



EDUCATE TO EMPOWER

CBCI EDUCATION NEXUS

SEPTEMBER 2024

*Teacher's Day
Special*

TEACHER'S DAY

**CELEBRATING TEACHERS:
OPINIONS FROM PROMINENT
EDUCATION LEADERS.**

**THE CHALLENGES FACED BY
TEACHERS TODAY**

**TEACHINGS OF THE CHURCH
ON CATHOLIC EDUCATION 3:
SAPIENTIA CHRISTIANA**



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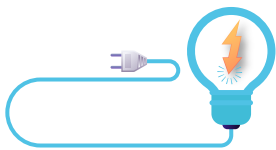
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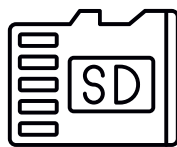
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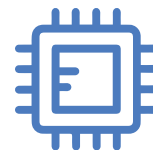
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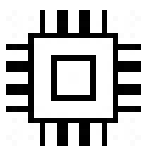
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CREATING A CULTURE OF NURTURING TEACHERS!

Teacher's Day is certainly a day to celebrate teachers! It is a day to express gratitude and appreciation for their hard work, dedication, and commitment to shaping the lives of myriads of young people in their care! Many teachers support, mentor, and offer guidance to students, which can leave a lasting impact on their lives. As Karl A. Menninger has rightly said, "What the teacher is, is more important than what they teach!"

Great teachers inspire because they ignite a passion for learning, guide personal growth and serve as role models. I have had many teachers who taught me to have more self-confidence, to work hard, to be honest, and to develop a sympathetic heart. Many of them became an integral part of my life. I have grown enough to accept what Henry Adams said, "a teacher affects eternity; they can never tell where their influence stops."

If someone is seeking, I believe that God sends the right teacher at that time to understand life's challenges and to help make life choices of those persons. The teachers need to love their students and let them know that their teacher cares for them. True education happens only in an atmosphere of care and compassion. In that atmosphere, the teachers become pillars of strength, lifelong guides, and role models. Many a time it is they who discover our potential before we do and how often they have boosted and motivated us to strive for success!

While we appreciate the teachers for their knowledge, mentorship, creative and engaging teaching, resilience and dedication, for creating a positive and happy learning environment and above all for their empathy and understanding, we need to create a culture of nurturing teachers.

How do we create a culture of nurturing teachers?

First, we need to offer them professional development opportunities by offering regular training, workshops, and conferences to help teachers stay updated with the latest teaching methods, technologies, and subject matter. In the

interest of the teachers, we need to provide opportunities for career growth such as leadership roles, specialisation in certain subjects and research opportunities.

Second, we need to create a supportive work environment for the teachers by acknowledging, appreciating and recognising their contribution to the well-being of the students and the development of the school. We also need to encourage teamwork among teachers, promoting the sharing of resources, ideas, and teaching strategies.

Third, we need to include them in decision-making. We need to allow teachers to have a say in curriculum design, teaching methods, and school policies. This empowers them and fosters a sense of ownership and responsibility. We need to maintain transparent and open lines of communication between teachers and administration ensuring that their voices are heard and considered. For this culture to sustain, we need to cultivate a positive school culture where the teachers feel valued and respected. We need to create a culture of mutual respect and trust; encourage and respect diversity in teaching style and perspective. Nurture the teachers and they become the treasures of your institutions!



FR./DR. MARIA CHARLES SDB
National Secretary

TEACHER'S DAY ●●●

History, Significance, and Celebration

By Shikha Goyal

Teacher's Day in India was first observed in the year 1962. The day commemorated the birth anniversary of Dr. Sarvepalli Radhakrishnan. He was the first Vice-President and second President of independent India. There is no doubt that being a teacher is a noble profession that deserves an equal amount of love and respect as any other profession.

On Teachers' Day, students all over the country pay respect and tribute to their teachers. In some schools, special programs are also organised to celebrate Teachers' Day. It is a reminder of the role that teachers play in nation-building by guiding and educating the brightest minds of our country.

Teachers' Day is celebrated in India every year on September 5 to mark the birth anniversary of Dr. Sarvepalli Radhakrishnan. Dr. S. Radhakrishnan is one of the most renowned writers in contemporary India. He has made significant contributions to a variety of subjects starting from theoretical, theological, moral, instructive, communal, and enlightening subjects. He wrote several articles in many recognised journals which are of great importance. The first Teachers' Day in India was marked on September 5, 1962, which was his 77th birthday.

