUCATION IN ALL SCHOOLS:** The Second Vatican Council highlights the crucial importance of moral and religious education in all schools, not just those that are explicitly Catholic. The Church must be present with her own special affection and help for

the great number who are being trained in schools that are not Catholic. It is a means to promote the holistic development of students. It calls for the integration of these aspects into the curriculum, the active involvement of parents and the Church, and collaboration with state authorities to ensure that education contributes to the formation of well-rounded individuals who can lead lives of virtue and social responsibility.

**8. CATHOLIC SCHOOLS:** "Gravissimum Educationis" places a special emphasis on the role and importance of Catholic schools within the framework of Christian education. The document outlines several key aspects and objectives of Catholic schools, highlighting their unique mission and contributions to the education of young people. It highlights the vital role of Catholic schools in providing an education that is both academically excellent and deeply rooted in Christian values. It underscores the importance of holistic development, community, collaboration with parents, and the support of the Church, all aimed at forming well-rounded individuals who can live out their faith in all aspects of their lives.

**9. DIFFERENT TYPES OF CATHOLIC SCHOOLS:** The Declaration on Christian Education from the Second Vatican Council, recognizes the diversity and variety of Catholic educational institutions. These schools serve different purposes and cater to various age groups and educational needs. It acknowledges the wide array of Catholic educational institutions, each with its unique focus and approach. These schools collectively aim to provide holistic education that integrates faith, moral development, and academic excellence, catering to the diverse needs of students and contributing to the Church's mission of evangelization and service.

**10. CATHOLIC COLLEGES AND UNIVERSITIES:** The Church is concerned also with schools of a higher level, especially colleges and universities. The "Gravissimum Educationis" addresses the role and importance of Catholic colleges and universities within the broader context of Christian education. It affirms the important role of Catholic colleges and



universities in higher education. These institutions are called to integrate faith with learning, foster the holistic development of students, promote Gospel values, and contribute to the intellectual and spiritual enrichment of society, guided by the principles of Catholic social teaching and the Church's mission of evangelization.

**11. FACULTIES OF SACRED SCIENCES:** The Church expects much from the zealous endeavours of the faculties of the sacred sciences. There is a specific emphasis on the importance of faculties of sacred sciences within Catholic higher education institutions. These faculties play a crucial role in the formation of future priests, religious educators, theologians, and lay leaders who will contribute to the Church's mission of evangelization and education. Faculties of sacred sciences in Catholic higher education institutions are dedicated to providing theological education, pastoral formation, and spiritual growth for students preparing for ministry and leadership within the Church. They uphold the integration of faith and reason, promote Catholic doctrine and tradition, and foster a commitment to service, justice, and the common good in society.

**12. COORDINATION TO BE FOSTERED IN SCHOLASTIC**

**MATTERS:** Cooperation is the order of the day. It increases more and more to supply the demand on a diocesan, national and international level. This coordination is essential for ensuring that educational efforts are cohesive, effective, and aligned with the principles outlined in the document. It ensures coherence, collaboration, and fidelity to Catholic teachings across educational institutions, fostering a supportive community environment and preparing students to live as committed Christians in the modern world.

The sacred synod earnestly entreats young people themselves to become aware of the importance of the work of education and to prepare themselves to take it up, especially where because of a shortage of teachers the education of youth is in jeopardy. This same sacred synod exhorts them to persevere generously in the work they have undertaken and, imbuing their students with the spirit of Christ, to strive to excel in pedagogy and the pursuit of knowledge in such a way that they do not merely advance the internal renewal of the Church but preserve and enhance its beneficent influence upon today's world, especially the intellectual world.

[https://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/documents/vat-ii\\_decl\\_19651028\\_gravissimum-educationis\\_en.html](https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_gravissimum-educationis_en.html)







# **EDUCATIVE ATMOSPHERE (CLIMATE) OF AN EDUCATIONAL INSTITUTION- OPINIONS FROM PROMINENT EDUCATION LEADERS**

**We asked a few Catholic Education Experts how an Educative Atmosphere (Climate) of an Educational Institution helps the students with their holistic formation, and they have answered four questions regarding this topic. The answers are the Education Experts' personal opinions.**

# **“TEACHER SHOULD BE A HUMAN FORMATOR”.**

**REV. DR. FRANCIS ASSISI ALMEIDA**  
**Secretary, Karnataka Regional Commission for Education**



## **What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

The Catholic Schools must aim to foster a sense of community, the spirit of compassionate living and holistic growth of a child along with academic excellence. Therefore, every Catholic school:

1. Should be true to its identity and exemplify Christian values.
2. Must have a pleasant atmosphere that embodies fraternal care and concern towards students.
3. Must aim to form a holistic human person, which requires a teaching faculty that serves as role models to the students, and therefore, along with professional credentials, every teacher should be a human formator.
4. Should focus on critical thinking, ethical decision making and personal development of every student.
5. Should encourage every student to get involved in community service and social responsibilities embodying the principles of social justice.

Thus, every Catholic school strive to create a nurturing environment where students can grow academically, morally, and spiritually.

## **How can we help create a student-centred atmosphere in our Educational Institutions?**

1. Create a student-friendly atmosphere within the campus to ensure every student feels at home. Use assessments to identify each student's strengths and weaknesses.
2. Allow students to select topics, projects, or methods of demonstrating their understanding. Encourage hands-on activities, group discussions, and problem-solving exercises that actively engage students in the learning process.
3. Foster a supportive classroom culture where students feel safe to express themselves, take risks, and learn from mistakes.
4. Transition from being the sole source of knowledge to a facilitator who guides and supports students' exploration and understanding.
5. Integrate technology to enhance learning experiences and provide opportunities for self-paced learning and collaboration.
6. Provide timely and constructive feedback to students, focusing on their progress and areas for improvement. Involve parents, caregivers, and the broader community in supporting student learning and development.
7. Recognize and respect diverse cultural backgrounds, experiences, and perspectives among students.
8. Continuously reflecting on teaching practices and student outcomes to refine approaches that best support student-centred learning.

## **What type of development opportunities can be given to students?**

1. Students should be provided sufficient opportunities through internships and placements to have real-world experience in a field of interest. Encouragement should be given to participate in research projects either within the institution or through external programmes
2. Skill-based workshops are to be held in areas such as public speaking, coding, writing, or leadership.
3. They must be facilitated to have connections with professionals and peer group members in their respective fields of excellence.
4. Opportunities are to be given to face the challenges of the world by encouraging them to empower themselves for creativity and problem-solving capacity.
5. Exposure programmes should be conducted to experience other cultural and educational systems around them.
6. Right guidance should be given to achieve academic excellence as well as life orientation skills.

**As an Institution, can we also create an educative atmosphere around our Institution?**

1. Fostering a culture of curiosity and exploration among students and faculty by organizing seminars, discussions, and forums that showcase current research and academic debates.
2. Ensuring access to libraries, digital databases, and academic journals. Using technology to enhance learning experiences, including online courses, virtual labs, and collaborative tools.
3. Providing hands-on learning opportunities through labs, workshops, and field trips. Encouraging collaboration between different departments and disciplines to promote the exchange of ideas and approaches.



4. Highlighting the importance of critical analysis and evidence-based reasoning in all learning and research activities.
5. Recognizing and celebrating the achievements of students and faculty through awards, scholarships, and public acknowledgements.
6. Offering workshops, seminars, and mentorship programs to support the professional growth of students and faculty. Establishing partnerships with local businesses, organizations, and schools to create learning opportunities beyond the campus.

# **“A CHALLENGING CURRICULUM TO STRENGTHEN KNOWLEDGE AND SKILLS”.**

**SR. MARY NIRMALA RANI**

**Secretary**



## **What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

1. A Strong Emphasis in teaching of catholic worship, religious instruction, incorporating prayer into daily activities.
2. Focused development of strong moral based teachings.
3. Encouraging virtues like honestly, respect, integrity & responsibility.
4. Promoting service of others and ensuring a safe, supportive and nurturing atmosphere.
5. Creating an environment that is welcoming to all students regardless of their backgrounds.

## **How can we help create a student-centred atmosphere in our Educational Institutions?**

1. Ensuring the needs, interest and well-being of students.
2. Identifying the strength of students and helping them to grow stronger.
3. Encouraging active participation through various activities like debates and projects.
4. Implementing problem-based learning to promote creative thinking & critical learning.
5. Establishing mentorship to guide and support them.
6. Periodical assessment of their constructive feedback.

## **What type of development opportunities can be given to students?**

1. Provide a challenging curriculum to strengthen their knowledge and skills.
2. Encourage them to participate in clubs-related activities.
3. Hosting events that focus on leadership qualities, communicative skills and inter-personal skills.
4. Providing internship programs to develop them to their field and to know how to fill their pits.
5. Providing guidance towards a career path, resume writing, and interview skills.

## **As an Institution, can we also create an educative atmosphere around our Institution?**

1. We can create an educative atmosphere around our institution by fostering an environment that integrates faith, learning and community values.
2. Encouraging students to ask questions and make them curious about learning.
3. Implementing interactive teaching techniques such as GD, Debates and hands-on activities.
4. Utilizing digital sources like ICT tools to enhance the teaching and learning process.

Organizing field trips, symposiums, workshops, seminars and conferences to develop the leadership and communication skills.



# “IDENTIFY THE SLOW LEARNERS”.

**SR. SOOSAI PRAGASA MARY**  
Headmistress



**What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

1. Catechism and Moral classes in our schools.
2. During every morning prayer, students read from the bible passages.
3. Encourage our students to attend every day holy mass
4. Give special prizes to the students for their achievements.
5. Economically backward students are to be identified and given uniform for free.

**How can we help create a student-centred atmosphere in our Educational Institutions?**

1. Identify the slow learners and take special care and classes for them.
2. Provide an equal opportunity to work together without caste and religion obstruction.



**What type of development opportunities can be given to students?**

1. Teach special classes like Spoken English, Karate, Silambam, Yoga and Bharatanatyam.
2. Prizes are to be given to the students who get the best marks.
3. Once every year, conduct the annual day function for the students and give them certificate and prizes.

**As an Institution, can we also create an educative atmosphere around our Institution?**

1. Meet the parents for admissions for the school.
2. Once every year, take census in our habitation and also get students to join in our school.
3. Meet the dropout student's parents for them to re-join the school to get them to complete their education.

# “EMBRACE DIVERSITY AND INCLUSIVITY”.

**SR. XAVIER CLEANUS MARY**  
Principal



**What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

I believe that my primary duty is to assist my students to advance in all aspects of their own personal growth, spiritual as well as intellectual and academic and a catholic school is an ideal place to achieve this goal.