Dr. Radhakrishnan became President of India in 1962. He was approached by some of his friends and students who requested him to allow them to celebrate his birthday on 5 September. Dr. S. Radhakrishnan responded, "Instead of observing my birthday discretely, it would be my pompous privilege if 5th September is scrutinised as Teachers' Day".

Such a request coming from the President of India showcased Dr. S. Radhakrishnan's affection and dedication to teachers.

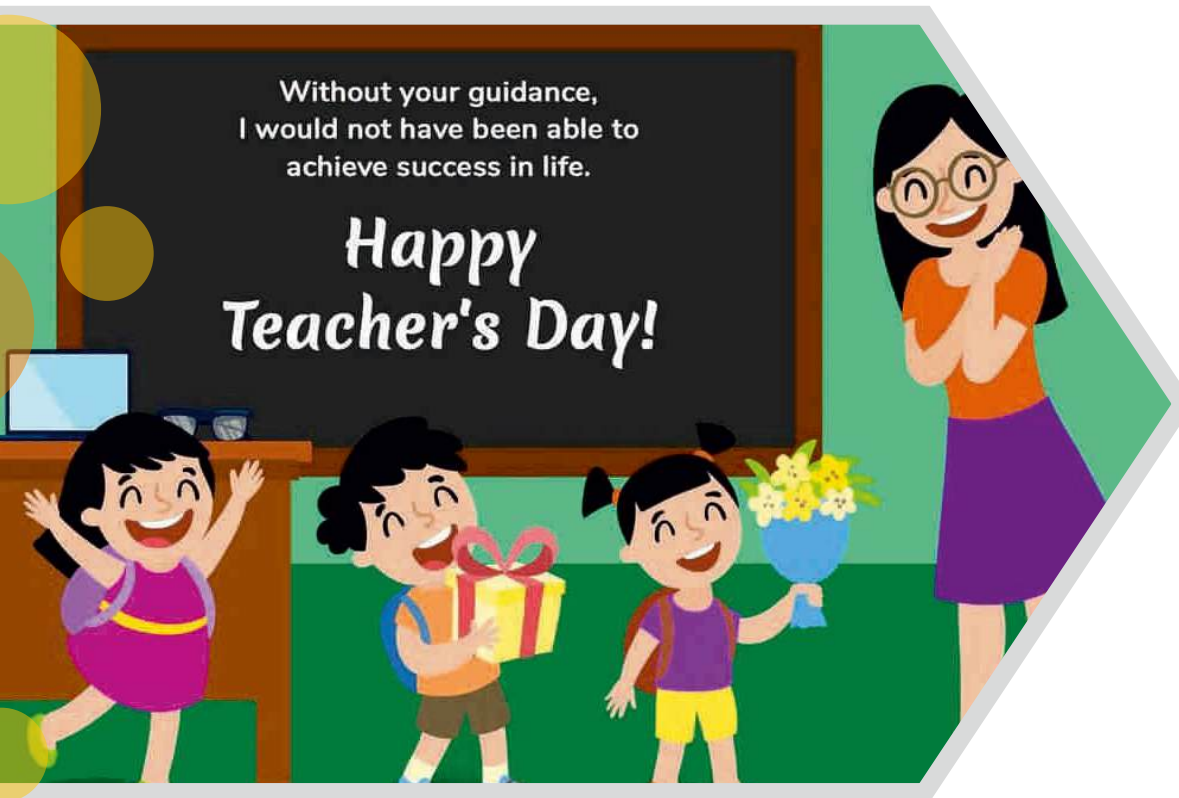


WHAT IS THE SIGNIFICANCE OF TEACHER'S DAY?

Teachers Day is one such event to which students and teachers equally look forward. The Day is important for the students as it gives them a chance to understand the efforts put in by their teachers to ensure that they get a proper education. Similarly, teachers also look forward to the Teachers' Day celebration as their efforts get recognised and honoured by students and other agencies as well.

In India, on the eve of Teachers' Day, i.e., on 5 September, the National Teachers Awards are given to the meritorious teachers by the President of India. The awards are conferred as public gratitude to praiseworthy teachers working in primary schools, middle schools, and secondary schools.

Even according to our Prime Minister Narendra Modi "Teaching is not a profession, a way of life". Teaching is not a profession but "Jeevan Dharm" (a way of life) and asked teachers to understand changes happening across the world so that they can prepare the new generation to face them. In fact, it is a divine responsibility to guide and enlighten. He also said that India should regain the status of 'Vishwaguru' (leader in education) by giving high respect to teachers whom he asked to encourage students to think critically about issues concerning the nation. "Teachers' determination and sincerity will shape the destiny of the nation as they are laying the foundation and the building blocks of the society".



How is Teacher's Day celebrated?

On Teachers Day, students hold different activities to entertain teachers at schools and colleges. These activities include singing competitions, dance competitions, recitations of poems, mimicry of teachers, lots of games children play with teachers, planning a picnic, offering gifts, and at last, they thank teachers by expressing their gratitude.

Teachers' Day is a great occasion for celebrating and enjoying the relationship between teachers and students. So, try to meet your teachers on the day and convey your wishes. If they are far then send them a message and make their day memorable.

<https://www.jagranjosh.com/general-knowledge/september-5-teachers-day-in-india-1378368734-1>



* * *
"Wherever
• you find
• something
extraordinary,
you'll find the
fingerprints of
a great
* teacher." -
Arne Duncan



“CELEBRATING TEACHERS”

OPINIONS FROM PROMINENT EDUCATION LEADERS

Since we are closing in on Teacher's Day on 5th September, we asked a few Catholic Education Experts about how we should appreciate and celebrate our Teachers and acknowledge all that they do for our Students. They have answered five questions regarding how Teachers feel about teaching and how they celebrate Teacher's Day. The answers are the Education Experts' personal opinions.



“TEACHING IS ALWAYS A MATTER OF CO-LEARNING”.



FR. GEORGE THADATHIL SDB
Former Principal of Salesian College, Sonada

How do you celebrate Teacher's Day, and what does it mean to you?

The best I have seen is in Don Bosco Yerwada, Pune, Maharashtra, in the year 1986 where the entire school was managed in the morning by the senior class with each of them going in place of teachers to the junior classes and honouring the Teachers by showing how what they did during the year has rubbed on to them.

How should Teachers stay motivated and passionate about teaching?

By constantly ensuring that they are teachers only when and to the extent what they teach has been grasped and converted to life-oriented application by their pupils.

What do you find most rewarding about being an Educator?

The opportunity to walk with fellow human beings attempting to excel in the act of learning, disseminating knowledge and exploring ways to communicate the usefulness of what has been taught and learnt in wider society, especially in the neighbourhood, by attempting to solve the problems.

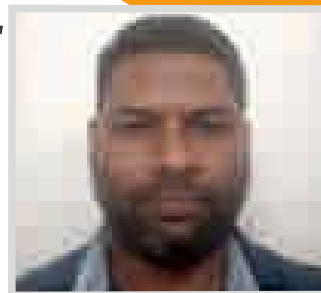
How do you foster a positive and inclusive classroom environment?

1. Ensuring the classroom space is owned by the students.
2. Encouraging adequate participation in the classroom by designing the teaching-learning activity.
3. Providing opportunities through group work for everyone to have a say - either at the start by way of revision, or in between by way of exposing new content or, in the revision of the day's lesson or its intended application outside the classroom.
4. Empowering the fast learners to accompany those with non-academic intelligence to share their take on the day's lesson.
5. Collecting feedback constantly, both formally and informally.

What advice would you give to new teachers entering the profession?

1. Love to be where you have chosen to be or at least accepted to begin your teaching career.
2. Remember you are never ahead of your students, who have all the world's knowledge at their 'fingertips' so it's always a matter of co-learning.
3. Your ascendancy over your students will be in your ability to handle your emotions and show them how to handle theirs, including the moments of desperation they will experience towards you.

“TEACHING IS ONE OF THE MOST NOBLE JOBS IN THE WORLD”.



FR. PRASANTA KUMAR DIGAL
Berhampur Diocesan Education Secretary

How do you celebrate Teacher's Day, and what does it mean to you?

The teachers are given special reception at the school gate with flowers and Aarti. They are escorted with their own class students with parade. Students appreciate the service of teachers and give gifts for them. It is one of the most noble jobs in the world. No other job can be compared to it.