**How can we help create a student-centred atmosphere in our Educational Institutions?**

Embracing diversity and inclusivity enriches the school environment and promotes tolerance



and understanding. Encouraging cultural exchanges, celebrating festivals and integrating diverse perspectives into the curriculum. Create a vibrant and accepting community for teachers and students alike.

**What type of development opportunities can be given to students?**

We can enhance the skills of the students by training them on soft skills, computer skills and technical skills. We can improvise their personality, grooming, peer-to-peer learning and remedial sessions.

**As an Institution, can we also create an educative atmosphere around our Institution?**

Yes, you can also create an educative atmosphere around your institution.



# **“BE STUDENT FRIENDLY”.**

**SENTHILKUMAR A**  
**Assistant Professor**



**What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

1. Disciplined
2. Punctual
3. Holistic
4. Service

**How can we help create a student-centred atmosphere in our Educational Institutions?**

Be Student friendly and adaptive to the recent practices.



**What type of development opportunities can be given to students?**

We can give them Vocational and self-development opportunities.

**As an Institution, can we also create an educative atmosphere around our Institution?**

Yes, we get multiple opportunities to make social adoption.

# **“PRIORITY TO FAITH COMMUNITY AND ACADEMIC EXCELLENCE”.**

**SR. MEENA**  
**Headmistress**



**What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

Priorities given to faith community and academic excellence. Institutions aim to cultivate a student spiritually intellectually and morally are the atmosphere is envisioned in our schools.

**How can we help create a student-centred atmosphere in our Educational Institutions?**

Involve students in decision making process offer opportunities for students to pursue their interests. Encourage teamwork. Offer timely and specific feedback.



**What type of development opportunities can be given to students?**

Develop opportunities for students by fostering their academic, personal, social and professional growth.

**As an Institution, can we also create an educative atmosphere around our Institution?**

Creating an educative atmosphere by making formal classroom settings. Invite guest speakers, experts to deliver topics relevant to academic career development, current events, and personality growth.



# **“PRIORITIZE THE NEEDS AND GROWTH OF OUR STUDENTS”.**

**REV. SR. DR. A. FATHIMA**

**Principal and Secretary**



## **What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

The Catholic Institution creates a happy and responsible citizen with Comprehensive and Holistic atmosphere inculcating intellectual, moral, ethical, spiritual, religious, and social learning environment. It envisages a faith-centred environment, service and outreach, dedicated study space, community and connectivity, academic excellence, character formation, partnership and families.

## **How can we help create a student-centred atmosphere in our Educational Institutions?**

Creating a student-centred atmosphere in educational institutions involves prioritizing the needs, growth of the students in every aspect of their learning experience. By fostering 'Love for Learning' and applying innovative methods i.e. Collaboration, Engagement practices in learning, technological integration, Group discussion, peer review, problem-solving and practical activities, our educational institutions contribute significantly learning experience for lifelong commitment in serving the society.

## **What type of development opportunities can be given to students?**

Providing development opportunities for students beyond academic learning and involves nurturing their personal growth, skills and future readiness. It arouses the curiosity and thirst for knowledge i.e. Daily prayer and worship, sacramental preparation, Retreats, Seminars, Training Sessions, Mentorship Programmes, SWOT Analysis. Social responsibility and empathy, leadership development, virtue education, tutoring and academic support, personalized learning, artistic and creative expression, counselling. These development opportunities are integral to the holistic approach of catholic education preparing them to lead purposeful life in faith and moral values.

## **As an Institution, can we also create an educative atmosphere around our Institution?**

Absolutely, creating an educative atmosphere in our institution involve fostering an environment where learning is not confined to formal classrooms but permeates through all aspects of campus life. It reinforces positive behaviour, motivating, creating resemblance and relevance, community involvement, critical and creative learning, cultural and artistic events, intellectual discourses and inter-disciplinary learning. By actively creating an educative atmosphere around our institution, we can foster a vibrant learning community where curiosity, exploration, and intellectual growth are valued and nurtured. This enriches the overall educational experience and prepares students to become lifelong learners and informed global citizens.

# **“TEACH STUDENTS TO BE LEADERS”.**

**SR. A.V. BERTILLA NOBERT**

**Sisters of St. Anne of Thiruchirapalli (SAT) Secretary  
and Headmistress of Sri.P. Muthaiyar Higher  
Secondary School, Panruti**



## **What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

Normally we give Christ to the students through our way of living. And all the qualities of Christianity might have spread in our Campus. Students are respected. Maximum of the students are taught meaningful education. Much care is taken to make them disciplined. We work hard to give Holistic growth to all the students.

## **How can we help create a student-centred atmosphere in our Educational Institutions?**

In a Classroom and also in the school campus, we have to give many in charges to the students. They have to be taught, how they can be the best leaders. And they are asked to conduct many seminars, science exhibitions etc, and practice should be given to lead many kind of programmes. Also, many competitions should be conducted to bring all their inner talents out to produce better students.

## **What type of development opportunities can be given to students?**

Teach them to write without any grammatical mistakes and prepare them to write for many competitions. Give them practice speaking fluently and to appear in many competitions. They should be trained in Karate, Yoga, Dance and other extracurricular activities. We have to help them and complete their booklets and by doing so make them more knowledgeable.

## **As an Institution, can we also create an educative atmosphere around our Institution?**

Yes, Students are inside our campus, to make themselves knowledgeable. They have been given particular syllabus each year, and within the syllabus they have to give tests and exams. To Upgrade their knowledge, they have to go beyond their syllabus. So, we have to train them to possess general knowledge. Because after their schooling, students have to attempt many entrance exams for future studies or jobs.





# **“CREATE A POSITIVE AND SUPPORTING CLASSROOM”.**

**REV. SR. SAGAYA MARY**

**Secretary**



## **What type of atmosphere is envisioned in our Catholic schools? Prioritize them.**

The moment a student sets foot in a catholic school, they ought to have the impression of entering a new environment, one illumined by the light of faith and having its own unique character. We prepare our students spiritually, academically and physically to proclaim and live out the good news in preparation of eternal life.



## **How can we help create a student-centred atmosphere in our Educational Institutions?**

By creating a positive and supporting classroom, Encourage students voice and choice, Promote peer learning, Allowing flexibility, Respect each student's uniqueness, and Encourage cooperation not competition.

## **What type of development opportunities can be given to students?**

1. Personality development
2. Communicative skill
3. Youth development
4. Vocational development
5. Motor skills development
6. Social skills
7. Emotional skills.

## **As an Institution, can we also create an educative atmosphere around our Institution?**

Yes, we can create an educative atmosphere around our institution by educating the people around our institution through catechism classes, by giving remedial teaching for the needy residing near our institution, and by creating awareness on health, spiritual and physical values to the people around our institution.

# “CATHOLIC SCHOOLS ARE A PLACE OF ENRICHMENT”.

REV. FR. C. ANTONIRAJ  
Principal and Correspondent



## What type of atmosphere is envisioned in our Catholic schools? Prioritize them.

Catholic Education is rooted in the Gospel values of Respect for Life, Solidarity, Truth and Justice. It aims to harmonise faith and culture, build a better society and pursue the common good. It's a place of enrichment of pupils' life – intellectual, physical, spiritual, moral, social and emotional. To promote a spirit of charity, social justice, global awareness and concern for others so that it leads to practical outreach and partnership. Catholic schools would like to provide high quality, rounded education for all young people, so that they develop their full uniqueness and potential which will also contribute to the common good.



## How can we help create a student-centred atmosphere in our Educational Institutions?

1. Make the students to participate actively in the learning process.
2. Engage them in various activities such as group discussions, debates, hands on tasks, and collaborative projects so that they gain a better grasp of the subject matter and are more likely to remember what they learn.
3. Equip the students with emotional skills for both in and out of the classroom.
4. Catholic Education is the faith formation – this encourages students to not only understand the foundation of their faith but challenges them to see the world through a Catholic lens.

## What type of development opportunities can be given to students?

1. Digital Library
2. Learning through activities
3. Learning through field work.

## As an Institution, can we also create an educative atmosphere around our Institution?

Yes, we can create an educative atmosphere around our institution.



# THE IMPORTANCE OF AN EDUCATIVE ATMOSPHERE IN AN EDUCATIONAL INSTITUTION

An educative environment refers to a setting that fosters learning, growth, and development. It is designed to promote intellectual, social, emotional, and physical development through a variety of means. This encompasses everything from the physical setup of classrooms to the social interactions among students and teachers. Each of these elements is vital in shaping young minds and promoting their development. An educative atmosphere is crucial for fostering an environment where students can thrive academically, socially, and emotionally, setting the foundation for their lifelong success and well-being.

Now we will talk about why it is important for an Educational Institution to have an Educative Atmosphere:

1. **Enhanced Learning:** An educative atmosphere makes learning engaging and effective, helping students to absorb and retain information better. Enhanced learning in an educative atmosphere is pivotal to the holistic development of students, fostering a deeper understanding and retention of knowledge through a supportive and engaging environment. This concept encompasses various aspects that collectively contribute to a rich educational experience, transcending traditional rote learning methods and promoting active engagement, personalized instruction, and critical thinking. An educative atmosphere actively engages students by making learning interactive and stimulating. Traditional lecture-based teaching is complemented by dynamic methods such as discussions, hands-on activities, and collaborative projects.
2. **Holistic Development:** Holistic development in an educative atmosphere integrates academic learning with social, emotional,