How should Teachers stay motivated and passionate about teaching?

Teachers should stay motivated and passionate about teaching by updating themselves with new books and growing with true knowledge.

What do you find most rewarding about being an Educator?

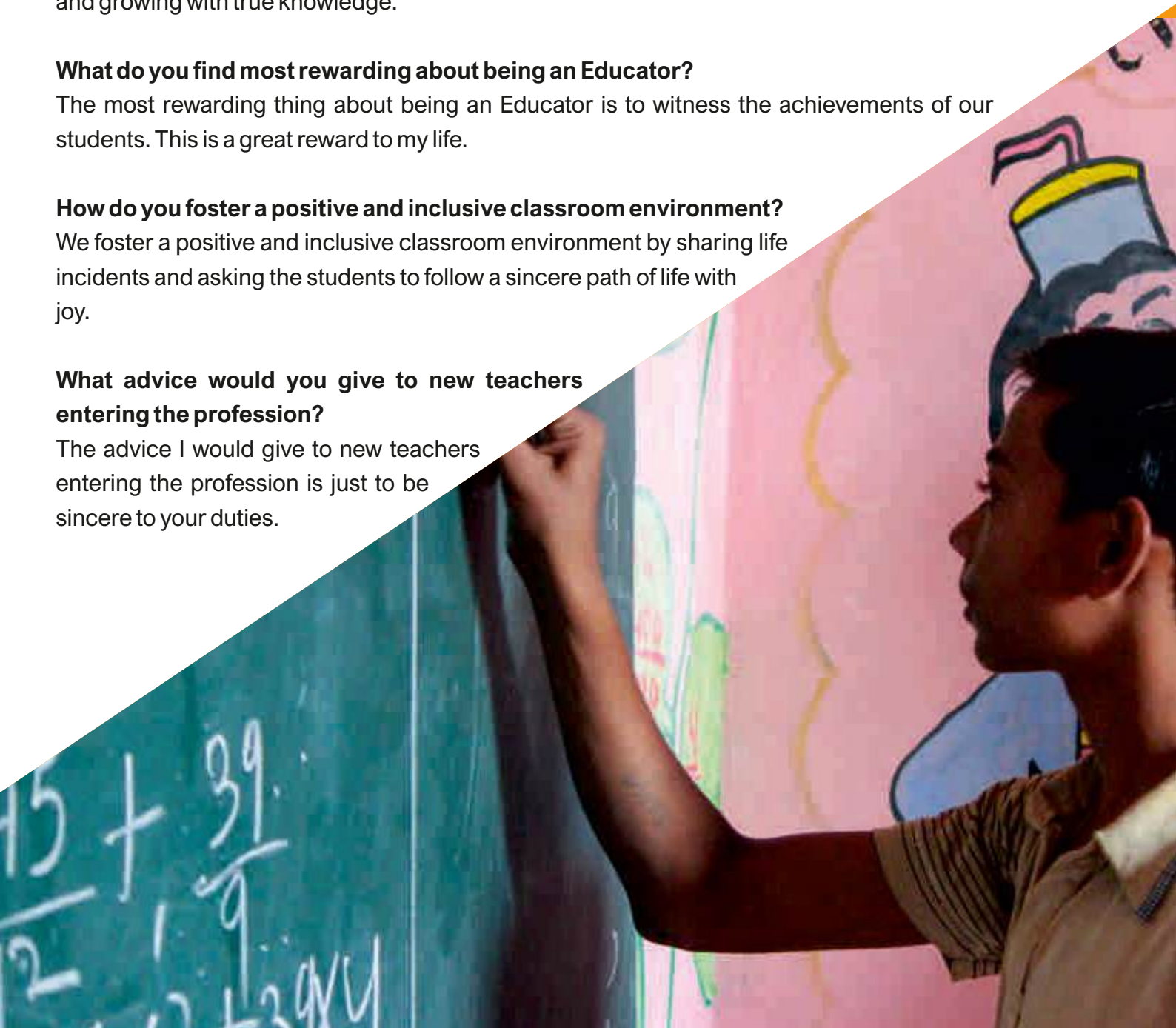
The most rewarding thing about being an Educator is to witness the achievements of our students. This is a great reward to my life.