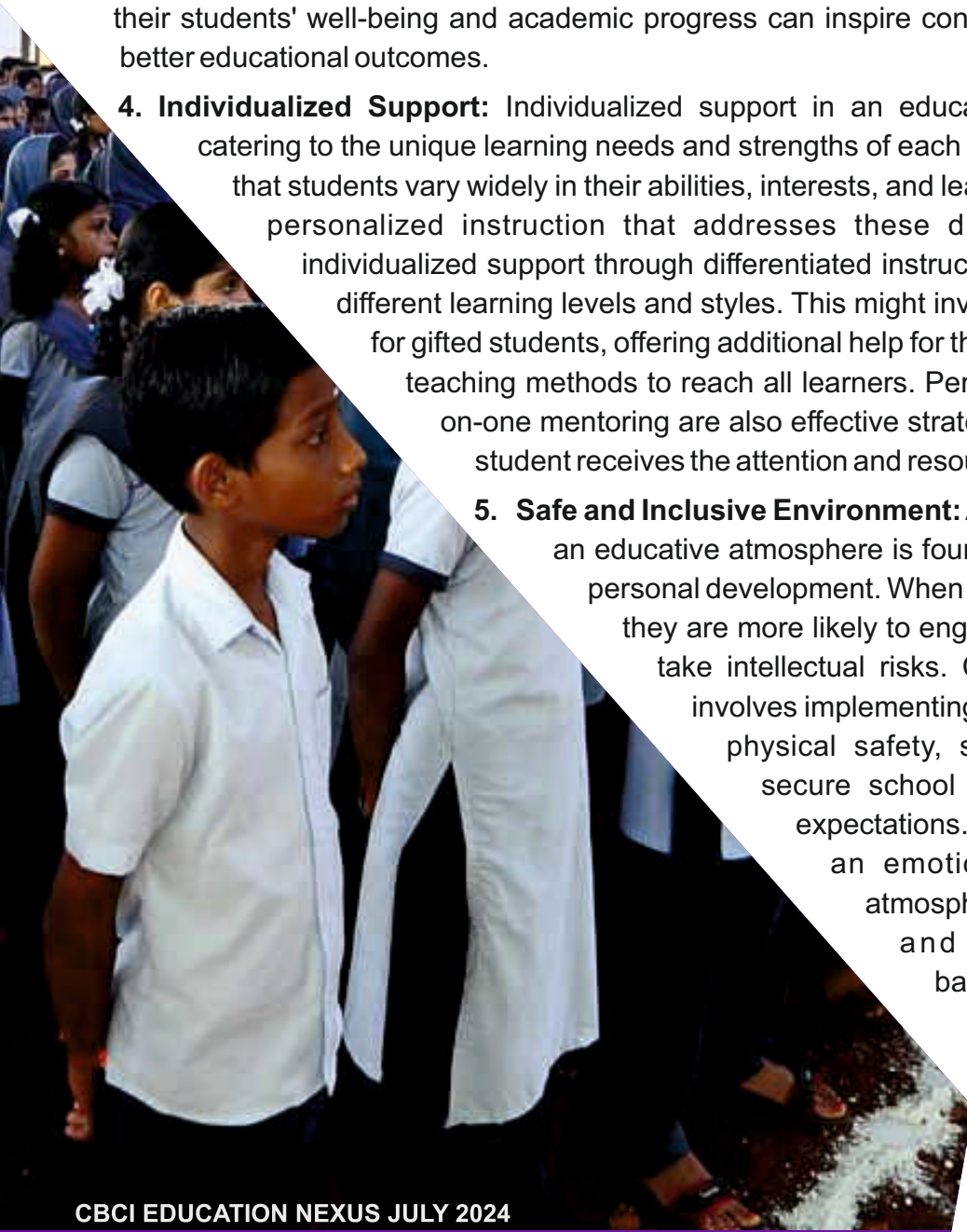
physical, and ethical growth. This approach ensures that education addresses the full spectrum of a student's needs, preparing them not only for academic success but also for personal and professional fulfilment. An educative atmosphere promotes holistic development by fostering an environment where students feel safe, valued, and supported. A supportive environment encourages students to explore their interests, develop their talents, and build strong relationships with peers and teachers.



**3. Positive Relationships:** Positive relationships in an educative atmosphere are fundamental for creating a supportive and nurturing environment conducive to learning. These relationships, formed between students and teachers as well as among peers, are built on trust, respect, and open communication. When students feel valued and understood by their teachers, they are more likely to engage actively in their education and take intellectual risks. Teachers who show genuine interest in their students' well-being and academic progress can inspire confidence and motivation, leading to better educational outcomes.

**4. Individualized Support:** Individualized support in an educative atmosphere is essential for catering to the unique learning needs and strengths of each student. This approach recognizes that students vary widely in their abilities, interests, and learning styles, and it aims to provide personalized instruction that addresses these differences. Educators can offer individualized support through differentiated instruction, where lessons are tailored to different learning levels and styles. This might involve providing advanced materials for gifted students, offering additional help for those who need it, and using various teaching methods to reach all learners. Personalized learning plans and one-on-one mentoring are also effective strategies, helping to ensure that every student receives the attention and resources they need to succeed.

**5. Safe and Inclusive Environment:** A safe and inclusive environment in an educative atmosphere is foundational for effective learning and personal development. When students feel secure and accepted, they are more likely to engage actively in their education and take intellectual risks. Creating an environment like this involves implementing policies and practices that ensure physical safety, such as anti-bullying measures, secure school facilities, and clear behavioural expectations. Additionally, it requires fostering an emotional and psychological safety atmosphere where students feel respected and valued regardless of their background or identity. Teachers play a critical role in modelling inclusive behaviour and promoting a culture of kindness.



and  
respect in  
the classroom.

#### 6. **Preparation for the**

**Future:** Preparation for the future in an educative atmosphere is about equipping students with the skills, knowledge, and attitudes necessary to thrive in a rapidly changing world. This comprehensive preparation involves fostering critical thinking, creativity, and problem-solving abilities that are essential for success in both higher education and the workforce. Preparation for the future emphasizes real-world applications of classroom learning, connecting academic concepts to practical experiences through internships, project-based learning, and community engagement. These experiences not only deepen understanding but also help students develop a sense of purpose and direction.

7. **Reflective Practice:** Reflective practice in an educative atmosphere involves continuously assessing and improving teaching and learning processes to enhance educational outcomes. This approach encourages both educators and students to reflect on their experiences, identify strengths and areas for improvement, and implement changes for better results. For teachers, reflective practice means regularly evaluating their teaching methods, classroom management strategies, and interactions with students. By engaging in self-assessment, seeking feedback from peers and students, and participating in professional development, educators can refine their skills and adopt innovative practices that meet the diverse needs of their students.
8. **Community Engagement:** Community engagement in an educative atmosphere enriches the learning experience by connecting students with the world beyond the classroom. It involves active collaboration between schools, families, local organizations, and businesses to create meaningful educational opportunities. When schools engage with the community, they provide students with real-world experiences that enhance academic learning and develop civic responsibility. This can include service-learning projects, internships, guest lectures from community members, and partnerships with local organizations.

Creating an educative environment involves thoughtful planning and a commitment to providing a holistic, nurturing space that prioritizes the well-being and development of every individual. A positive, inclusive atmosphere encourages students to explore their interests, build strong relationships, and develop essential life skills. By creating a nurturing and dynamic environment, educational institutions prepare students for future challenges and opportunities, contributing to their overall growth.

**-Brandon Arnold John.**





SAINT EDUCATOR SERIES- 10

# SAINT JULIE BILLIART

(12 JULY 1751 - 8 APRIL 1816)

Saint Julie Billiart (1751-1816) was a French religious leader and educator who played a significant role in the development of Catholic education, particularly for girls and women.

She was well known for her prayer, her embroidery skills, and her education of both the poor and the nobility, especially her work with young girls. Julie Billiart and Françoise Blin de Bourdon established the Sisters of Notre Dame in Amiens, where they and other nuns dedicated themselves to the care and education of young girls.

Saint Julie Billiart's early life was marked by deep faith, personal trials, and a commitment to education that would later define her legacy. Julie Billiart was born on July 12, 1751, in Cuvilly, a small village in the Picardy region of France. She was the fifth of seven children born to Jean-François Billiart and Marie-Louise-Antoinette Debraine. Her family was devoutly Catholic and relatively well-off, allowing them to provide a stable and nurturing environment.

From a young age, Julie exhibited a profound love for the Catholic faith. She was known for her piety and deep spirituality, often spending hours in prayer. Julie received a basic education, learning to read and write, which was not common for girls of her time. Her knowledge of the catechism and religious teachings was extensive, thanks to her parents' guidance. By the age of seven, Julie began teaching catechism to other children in her village. Her ability to communicate religious concepts clearly and passionately earned her the nickname "the little saint of Cuvilly." Julie's zeal for spreading the faith extended beyond teaching. She would gather children and adults alike to share the teachings of the Church, demonstrating a natural talent for evangelization.

At the age of 22, Julie experienced a traumatic event when a bullet was fired at her father during a robbery attempt. The shock led to a gradual paralysis that eventually left her bedridden. Despite extensive medical treatments, she remained paralyzed for 22 years. Even while confined to her bed, Julie continued her



mission of teaching. She would gather children around her bed and instruct them in the faith, displaying remarkable resilience and dedication. Her resilience and dedication in the face of suffering demonstrated her deep commitment to her vocation as an educator.

Julie's suffering deepened her spiritual life. She started experiencing profound moments of prayer, and mystical visions, which reinforced her trust in God's providence. Julie received support from her family and friends during her years of paralysis, who admired her unwavering faith and commitment to teaching. They helped her to continue her catechetical work by providing her with materials and bringing children to her bedside.

Julie's early experiences of teaching and her deep spiritual life sowed the seeds for her future work. She began to envision a religious community dedicated to the education and spiritual formation of young girls, particularly the poor. In 1794, Julie met Françoise Blin de Bourdon, a noblewoman who shared her passion for education and faith. This friendship was later instrumental in the founding of the Sisters of Notre Dame de Namur in Amiens, France. The congregation was dedicated to the Christian education of young girls, especially the poor, and to the training of women teachers. Julie's educational philosophy emphasized the importance of a solid religious and moral foundation. This marked a significant step in formalizing her educational mission and expanding its reach.

In 1804, Julie experienced a miraculous healing after being bedridden for 22 years, which she attributed to divine intervention. This allowed her to take a more active role in leading and expanding the congregation. Julie Billiart was a pioneer in developing educational methods that were both innovative and effective. She believed in educating the whole person, integrating academic learning with moral and religious instruction. Her approach was centred on the belief that education should nurture the whole person, fostering intellectual, spiritual, and emotional growth.

In a time when education for girls was often neglected, Julie Billiart placed a strong emphasis on the education of young women. She believed that educating girls was crucial for the moral and spiritual betterment of society. By empowering women through education, she aimed to create ripple effects that would positively influence families and communities.

Under Julie's leadership, the Sisters of Notre Dame de Namur rapidly expanded, establishing schools and convents across France and later in Belgium, the United States, and other countries. These institutions provided high-quality education to thousands of young girls, many of whom would have otherwise lacked access to schooling. Julie's educational philosophy was deeply rooted in her Catholic faith. She believed that education was not just about imparting knowledge but also about shaping character and instilling Christian



values. Her schools were known for their strong emphasis on religious instruction, moral development, and fostering a deep love for God and neighbour.

Julie Billiard died on April 8, 1816, in Namur, Belgium. She was beatified in 1906 by Pope Pius X and canonized as a saint on June 22, 1969, by Pope Paul VI. The first miracle that supported Billiard's rise to sainthood occurred on 20 November 1919, in Namur, when a man named Homer Rhodius was healed of renal disease after prayers to Billiard and the use of a relic, provided by his daughter and a nun of the Namur branch of the Sisters of Notre Dame, Sister Marie-Ludovica. The cause for Billiard's canonization was formally opened on 23 July 1924.

Saint Julie Billiard's legacy as a saint educator endures through the ongoing work of the Sisters of Notre Dame de Namur. The order continues to operate schools and educational programs worldwide, staying true to her vision of providing holistic education grounded in faith and compassion. Her life and work have inspired countless educators and have had a lasting impact on Catholic education. Her legacy continues to influence Catholic education globally, making her a revered figure in the history of the Church.

<https://www.sndden.org/who-we-are/st-julie-billiart/>

[https://www.catholic.org/saints/saint.php?saint\\_id=297](https://www.catholic.org/saints/saint.php?saint_id=297)

[https://en.wikipedia.org/wiki/Julie\\_Billiart](https://en.wikipedia.org/wiki/Julie_Billiart)

<https://www.newadvent.org/cathen/08559a.htm>





# REPORT OF THE TRAINING PROGRAM

## APRIL 20 ST. JOSEPH'S SCHOOL, BATHINDA

An orientation program for the teachers of St. Joseph's School, Bathinda was conducted on 20 April 2024. Fr. Shinoj Kizhakkemuriyil TOR animated the sessions. The following topics were dealt with: Personality Development, Growth, Dealing with the Existential Questions on Life, and Personal Evaluation. The sessions were attended by 125 teachers and the representatives of the school management.

Certificates were awarded to all the participants.

## APRIL 27 – ST. MARY'S SCHOOL, MAYUR VIHAR PHASE – III, NEW DELHI

Fr. Shinoj Kizhakkemuriyil TOR conducted an orientation program for the teachers of St. Mary's School on Saturday, 27 April 2024. The topics were Interpersonal relationships, intrapersonal relationships, handling emotions, and growth. The classes were attended by 80 teachers of the school.

Certificates were awarded to all the participants.

## MAY 10 – 11 CHRIST SCHOOL BANGALORE

A training program for the school leaders was organized in Christ School, Bangalore from 10 to 11 May 2024. The sessions were animated by Mr. Vijay Gupta and Mrs. Devika Nadig, the founders of Shikshangan Education Initiatives Pvt. Ltd. A good number of school principals from Kerala, Mysore, and Bangalore attended the classes.

The following topics were dealt with:

The teaching-learning cycle of What-How-Whether

- \* Understanding "What" as Learning Outcomes - Concepts & Skills (competencies)
- \* How our "brain" learns -the Brain -Mind Learning Principles
- \* Understanding differences among students - Readiness, Interest & Learning Styles
- \* Ideas on Intelligence
- \* Continuous Professional Development

Certificates were awarded to all the participants.

**REV. FR. SOJAN JOHN.O. PRAEM**  
NATIONAL GENERAL SECRETARY  
AINACS





# REPORT OF THE 80TH EXECUTIVE BOARD MEETING OF XAVIER BOARD OF HIGHER EDUCATION INDIA HELD AT LOYOLA ACADEMY ON 26<sup>TH</sup> AND 27<sup>TH</sup> MAY 2024

The XB Executive Board Meeting was held on the 26th and 27th of May 2024 at Loyola Academy in Secunderabad. This meeting brought together XB Executive Board Members to discuss and strategize certain issues affecting the organization and its future trajectory. Loyola Academy in Secunderabad, known for its conducive environment for academic and professional gatherings, served as the ideal location for this meeting. The venue provided state-of-the-art facilities, ensuring a comfortable and productive setting for all the participants. Loyola Academy in Secunderabad offers a harmonious blend of a serene natural environment and a rigorous academic setting, fostering a well-rounded and enriching experience for its students, staff, and stakeholders. The warm and hearty welcome extended to the delegates by the Rector & Loyola community made us feel at home from the 25<sup>th</sup> evening till we left the college campus.

The primary objectives of the XB Executive Board Meeting were

- To assess the progress and achievements since the last annual general body meeting (AGM 2023), with a focus on key performance indicators and strategic goals.
- To develop and refining strategies to address current challenges and leverage new opportunities.
- To discuss and implement necessary policy changes to align with the evolving higher education scenario
- To enhance communication and collaboration among the member institutions and other stakeholders along with the mind of the Church and plan align with CBCI Commission for Education and Culture.
- To encourage innovative approaches and discussing future projects and initiatives in the light of the Andhra Pradesh Higher Education Planning.
- To discuss the upcoming Annual General Body Meeting (AGM 2024) – its venue and dates
- To suggest the new Secretary General as the present SG is completing her term



## DAY1:MAY 26<sup>TH</sup>, 2024

The Executive Board meeting commenced with a Solemn Holy Mass at 9:30 am on the first day, officiated by His Grace Most Rev. Archbishop Elias Gonsalves, the Archbishop of Nagpur and Chairman of the Office of Education and Culture of CBCI, New Delhi along with Rev. Fr .Joji Reddy SJ, President of XBHEI, Rev. Fr Gilbert Mascarenhas, Vice President of XBHEI, Rev. Fr Thomas Thennadiyil CMF, XBHEI Karnataka Region Secretary, and Rev. Fr Francis Xavier SJ, Correspondent of the Loyola Academy . The Mass set a reverent tone for the proceedings of the meeting . His Grace's homily on the Feast of Holy Trinity emphasized the celebration of relationships, echoing the ethos of XBHEI as a platform for collaboration among institutions founded on Gospel values.



Following the Holy Mass and breakfast, the executive board members were requested to gather in the conference room. Rev. Fr Joseph Xavier SJ led the members in prayer, followed by a warm welcome by Rev. Fr Joji Reddy. The occasion was graced by the presence of distinguished guests, including Mr. Mathew Srirangam, Academic Officer, AP State Council of Higher Education, and Rev. Fr. Dr. Maria Charles SDB, National Secretary of Catholic Bishop's Conference of India Office for Education and Culture. His Grace shared a significant announcement regarding the leadership transition within XBHEI, eliciting expressions of joy and support from the executive members. Archbishop read out the letter from CSST Superior General, Sr. Jose Lynnette and announced the need to have a new Secretary General for the Xavier Board as

Dr. Sr. Teresa is completing her term of three years as the Secretary General of XB and has been elected as the General Councilor for Education . Archbishop also felicitated Dr. Sr. Teresa CSST and Dr. Sr. Arpana CSST for having been elected as the General Councilors of CSST.



A thought-provoking session ensued, with Mr. Mathew Srirangam elucidating the implementation of the National Education Policy (NEP) in Andhra Pradesh. Emphasizing the significance of internship programs and addressing challenges posed by the NEP, Mr. Srirangam engaged in a fruitful dialogue with the board members. The session was enlightening, and the members shared their views on the theme presented by Mr. Mathew and clarified their doubts regarding the changes that are taking place in the higher Education Scenario. Dr. Mathew was felicitated by Dr. Sr. Teresa after the session.



The second session commenced with an enlightening presentation by Rev. Fr Maria Charles SDB, highlighting the teachings of the Catholic Church on higher education and the Global Compact in Education advocated by Pope Francis. Addressing the imperative shift from personal to collective success, Rev. Fr Maria Charles urged institutions to align with the principles of global solidarity. Regional presentations followed, showcasing diverse initiatives undertaken by XBHEI across different regions. The Western Region and Karnataka region presented the various significant programs organised and the future plans for the programs to be organised in the coming days.



His Grace Archbishop Elias Gonsalves addressed the gathering, articulating the challenges faced by Christian institutions in India's higher education landscape. Emphasizing the importance of lay participation and the integration of synodality, His Grace underscored the timeless relevance of placing Jesus at the Centre of Institutional Ethos. His Grace emphasised on the collaborative networking among the Xavier Board member institutions and among other organisations that come under the CBCI Commission for Education and Culture such as AINACS and AICUF.

The day concluded with a campus tour led by Rev. Fr Joji Reddy, offering board members an immersive experience of the facilities. A sumptuous dinner hosted by the Jesuit community provided an opportunity for fellowship and reflection on the enriching deliberations of the Executive Board Meeting. The prayer and the welcome note before the dinner by the Rector made us feel the oneness and solidarity with the Jesuit community and their concern for the growth of the Catholic Higher Educational Institutions.



## DAY2: MAY 27, 2024

The dawn of the second day was marked by a solemn Holy Mass led by His Grace Archbishop Elias Gonsalves. Drawing inspiration from the profound verses of MK 10: 17-27, His Grace gently illuminated the path towards eternal life.



As the second day was opened for us to make serious plans at the regional level and National level, the members gathered in the conference hall. The business session unfolded gracefully at 9.30 am. Dr Sandra led the prayer. Rev. Dr Sr Teresa CSST, Secretary General of XBHEI, presented to the assembly the annual budget and building rentals, fostering an atmosphere of transparency and collaboration as members sought clarification on various matters.



Following this, Rev Fr Baiju Chittuparamban took the floor, presenting the meticulously audited the report of XBHEI's income and expenses. With precision and clarity, he delineated the financial landscape, paving the way for informed discussions.

Amidst the deliberations, Fr Baiju shared the exciting news of XBHEI's renewed website, currently in the final stages of development. His words infused the room with anticipation, as members envisioned a digital platform poised to enhance communication and outreach for the institution.



Rev Fr Martin Kolambrath, entrusted with the role of Internal Auditor, graced the gathering with the invaluable insights and suggestions of the diligent audit team. Each word he shared was a portrait of accountability and diligence.

Following the culmination of the business session, the discussion was there regarding the venue for the upcoming Annual General Body Meeting of XBHEI and the appropriate dates. Though there were many suggestions for the venue and dates, Sr. Teresa said that it would be good if we keep the AGM somewhere in the Northern Region as the members in the North are travelling to the south for all the Xavier Board Programs. She also said that many member institutions have pointed out this even before. Fr. Gilbert also supported her view and mentioned about his conversation he had with Fr. Peter Kavumpuram, the Director of Trinity College Jalandhar during the last AGM at Rajagiri. Dr. Sandra had already contacted Fr. Peter as the President of the Northern Region and she had also received a positive response from him. The tentative dates for the upcoming AGM was fixed for September 14-16, 2024.

His Grace Elias Joseph Gonsalves was requested by Fr. Joji to enlighten the group on the organisational structure of CBCI Commission for Education and Culture and its functioning. Reverend Father Antony Arackal, Secretary of KCBC Education Commission, Kerala enlightened the group on the structural functioning of the Catholic Education Commission in Kerala across different levels of educational bodies under the KCBC and other Higher Educational Institutions.