How do you foster a positive and inclusive classroom environment?

We foster a positive and inclusive classroom environment by sharing life incidents and asking the students to follow a sincere path of life with joy.

What advice would you give to new teachers entering the profession?

The advice I would give to new teachers entering the profession is just to be sincere to your duties.



“PERSONAL TRANSFORMATION LEADING TO SOCIETAL TRANSFORMATION”.

FR. JOHN RAVI, SJ

Conference Secretary for School Education in South Asia



How do you celebrate Teacher's Day, and what does it mean to you?

We celebrate Teacher's Day as a day of gratitude to God for giving this vocation as a teacher. In today's context, a teacher is invited to be a guide on the side.

How should Teachers stay motivated and passionate about teaching?

Teachers need to have positive self-esteem of themselves in order to motivate students. That's why it is said, a good teacher is the one who constantly provides inspirational motivation to become better human persons. Secondly, the teachers need to be abreast with all that is happening around through regular updating and upscaling. The teachers need to be passionate about all that they do and thus inspire students to do the same.

What do you find most rewarding about being an Educator?

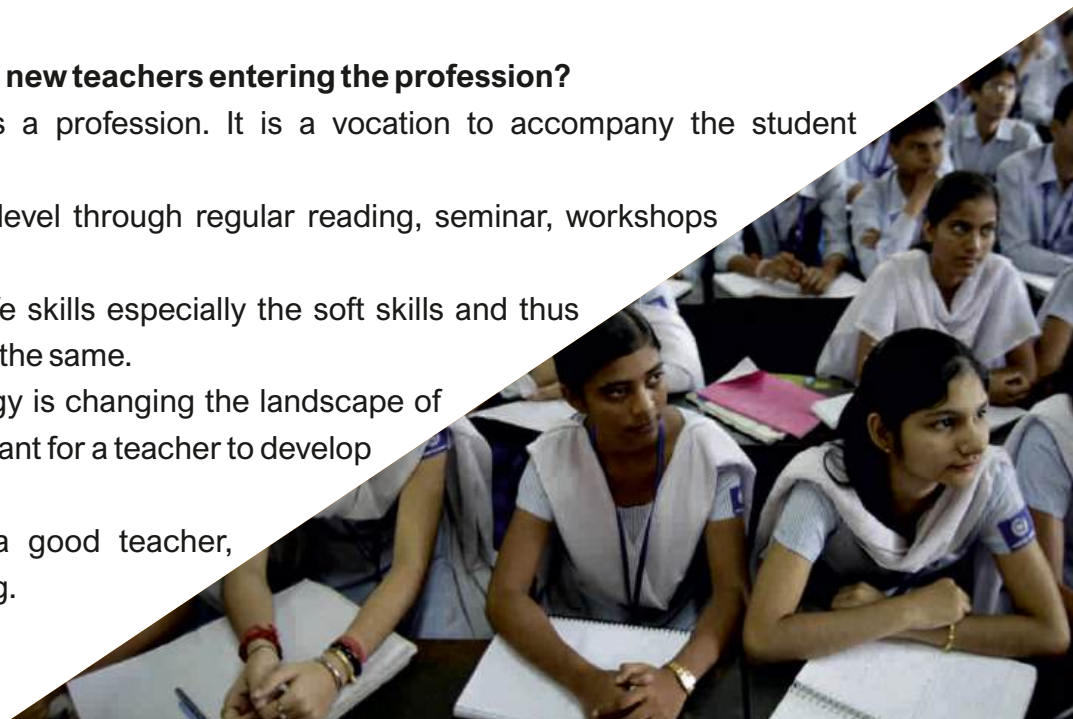
To be frank, being an educator is a thankless job. Very few appreciate and acknowledge what an educator does for humanity. But time will reveal their contributions towards nation building. The most rewarding thing about being an educator is the ability to transform the world through personal transformation of every student under their care. Personal transformation leading to societal transformation.

How do you foster a positive and inclusive classroom environment?

The most important thing to foster a positive and inclusive classroom environment is to develop a healthy inter-personal relationship between the students and teachers. The students need to feel accepted and cared for. 'Firmness with kindness' should be the guiding principle to create a happy classroom environment.

What advice would you give to new teachers entering the profession?