A significant part of the meeting was also involved discussions on the qualities required for the new



Secretary General of the Xavier Board. Dr. Fr. Arokiasamy Xavier, the principal of St. Joseph's College, Trichy expressed his view that the candidate to the XB Secretary General should embody a deep commitment to the values and mission of Catholic education, possess strong leadership and administrative & technical skills, and demonstrate a proactive approach to innovation in education. Experience in strategic planning, a proven track record in fostering institutional growth, and the ability to engage effectively with diverse stakeholders are crucial. Additionally, the new Secretary

General should be adept at building partnerships and networks, both within and outside the XB framework, to drive forward the Board's vision for higher education in India. He also thanked Sr. Teresa for her meritorious service for the past three years in her capacity as the Secretary General of XB.

Suggestions were invited from the members by Fr. Joji for the selection of the new Secretary General. Some members suggested Dr. Sr. Deepthi, an Ursuline sister from Karnataka and some others suggested Dr. Fr. Gigi Thomas, the retired principal of Mar Ivanious College, Kerala. Fr. Joji requested the board to suggest some more names for nominations. Since Sr. Teresa has to take leave from the Xavier Board as she completes her term and also to take up the new assignment, the XB president Fr. Joji has the responsibility to find another person to replace Sr. Teresa. Fr. Antony Arackal, the former President of Xavier Board, from his past experience within the capacity as the Executive Committee member and also the former president of the Xavier Board for several years, suggested that the new Secretary General should be with the outgoing Secretary General for a month to get initiated to the activities, financials and the management of other temporalities of Xavier Board in order to have continuity of the systemic functions.

Rev. Fr Gilbert Mascaren has extended heartfelt gratitude, summarising the contributions made by each member in the smooth conduct of the Board meeting and the selfless efforts of the members of the Loyola Academy under the leadership of Fr. Joji Reddy, Fr. Bala, Dr. Sr. Velangani and Dr. Maria Das. Special recognition was bestowed upon His Grace Most Rev. Archbishop Elias Gonsalves and Rev. Fr. Dr. Maria Charles for gracing the occasion with their esteemed presence amidst their busy schedule.

Gratitude poured forth for Rev. Fr. Joji, his community for having organised the program in a very meticulous manner, and Rev. Sr Teresa CSST, whose unwavering dedication had been the bedrock of the meeting's success. The Executive Board Meeting was concluded at 12.30pm on the 27th Monday followed by lunch.

As members dispersed, they carried with them not only the tasks and responsibilities ahead but also the bonds forged in fellowship.

Dr. Sr. Teresa CSST  
Secretary General  
Xavier Board,  
Bangalore





# PLANET FRATERNITY

*Has your school  
joined this movement?*



Pope Francis, in his message of October 15, 2020, wishes for a new season of educational commitment that involves all components of society. To do this, it invites families, communities, schools, universities, institutions, religions, governments... that is, all of humanity to subscribe to an educational pact and to personally commit to undertake seven actions. Planet Fraternity is part of this approach and makes these changes the commitments of its project.

1. **Put the person in the centre:** By putting the person at the centre of any educational process, to bring out their specificity and their ability to relate to others, against the culture of waste.

#### **The Planet Fraternity Project:**

- Respect and value the identity of each person, without discrimination of sex, age, race, religion, ideology, social condition, etc.
- To educate in a well-rounded education which values all the dimensions of the human being.
- Defend the universal and inalienable rights of every person.

2. **Listen to the younger generations:** Listen to the voice of children, adolescents and young people to build together a future of justice, peace, a life worthy of every human person.

#### **The Planet Fraternity Project:**

- Listens to children, adolescents and young people to put them at the center of educational action, with particular

attention to those with special educational needs ("it is not the pupils who have to adapt to school, but the 'school that must adapt to the pupils'").

- Every child, adolescent and young person has the right to the greatest respect and to a quality education.
- Builds a participatory educational environment that involves intelligence, hands and hearts ("to educate a child, you need a whole village").

3. **Promote women:** Promote the full participation of girls and adolescents in education.

#### **The Planet Fraternity Project:**

- Recognizes the same rights, dignity and equality between men and women.
- Enables greater participation of girls and adolescent girls in education, through concrete inclusion policies.

4. **Empower the family:** Consider the family as the first and indispensable educator.

#### **The Planet Fraternity Project:**





sponsors to raise funds and direct them towards the most fragile schools.

- Introduces young people to the notion of responsible economy and to the notion of thoughtful policy in favor of his Brother.
- Develops tools for sharing between countries respecting the principles of solidarity and benevolence.

7. **Take care of the common house:** Persevere and cultivate our common home by protecting its resources, adopting more sober lifestyles and focusing on renewable and environmentally friendly energies.

**The Planet Fraternity Project:**

- Educates to respect and care for the common home and to lifestyles that are more sober and respectful of the environment.
- Encourages the preservation and increase of green spaces in its own territory and in its own educational centres.

- Allows the young people of the project to make their families aware of the issues studied.
- Involves parents of students from schools on separate times during video meetings, webinars.

5. **Open at reception:** Educate and educate oneself in welcoming, by opening up to the most vulnerable and marginalized.

**The Planet Fraternity Project:**

- Educates in openness and meeting others.
- Welcomes and integrates vulnerable and marginalized people through inclusion policies.

6. **Renew the economy and politics:** To study new ways of conceiving the economy, politics, growth and progress, at the service of man and of the whole human family in the perspective of an integral ecology.

**The Planet Fraternity Project**

- Connects with companies and potential

Your school can also be part of Planet Fraternity and can go and register at their website "<https://app.planetfraternity.com/>". The annual enrolment contribution per student to the Planet Fraternity project varies according to the country of origin. It should not be an obstacle to the participation of a school. This donation is intended to be redistributed by the OIEC to help the most fragile schools. An ad hoc committee will make proposals for assistance to schools in agreement with the institution to which the structure is attached.

Being a part of Planet Fraternity can help your schools exchange ideas on how to go about implementing the 7 Commitments of the Global Compact on Education. We would also like to congratulate all the schools that have already joined Planet Fraternity.



# DESIGN FOR CHANGE

To join Planet Fraternity, all you have to do is design a simple project which is part of the 7 commitments of the Global Compact on Education. Here are some steps that will help you design your project to join Planet Fraternity.

In this project, Planet Fraternity will motivate students from different schools to create strong connections that help them face the world's problems from their perspective, using the "I can" methodology inspired by Kiran Bir Sethi's

## Design for change project.

Each project or story of change has four simple steps that lead them to change their personal, social, or environmental reality:

- They perceive needs or problems.
- They imagine new solutions,
- They act and build change.
- They share their stories of change to engage and inspire others.

In this way, they build a global chain of children and young people who transform lives and change the world.

To do this, they put into play the four basic competencies (the four Cs):

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication

### The Method:

#### 1. The student:

We must:

- Give him/her a starring role,
- Focus on him/her,
- Hold him/her accountable,
- Trust in them.

Students decide what they want to change and how they are going to do it. Children and young people are the ones who will direct the activity and will decide what to do.

#### 2. The teacher:

This implies reconsidering the traditional role of the teacher, who is no longer the one who

knows everything, the one who speaks and directs, but the one who helps make the learning process possible, becomes a mediator. It is essential that the teacher is trained in this methodology and in all that it implies, to understand his/her role and be able to put it into practice, without interruptions, setbacks or deviations.

### Stage 1: Feel

In this stage, young people study to understand what they would like to change, put into play and develop their empathy and compassion. To do this, they proceed as follows:

- They investigate their environment (Class, school, neighbourhood, city ...)
- They try to understand. They discuss and delve into the areas of action with realism. They listen to each other.
- They reach a consensus on the most



important problem they want to solve.

- They involve the community, question the affected people to understand and know the real reasons.

### Main lines of individual and group reflection:

- Do you ask about the people around you?
- Organize the information.
- Identify the centres of action.
- Please select one.
- Understand more.
- Synthesize what has been learned.
- Challenge yourself.

### Step 2: Imagine

This is an essentially creative phase. The objective is to propose as many ideas as possible to solve the situation chosen in the previous stage. The most interesting ideas found in the group are used to create a prototype and develop an action plan.

- They come up with a lot of ideas.
- They think about creating a great impact, serving many people, and creating lasting change.
- They share and improve their ideas.
- They cooperate and create together.
- They specify and propose a prototype.
- They develop an action plan.

### Step 3: Do or Act

It is time to act. Students don't just think. They execute their ideas and prototypes. That's when they realize they CAN. This is the most exciting stage. They feel capable of changing the world, near or far, and they do.

- They organize the plan with the list of all the activities to be carried out and document the development of the chosen idea:
  - o What resources will they need and how will they get them?
  - o How long will it take to complete the project?
  - o Distribute tasks and assign responsibilities.
- Your idea comes true. They build it and put it into practice. They work as a team and follow the advice of teachers, experts or those responsible for the problem.
- They reflect on how they have changed themselves and the reality around them.

### Step 4: Share

In this

last

stage, they spread the “I CAN virus” to others. It is a very important moment because they share what they have done with other classes at the school and with other children and young people from their country or the world. They become a source of inspiration and motivation for change projects.

- They involve others in what they have done.
- They inspire others with the process and the result.
- They spread their project in their class, school, neighbourhood, city and around the world.
- They celebrate and share their satisfaction and results.
- They collect notes, photos, drawings, videos, and any other document related to the project, create a short video or tell their story of change ... and post it on DFC's national or global platform [www.dfeworld.com](http://www.dfeworld.com).

Schools that have already designed a project or done something regarding the 7 Commitments of the Global Compact on Education are invited to send their pictures and videos to [cbcieducation@gmail.com](mailto:cbcieducation@gmail.com) or [cbcieducationinfo@gmail.com](mailto:cbcieducationinfo@gmail.com). The 10 best entries will win a prize in the forthcoming National Symposium on the Global Compact on Education.





# POPE TO G7: AI IS 'NEITHER OBJECTIVE NOR NEUTRAL'.

BY JOSEPH TULLOCH: 14 JUNE 2024

In an address to the G7 summit, Pope Francis discusses the threat and promise of artificial intelligence, the 'techno-human condition', human vs algorithmic decision-making, AI-written essays, and the necessity of political collaboration on technology. Pope Francis addressed the G7 leaders' summit in Puglia, Italy. He is the first Pope to ever address the forum, which brings together the leaders of the US, UK, Italy, France, Canada, Germany, and Japan.