1. Don't consider teaching as a profession. It is a vocation to accompany the student community.
2. Upscale your competency level through regular reading, seminar, workshops and exposure programs.
3. Focus on improving your life skills especially the soft skills and thus help the students to develop the same.
4. Be techno-savvy. Technology is changing the landscape of education. hence it is important for a teacher to develop the computational skills.
5. Finally, before becoming a good teacher, become a good human being.



“ALWAYS TRY TO MAKE A DIFFERENCE IN CHILDREN'S LIFE”.

DEEPIKA UPMANYU

Post-Graduate Teacher, Convent Of Jesus and Mary, New Delhi



How do you celebrate Teacher's Day, and what does it mean to you?

By travelling down the memory lane. Connecting with children, responding to their messages, blessing them and recalling if my presence made a difference to children's life and their mode of learning. Feeling thankful to God that I am a Teacher.

How should Teachers stay motivated and passionate about teaching?

My Students motivate me the most. Those 46 pairs of eyes looking at me, hoping to make the teaching-learning interesting.

What do you find most rewarding about being an Educator?

The most rewarding thing about being an Educator is when children come back to me with joyful tears stating that I made a difference in their lives.

How do you foster a positive and inclusive classroom environment?

By taking care of all the children in my respective classes, attending to children with special needs with selective attention, positively reinforcing their gestures and work.

What advice would you give to new teachers entering the profession?

My advice to new teachers entering the profession is fasten your seat belt and get ready to see how you can make a difference in children's lives.



“KEEP YOUR PASSION AND PURPOSE IN MIND”.

ISHITA PRAKASH

Senior School Supervisor, Convent of Jesus and Mary school



How do you celebrate Teacher's Day, and what does it mean to you?

I pray for my students' mental and physical wellbeing. I celebrate this day with my students.

How should Teachers stay motivated and passionate about teaching?

Teachers should always stay updated, developing new skills. Keeping one's passion and the purpose in mind and not reacting when faced with challenges is very important. Further cultivating patience and resilience is very important.

What do you find most rewarding about being an Educator?

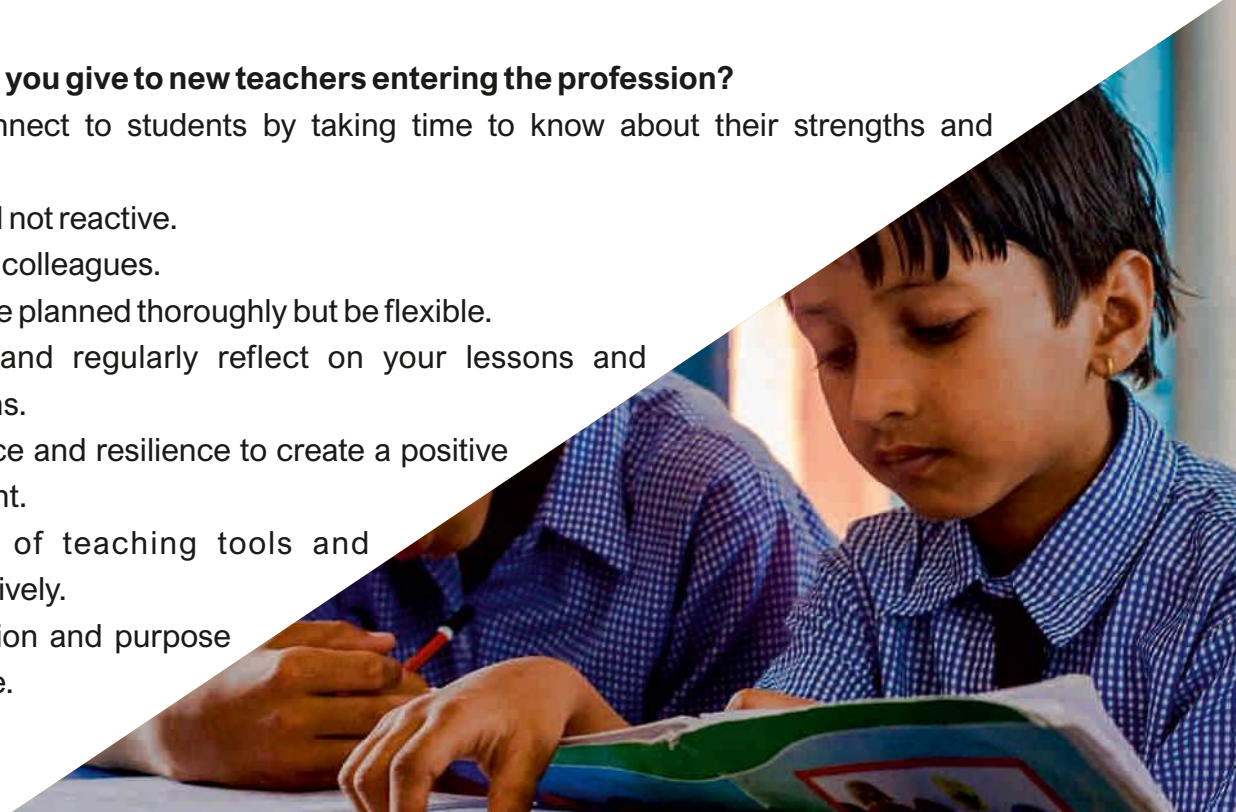
We as educators constantly learn from our students, stay updated, and develop new skills. Celebrating our students' success gives us immense joy and fulfilment. Contributing to a team effort with colleagues that benefit students, school, society, and our country as a whole is gratifying.