## AI: Dangers and Promises

He began by saying that the birth of AI represents “a true cognitive-industrial revolution” which will lead to “complex epochal transformations”. These transformations, the Pope said, have the potential to be both positive— for example, the “democratisation of access to knowledge”, the “exponential advancement of scientific research”, and a reduction in “demanding and arduous work” – and negative— for instance, “greater injustice between advanced and developing nations or between dominant and oppressed social classes.”

## The 'techno-human condition'

The Pope explained that he was referring to the fact that humans' relationship with the environment has always been mediated by the tools that they have produced. Some, the Pope said, see this as a weakness, or a deficiency; however, he argued, it is in fact something positive. It stems, he said, from the fact that we are beings “inclined to what lies outside of us”,



being s

“radically open to the beyond.” Pope Francis said this openness is both the root of our “techno-human condition” and the root of our openness to others and God, as well as the root of our artistic and intellectual creativity.

## Decision-making: humans v machines

Pope Francis said that AI is capable of making “algorithmic choices” – that is, “technical” choices “among several possibilities based either on well-defined criteria or on statistical inferences”. Human beings, however, “not only choose, but in their hearts are capable of deciding.”

This is because, the Pope explained, they are capable of wisdom, of what the Ancient Greeks called phronesis (a type of intelligence concerned with practical action), and of listening to Sacred

Scripture. It is thus very important, the Pope stressed, that important decisions must “always be left to the human person.”

### **Algorithms 'neither objective nor neutral'**

The Pope also stressed that the algorithms used by artificial intelligence to arrive at choices are “neither objective nor neutral.” He pointed to the algorithms designed to help judges decide whether to grant prison inmates home confinement. These programmes, he said, make a choice based on data such as the type of offence, behaviour in prison, psychological assessment, and the prisoner's ethnic origin, educational attainment, and credit rating.

However, the Pope stressed, that this is reductive: “human beings are always developing and are capable of surprising us by their actions. This is something that a machine cannot take into account.” A further problem, the Pope emphasised, is that algorithms “can only examine realities formalised in numerical terms.”

### **AI-generated essays**

It is easy to forget, the Pope said, that “strictly speaking, so-called generative artificial intelligence is not really 'generative'” – it does not “develop new analyses or concepts” but rather “repeats those that it finds, giving them an appealing form.” This, the Pope said, risks “undermining the educational process itself”. Education, he emphasised, should offer the chance for “authentic reflection”, but instead “runs the risk of being reduced to a repetition of notions, which will increasingly be evaluated as unobjectionable, simply because of their constant repetition.”

### **Towards an “algor-ethics”**

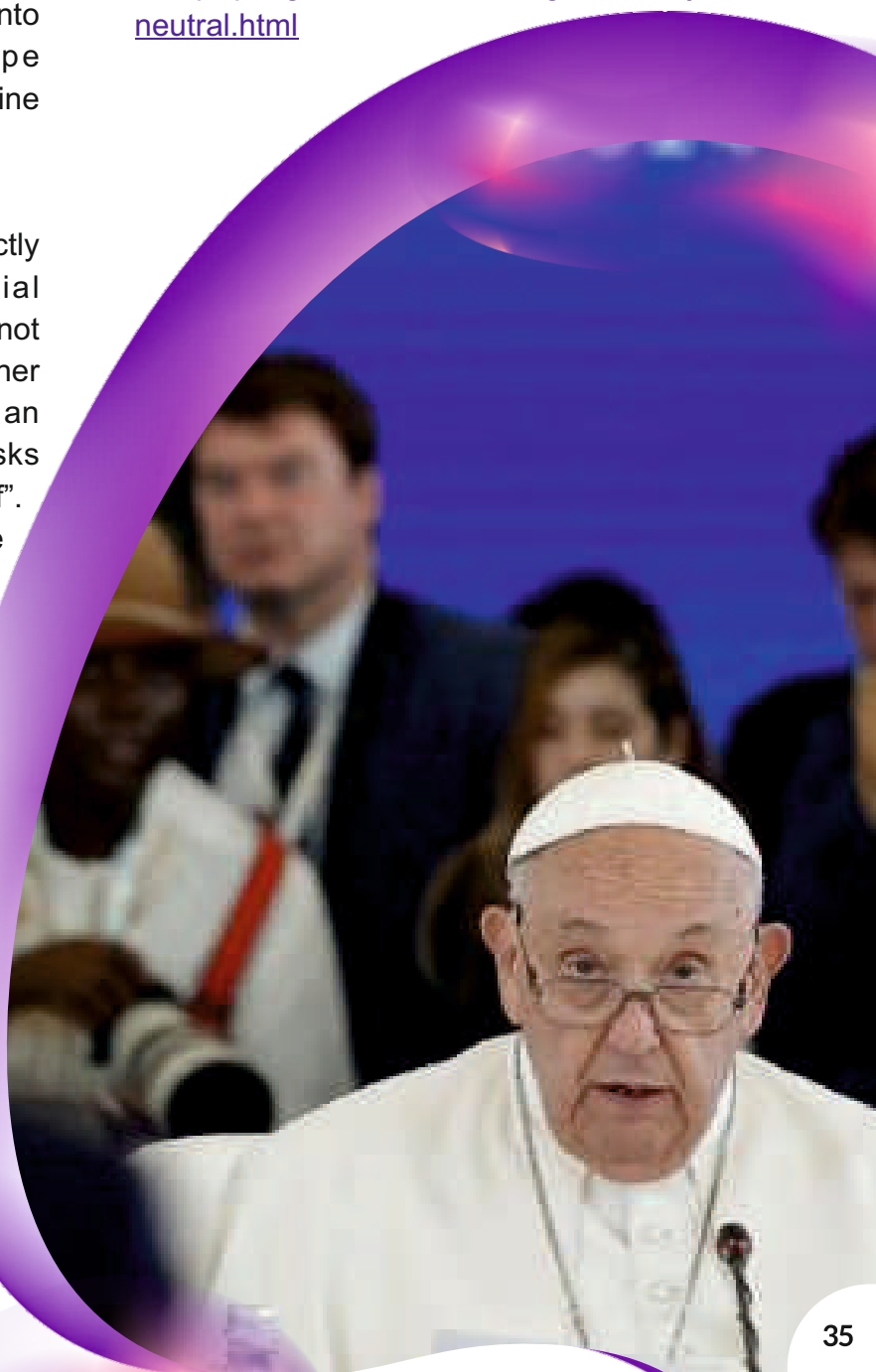
Bringing his speech to a close, the Pope emphasised that AI is always shaped by “the worldview of those who invented and developed it.” What is necessary, therefore, the Pope said, is the development of an “algor-ethics”, a series of “global and pluralistic” principles which are “capable of finding support from cultures, religions, international organisations and major corporations.” “If we struggle to define a

single set of global values,” the Pope said, we can at least “find shared principles with which to address and resolve dilemmas or conflicts regarding how to live.”

### **A necessary politics**

Faced with this challenge, the Pope said, “Political action is urgently needed.” “Only a healthy politics, involving the most diverse sectors and skills”, the Pope stressed, is capable of dealing with the challenges and promises of artificial intelligence. The goal, Pope Francis concluded, is not “stifling human creativity and its ideals of progress” but rather “directing that energy along new channels.”

<https://www.vaticannews.va/en/pope/news/2024-06/pope-g7-artificial-intelligence-objective-neutral.html>



# THE PSYCHOLOGY BEHIND WILLPOWER

BY PSYCHOLOGS WORLD: MAY 16, 2024



There are two major elements that an individual requires to achieve success, intelligence, and strength. When we talk about strength, we are talking about self-control or, as it is famously known, willpower.

Willpower lets us change ourselves and gives us the strength to persist in the face of challenges. Willpower is like a muscle, it can be increased in quantity and developed in quality.

According to research, willpower is the one character strength that people do not recognise in themselves. Instead, a lack of self-control is at the top of the list when asked about failures.

## What is Willpower?

According to the American Psychology Association (APA), "Willpower is the ability to resist short-term temptations to meet long-term goals". It is the mental energy/strength that we develop to make choices that are beneficial to us in achieving success. True willpower lies in managing the cognitive system of your brain, which evaluates long-term benefits when the emotional system leads you to do what feels good at the moment.

## Psychological Theories and Experiments:

1. **CAPS Theory:** The Cognitive-Affective Processing System (CAPS) Theory states

that 2 systems exist- the "know" system which is cool and cognitive and the "go" system which is hot and emotional. Using cognitive strategies like distracting yourself and re-framing your thoughts can help you manage the frustration that comes with self-control. These tactics make resisting temptation less unpleasant and strengthen "willpower."

2. **Ego Depletion Theory:** CAPS theory leads us to the theory of ego depletion which states that self-control is a limited resource that can get used up after heavy usage. Thus, when you get into the habit of using distraction or cognitive reframing, you can save up your energy thus reducing the effects of diminishing self-control. Ego Depletion Theory was tested through a series of experiments by Roy Baumeister and his colleagues.

In one experiment, participants who had to resist eating cookies and instead eat radishes gave up faster on a later difficult puzzle compared to those who hadn't used up their self-control on the radishes. This experiment illustrated that using willpower in one task can leave us with less for the next, much like a battery that depletes with use.

3. **Nonlimited Theory of Willpower:** Contemporary research on willpower has a slightly different perspective which challenges the ego depletion theory. Job and colleagues did lab experiments which showed that only people who believe that willpower gets used up easily show ego depletion. People who do not accept willpower to be limited but hold the belief that putting in the mental effort energizes one for other challenging tasks show no signs of ego depletion.



Thus, this theory is called the nonlimited theory of willpower. The findings imply that it is the belief of the people about their self-control energy resources that causes them to see it as limited or unlimited. There is no true lack of resources.

### How to Strengthen Willpower?

1. **Intentional decision-making:** Take time to consider the consequences of your choices. Practice mindfulness to become aware of conflicting wants and needs, helping you make intentional decisions.
2. **Stick to your commitments:** If you have committed to a healthy lifestyle, you must resist the temptation to skip your daily workout no matter how you are feeling. Make decisions that align with your goals and stick to them.
3. **Set clear and realistic goals:** Developing specific, achievable goals helps to strategize for consistent willpower. Achieving small successes encourages bigger goals.
4. **Positive reinforcement:** Reward yourself whenever you show self-control to reinforce the behaviour.
5. **Modify the situation:** If you are easily distracted, change locations to environments free of distractions, like a library for studying. Tidying up your workplace is always a good idea.
6. **Reframe how you think:** Change how you think about difficult tasks. Seek support from a therapist if needed to help change your perspective.
7. **Meditation and Exercise:** Begin your day with a ten-minute meditation session. Meditation attention, focus, stress management, and impulse control are important skills for willpower. Adjust your routine to a daily 30-40 minute walk. Physical exercise boosts brain functions important for willpower and improves your mood.
8. **Establish habits and rituals:** Stretching and journaling in the morning might help create a positive outlook for the day. To keep your attention on the important things, make it

a routine to go over your priorities and goals before going to bed.