How do you foster a positive and inclusive classroom environment?

1. All students should feel valued, respected, and supported.
2. We need to know about their personal background, celebrate their diversity, establish rules that celebrate kindness, respect, diversity, and promote open communication.
3. By using a variety of learning resources and collaborative learning.
4. The most important is to differentiate in instructions for different learning abilities and foster a spirit of empathy among students.

What advice would you give to new teachers entering the profession?

1. One should connect to students by taking time to know about their strengths and weaknesses.
2. Be proactive and not reactive.
3. Collaborate with colleagues.
4. Lesson should be planned thoroughly but be flexible.
5. Keep learning and regularly reflect on your lessons and student's interactions.
6. Cultivate patience and resilience to create a positive learning environment.
7. Use a variety of teaching tools and communicate effectively.
8. Keep your passion and purpose in mind, stay positive.



“REINFORCE ONE'S LOVE FOR TEACHING”.

SANGEETA KASHYAP

Trained Graduate Teacher of Computer Science, Convent of Jesus and Mary school



How do you celebrate Teacher's Day, and what does it mean to you?

I celebrate Teacher's Day by showing gratitude to all my gurus who have inspired me and have been my role models.

How should Teachers stay motivated and passionate about teaching?

Teachers stay motivated and passionate about teaching by seeking inspiration through books, videos, or other resources that align with our passion for education. Surrounding oneself with motivational content that reinforces one's love for teaching.

What do you find most rewarding about being an Educator?

The most rewarding thing about being an Educator is to see the spark of curiosity in our student's eyes.

How do you foster a positive and inclusive classroom environment?

I foster a positive and inclusive classroom environment by allowing and giving every student opportunities to lead and contribute in the class.

What advice would you give to new teachers entering the profession?

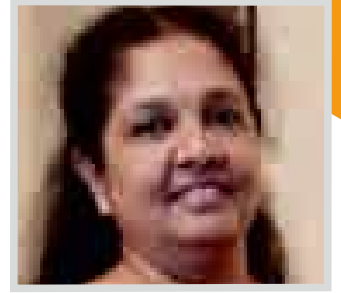
The advice I would give to new teachers entering the profession is to be inquisitive, be creative, and be observant.



“TEACHERS SHAPE A STUDENT'S LIFE”.

SUSAN KURIAN

Trained Graduate Teacher of Science, Convent of Jesus and Mary school.



How do you celebrate Teacher's Day, and what does it mean to you?

Teacher's Day is a meaningful occasion to recognise the vital role of teachers in shaping a student's life.

How should Teachers stay motivated and passionate about teaching?

Teachers should stay motivated and passionate about teaching by embracing creativity and seeking inspiration.

What do you find most rewarding about being an Educator?

The most rewarding thing about being an Educator is to make a meaningful impact on a student's life.

How do you foster a positive and inclusive classroom environment?

I foster a positive and inclusive classroom environment by setting clear expectations, using inclusive language, and building a strong relationship with the students.

What advice would you give to new teachers entering the profession?

The advice I would give to new teachers entering the profession is to maintain a work-life balance, self-care, and enjoy the journey.