9. **Improve your way of life:** Enrol in a fitness class to improve your physical well-being and create meaningful social support networks. Be in the company of friends who encourage you to achieve your objectives.

Willpower affects your health, relationships, work habits, and academic performance. Higher self-control people are more likely to succeed academically because they can put studying ahead of hanging out with friends, according to research. Furthermore, willpower is important for offering emotional support in relationships. You may gradually strengthen your willpower and lead happier, healthier lives by concentrating on one objective at a time and maintaining your motivation.

<https://www.psychologs.com/psychology-behind-willpower/?amp=1>



## UNESCO LAUNCHES NEW INITIATIVES FOR “GREENING EDUCATION” IN CLASSROOMS.

By UNESCO: 5 June 2024



### A UNESCO

analysis of 100 national curriculum frameworks

in 2021 revealed that nearly half (47%) do not mention climate disruption. Only 23% of teachers felt able to properly address climate action in their classrooms and 70% of young people surveyed could not explain climate disruption and expressed concerns about how it is currently taught.

Following this analysis, Audrey Azoulay, Director-General of UNESCO, made environmental education a priority in terms of the support which the Organization provides to its Member States. UNESCO has been leading the Greening Education Partnership, of which more than 80 Member States have now joined and enables collaboration between more than 1,300 organizations, including UN agencies, civil society, and youth organisations, as well as the private sector. This community provides countries with essential tools for strengthening the role of education in tackling climate disruption.

### **Not enough focus on action-oriented learning:**

A new report co-published today by the Organisation cautions that formal education has focused too much on imparting knowledge about environmental issues, rather than driving action, and is failing to show learners the role they can play in tackling the climate crisis. The report argues that sustainable development education must also focus on first-hand experiences which are more likely to lead to change.

To this end, today UNESCO is promoting two concrete tools for its Member States and educational communities around the world:

1. **UNESCO's new Greening Curriculum Guidance:** This is a practical manual providing, for the first time, a common understanding of what climate education should consist of and how countries can mainstream environmental topics across curricula, with detailed expected learning outcomes according to age group (from 5-year-olds to 18+). It focuses on promoting active learning and designing a range of hands-on activities.
2. **UNESCO's new Green School Quality Standard:** This tool, developed in partnership with other UN agencies, civil society, and countries, sets the minimum requirements on how to create a “green school” by promoting an action-oriented approach. It recommends that all schools set up green governance committees including students, teachers, and parents to oversee sustainable management. It also calls to encourage teacher training and conduct audits of energy, water, food, and waste audits, while also calling for stronger ties with the wider community to help students address environmental issues at the local level.

<https://www.unesco.org/en/articles/unesco-launches-new-initiatives-greening-education-classrooms#:~:text=UNESCO's%20new%20Greening%20Curriculum%20Guidance,from%205%2Dyea r%2Dolds%20to>





# EDUCATION MINISTRY ON UGC-NET CANCELLATION: 'PRIMA FACIE WE HAVE FOUND EXAMINATION MAY HAVE BEEN COMPROMISED'.

By Business Today Desk: June 20, 2024

In a press conference following the cancellation of the UGC-NET examination on June 20, the Education Ministry said that the examination was cancelled as the National Testing Agency had found errors of a technical nature during the exam. The exam was conducted just a day before its cancellation, June 19.

Revealing that it did not receive any outside complaints on the exam, the Education Ministry spokesperson said that the NTA took the decision on its own after it spotted the discrepancies. The decision to cancel the exam has stirred controversy and raised concerns about the government's handling of crucial national examinations.

The cancellation sparked a heated response from Congress President Mallikarjun Kharge, Priyanka Gandhi Vadra, and other Opposition leaders, who criticised the government for alleged irregularities and mishandling of national examinations. Mallikarjun Kharge, in a scathing attack on the Centre, raised questions about the integrity of the medical entrance exam NEET and challenged Prime Minister Narendra Modi to address the issues surrounding it.

<https://www.businesstoday.in/education/story/education-ministry-on-ugc-net-cancellation-prima-facie-we-have-found-examination-may-have-been-compromised-434042-2024-06-20>

## ARTIFICIAL INTELLIGENCE AND THE HUMAN FACTOR

By Andrea Tornielli: 14 June 2024



"Autonomous

Weapon Systems, including the weaponization of artificial intelligence, is a cause for grave ethical concern.

Autonomous weapon systems can never be morally responsible subjects. The unique human capacity for moral judgment and ethical decision-making is more than a complex collection of algorithms, and that capacity cannot be reduced to programming a machine, which as "intelligent" as it may be, remains a machine. For this reason, it is imperative to ensure adequate, meaningful and consistent human oversight of weapon systems." This is what Pope Francis wrote in his Message for the World Day of Peace 2024.

An episode that took place forty years ago should become a paradigm whenever we talk about artificial intelligence applied to war, weapons, and instruments of death. It is the story of a Soviet officer who, thanks to his decision that defied protocols, saved the world from a nuclear conflict that would have had

catastrophic consequences. That man was Stanislav Yevgrafovich Petrov, a lieutenant colonel in the Russian army.

He was a man who was able to evaluate the potential error of the supposedly infallible machine, the man capable – to echo the Pope's words – "of moral judgment and ethical decision-making," because a machine, no matter how "intelligent," remains a machine.

War, Pope Francis repeats, is madness, a defeat for humanity. War is a serious violation of human dignity. Waging war while hiding behind algorithms, relying on artificial intelligence to determine targets and how to hit them, thus relieving one's conscience because it was the machine that made the decision, is even more serious. Let us not forget Stanislav Evgrafovich Petrov.

<https://www.vaticannews.va/en/vatican-city/news/2024-06/editorial-artificial-intelligence-human-factor.html>



## MAHARASHTRA'S MOVE ON SCHOOL REGULATION VERSUS NEP'S VISION OF INDEPENDENT, EMPOWERED SCHOOLS

By Vandana Chavan: June 5, 2024

In a concerning development, the Maharashtra government has appointed a six-member State School Standards Authority (SSSA) with the director of the State Council of Educational Research and Training (SCERT) as its head. By designating an operator to be a regulator, the government has raised serious doubts about the independence and effectiveness of educational oversight in the state.

The SSSA, as conceived in the New Education Policy (NEP), is intended to be an independent regulatory body tasked with ensuring that all schools, both public and private, adhere to predefined quality standards. However, Maharashtra's move to appoint the SCERT's director as the SSSA's head directly undermines this vision of independent regulation. As the SCERT reports to the Education Department for all practical purposes, the independence of the new regulator is compromised at birth.

Being so closely integrated with the department, the SSSA led by the SCERT director is unlikely to objectively evaluate the performance of government-run schools, let alone take decisive action against them when they perform poorly. This is a perfect recipe for further erosion of the learning levels of students in government schools. The department is currently responsible for not only running the government schools but also for policymaking and regulating private schools.

Maharashtra's decision to appoint the SCERT Director as the head of the SSSA exacerbates a troubling trend observed in several other states, where existing entities with specific roles have been designated as the SSSA. Can this conflicting approach ever fulfil the NEP's vision of an independent and empowered school regulation? The designation of existing entities as SSSAs undermines the core purpose of this regulatory body - to provide unbiased, specialised oversight over all schools, including government-run institutions.

States must align themselves with the promising future envisioned by the policy, and the Centre itself should consider establishing an independent SSSA for the Union Territories through a Parliamentary Act, setting an example for the other states to emulate. Only then can our country hope to fulfil the NEP's promise of independent and empowered school regulation that prioritises student welfare above all else.

<https://government.economictimes.indiatimes.com/blog/maharashtras-move-on-school-regulation-versus-neps-vision-of-independent-empowered-schools/110711513>



# 56 U.P. SCHOOLS SANS STUDENTS, 5151 RELY ON SOLO TEACHER: GOVT DATA.

By K Sandeep Kumar: June 14, 2024



Of the 1,32,842

government-run primary, upper primary and composite schools of the state, 56 have no students while

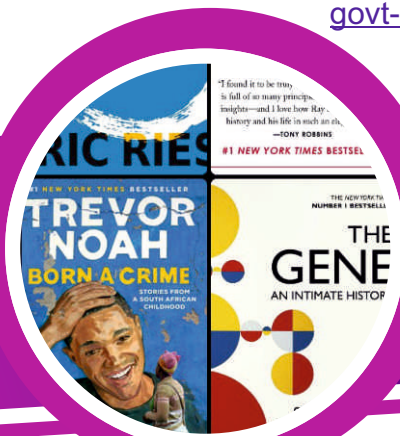
17,471 institutions have student strength under 50, as per the latest data of the U.P. basic education department. The data also shows that all these schools are grappling with acute shortage of teachers with 5151 schools being managed by single teacher even after 13 years since the Right to Education (RTE) Act-2009 was implemented in July 2011 in the state.

The data for academic session (2023-24) was shared by officials at a Delhi meeting held in connection with the annual action plan and budget (2024-25) for the Samagra Shiksha Abhiyan in the Department of School Education and Literacy under the Union ministry of Education, New Delhi.

"The most worrying thing is that the teacher-student ratio in 37.13% of these schools is not in as per RTE norms. Now, instructions have been issued to provide teachers in schools as per the set standard," said an official of the state basic education department. What's more, 12.50% of teaching posts are vacant in the State Council of Educational Research and Training (SCERT), the institution responsible for quality enhancement and teacher training in government primary and upper primary schools and 40.57% of teaching posts are vacant in the District Institutes of Education and Training (DIETs).

As many as 88 of the 99 Kasturba Gandhi Residential Girls Schools that were upgraded, have not yet been made operational, as per government data. Academic blocks and hostels are being built for the girl students in these upgraded schools so that after passing class 8, the girl students are able to stay in these hostels and complete their studies till class 12, officials said.

<https://www.hindustantimes.com/cities/others/56-u-p-schools-sans-students-5151-rely-on-solo-teacher-govt-data-101718304750764.html>



## 8 BOOKS RECOMMENDED BY GOOGLE CEO SUNDAR PICHAI

By Aakanksha Sharma: May 5, 2024

Sundar Pichai, CEO of Google and one of the most famous figures in the tech industry, is looked upto by people all over the world. And people have always been curious to know what he reads! Here we list 8 insightful books that are said to be Sundar Pichai's recommendations.

1. **'The Gene: An Intimate History' by Siddhartha Mukherjee-** A book about the history and impact of genetics, 'The Gene' looks at how genes shape our lives and the future of medicine.
2. **'A Beautiful Mind' by Sylvia Nasar-** 'A Beautiful Mind' is the biography that tells the story of mathematician John Nash, who battled schizophrenia while making groundbreaking contributions to game theory.

3. **'Born a Crime' by Trevor Noah-** Trevor Noah's 'Born a Crime' is his memoir where he recounts his experiences growing up mixed race in apartheid South Africa. He wrote about how his mother used to hide him from the government who could snatch him, and his childhood being very hidden.
4. **'The Wright Brothers' by David McCullough-** This biography is about the lives of Orville and Wilbur Wright, the founders of aviation, who invented and built the world's first successful airplane. It is a book about the brothers' determination and willingness to push the boundaries of what was thought impossible.
5. **'The Lean Startup' by Eric Ries-** 'The Lean Startup' covers important tips and insights for entrepreneurs and business leaders on how to build and grow successful startups by accepting a lean approach towards learning and business.
6. **'Trillion Dollar Coach' by Eric Schmidt, Jonathan Rosenberg, and Alan Eagle-** This book celebrates the life and leadership lessons of Bill Campbell, a legendary Silicon Valley coach who mentored top executives at companies like Google and Apple. Packed with stories and advice, the book guides leaders to build great teams and companies.
7. **'A Song of Ice and Fire' by George R.R. Martin-** 'The Song of Ice and Fire' is an epic fantasy series, with themes of power, politics, and human nature in a fictional world.
8. **'Principles' by Ray Dalio-** In his book, billionaire investor Ray Dalio, shares his principles for life and work, focusing on transparency, thoughtful decision-making, and continuous learning.

<https://timesofindia.indiatimes.com/life-style/books/web-stories/8-books-recommended-by-google-ceo-sundar-pichai/photostory/109857828.cms>

## 10 SITUATIONS WHERE YOU SHOULD STAY SILENT, ACCORDING TO PSYCHOLOGY.

By Kanakanjali Roy: June 4, 2024



1. **When you are Angry:** When you get really mad, you might say or do things you regret later. So, when you feel like you're about to explode with anger, it's good to stop talking for a bit. When you stay quiet, you give yourself a chance to think before you speak or act, which can help keep your relationships good and make sure you stay okay.
2. **During a Heated Argument:** Arguments happen, but they don't have to make things worse. Sometimes, not saying anything can actually help calm things down. When everyone stops talking, it gives them a chance to think about what's happening and maybe see things differently. This can stop the argument from getting really bad and make it easier to talk things out.
3. **When you are Unsure about something:** Have you ever been asked something you don't know the answer to? It might be tempting to make something up or guess, but that usually doesn't work out well. Instead, it's better to just stay quiet and say you don't know.
4. **During Criticisms:** Getting criticised can be tough, especially if you think it's not fair. But getting defensive or getting mad usually doesn't help. Sometimes, it's better to just stay quiet and listen to what the other person is saying. When you do that, it shows you're okay with hearing what they think and are willing to think about it.
5. **When someone is Grieving:** Losing someone you love is very hard, and everyone feels it differently. When someone you care about is sad, it can be hard to know what to do. Sometimes, just being there quietly can help a lot. When you stay quiet and stay close, it gives them space to feel their feelings and



start feeling better.

6. **During Negotiations:** Negotiating can be tricky, whether you're asking for more money at work or trying to get a better price on a car. But staying quiet during these talks can actually help you out. When you don't say anything, it gives the other person a chance to talk more and maybe give you a better deal.
7. **When you are tempted to Gossip:** Talking about others behind their backs can seem exciting, especially when it's about someone you know or some really interesting news. But gossip usually causes more problems than it solves. It can ruin friendships, break trust, and make things feel really bad. When you feel like joining in gossip, it's best to stay quiet.
8. **In moments of Self-Doubt:** Feeling unsure about yourself happens to a lot of people, but it can really hold you back if you let it. When you start doubting yourself, taking some quiet time to think can help. Use this time to figure out why you're feeling this way and remind yourself of all the good things you've done.
9. **Before making a Big Decision:** When faced with a significant choice, it's wise to take a moment of silence before acting. This pause allows you to reflect on the potential consequences and consider your options more carefully. Rushing into a decision without taking this time for quiet contemplation can lead to regrets later on.
10. **When others are sharing Personal Experiences:** Sometimes, people share deeply personal stories or experiences with you. In these moments, it's important to resist the urge to jump in with your own similar story or offer advice. Simply listening without interjecting allows them to feel heard and supported.

<https://www.timesnownews.com/web-stories/lifestyle/situations-where-you-should-stay-silent-according-to-psychology/photostory/110703483.cms>



## 8 BEST BOOKS TO HELP DEVELOP A SENSE OF DISCIPLINE

By Aakanksha Sharma: 3 June 2024

Discipline is one of the most important habits to inculcate. Be it a discipline in waking up or the discipline required to finish a task on time. So, to help out, here we list 8 books that will help to develop the habit of discipline:

1. **'Atomic Habits' by James Clear-** 'Atomic Habits' is like a guide on how tiny changes can lead to remarkable results. James Clear emphasises the importance of small, consistent actions that lead to great results and changes over time.
2. **'Thinking, Fast and Slow' by Daniel Kahneman-** Daniel Kahneman's book talks about the dual systems of thinking. One is fast and automatic, and the other one is slow and deliberate. It highlights that people should use the second way to make important choices and the first one for steady decisions.
3. **'The 48 Laws of Power' by Robert Greene-** As evident by the name, 'The 48 Laws of Power' outlines 48 principles to understand and wield power effectively. The strategies mentioned in the book has helped people inculcate a sense of discipline over time.

4. **‘The Power of Discipline’ by Daniel Walter-** Daniel Walter's 'The Power of Discipline' focuses on the importance of discipline and how to develop it. The book explains how to understand your current discipline level and think about areas for improvement.
5. **‘The 5AM Club’ by Robin Sharma-**5. 'The 5 AM Club' by Robin Sharma explains and talks about the importance of waking up early to maximise productivity and personal growth. Robin Sharma talks about having a morning routine and spending the first hours of the day on exercise, reflection, and learning.
6. **‘The 7 Habits of Highly Effective People’ by Stephen R. Covey-**A classic by Covey, 'The 7 Habits of Highly Effective People' encourages people to be proactive, take responsibility, set clear goals, and the likes.
7. **‘The Power of Habit’ by Charles Duhigg-** An amazing and science-backed book, 'The Power of Habit' talks about the science of habits and how they shape our lives. Duhigg explains how habits work and how one can change them with 'Cue, Routine, and Reward'.
8. **‘The Power of Now’ by Eckhart Tolle-** 'The Power of Now' talks about living in the present moment as a way to achieve peace. Tolle explains the importance of focusing on the here and now and differentiating the mind's constant chatter and your authentic self.

<https://timesofindia.indiatimes.com/life-style/books/web-stories/8-best-books-to-develop-a-sense-of-discipline/photostory/110652559.cms>





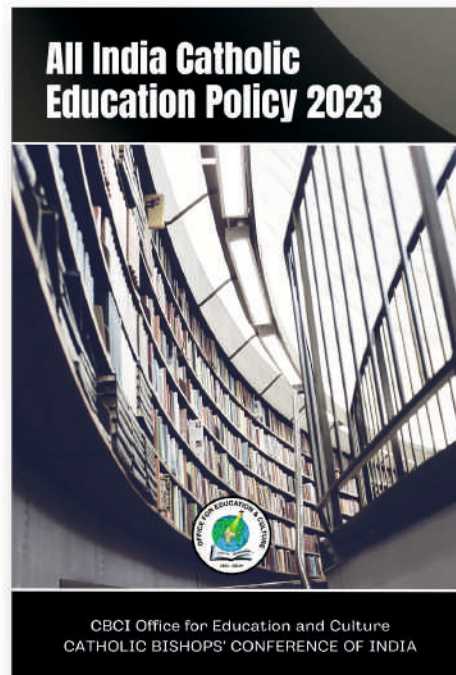


## ALL INDIA CATHOLIC EDUCATION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

All India Catholic Education Policy 2023 is brought out by the CBCI Office for Education and Culture of the Catholic Bishops Conference of India. This revised edition offers many avenues for relevant pedagogies and educational choices. This comprehensive policy contains norms and directives for all the Catholic educational institutions of India regarding the multi-dimensional approaches of our education ministry. The Policy emphasizes the care of Catholics, especially the poor and the marginalized; the identity and role of the Catholic education ministry in India and our contribution to school education, higher education and technical and vocational education. This policy offers guidelines for a value-based educational climate, administrative and management policy and sets standards for our education ministry in the future.

**PRICE: RS. 160**

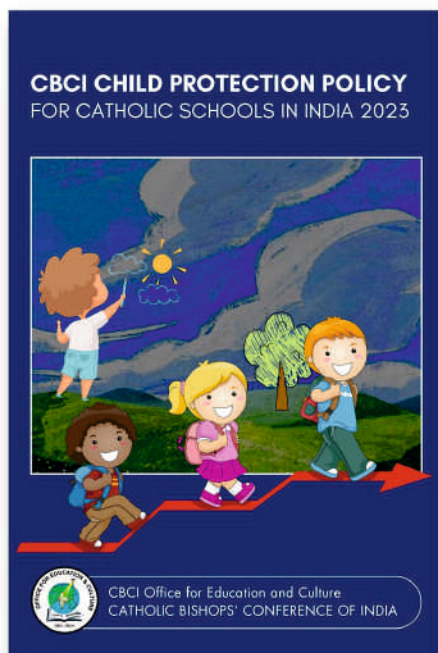


## CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

The Catholic Church in India operates and manages nearly 20,000 educational institutions which include formal primary schools, middle schools, high schools, colleges and trade schools. The Catholic Bishops' Conference (CBCI) of India envisions not only providing quality education for the children and youth but also creating a safe and conducive environment for enabling the well-being, growth and development of each child it serves. This child protection policy brought out by the CBCI Office for Education and Culture is an expression of the commitment of the Catholic Church to ensure that each child feels secure and receives an enabling environment for their development. This policy establishes processes procedures and duties for all stakeholders working directly or indirectly with children in their schools.

**PRICE: RS. 140**



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