“EVERY CHILD MAKES A DIFFERENCE IN THE CLASS”.

MS. LIESEL JOSEPH

Senior Post Graduate Teacher of English, Convent of Jesus and Mary school.



How do you celebrate Teacher's Day, and what does it mean to you?

I believe that this is one day that reminds me in a special way of the important figures in my life.

How should Teachers stay motivated and passionate about teaching?

One has to draw strength from within and my spiritual life has always been a source of motivation.

What do you find most rewarding about being an Educator?

The most rewarding thing about being an Educator is a smile on the face of children and witnessing their success.

How do you foster a positive and inclusive classroom environment?

I foster a positive and inclusive classroom environment by trying to make each child feel wanted and that they make a difference in the class.

What advice would you give to new teachers entering the profession?

The advice I would give to new teachers entering the profession is that it is a challenging profession, but when the going gets tough the tough get going.



NAVIGATING TODAY'S CLASSROOM: CHALLENGES TEACHERS FACE IN MODERN EDUCATION



Teaching is a highly impactful profession that plays a crucial role in shaping the world by nurturing and guiding young minds. By educating today's youth, teachers help build the foundation for the society of tomorrow. Despite its importance, teaching is also one of the most demanding careers. The expectations placed on teachers have grown with changing curricula, new teaching methods, and increased responsibilities in students' lives.

Although witnessing students' success is incredibly rewarding, the hard work and dedication required to be an effective teacher are often overlooked. Every day presents new challenges in the classroom, yet there is a misconception that teaching is an easy job with short hours and frequent holidays. Below are some of the daily challenges teachers face.

- 1. Understanding the different learning challenges among students:** No matter the class or the students you are teaching, there will always be a range of learning abilities that require your attention. With eight distinct learning styles, teachers must think creatively to address the needs of all their students. Different teaching methods engage and motivate learners in various ways, and as a teacher, you often need to put in additional time and effort to accommodate these diverse needs. However, when a teacher successfully develops these strategies, they are rewarded with students who are empowered and thriving.
- 2. Lack of effective communication:** Each year, students face the challenging task of expressing their needs to their teachers. While some students naturally excel at articulating their thoughts and getting the support they need, many struggle to communicate effectively. As the more experienced individuals, teachers have the responsibility to build trust with their students and continuously improve their communication skills. By doing so, they establish a strong line of communication not only with their students but also with their parents.
- 3. Time Management:** Teaching is a demanding job that requires you to be on your feet all day, with little time for breaks. Beyond the physical demands, it's essential to keep young minds engaged and active. Developing creative methods to entertain and educate little ones is key to making your job easier. This is where careful planning and effective time management become crucial. Just like with high school students, time management involves crafting a dynamic schedule that both stimulates students and ensures that all the year's content is covered without rushing through it.

4

Improving

Learning Outcomes: One responsibility that consistently falls squarely on teachers' shoulders, regardless of the support they receive, is ensuring the quality of student learning and their performance in assessments.

Teachers often face ongoing pressure from both parents and the institution to boost class results. While they are expected to meet these demands, they frequently lack the necessary support to do so effectively.

5. **Changing Educational Trends:** Educational trends are constantly evolving in three key areas. First, the definition of relevant education and how it is delivered changes over time. Second, the perception of what constitutes the most effective teaching strategy for a subject or concept continues to shift. Third, the role of technology in the classroom is ever-expanding. Each of these areas demands that teachers continuously adapt to stay relevant. It can often feel like as soon as they catch up with one trend, another emerges. Balancing the need to stay current while managing ongoing changes can feel like walking a tightrope between stability and constant flux.
6. **Parental Support:** Every teacher faces the dual challenge of navigating varying levels of parental involvement. Parental support can range widely; some parents may be overly protective and prone to micromanaging, while others may be less engaged, leaving full responsibility to the teachers. However, both parents and teachers share the responsibility for a child's well-being, acting as both guardians and mentors. When parents offer timely support and maintain the right level of involvement, it significantly contributes to raising well-rounded individuals.
7. **Pressure from school administrators:** In addition to their core teaching and student development duties, teachers today face an expanding range of responsibilities. Their teaching roles already include instructional design, lesson planning, project supervision, field trips, parent communication, creating and grading assessments, and providing individual attention to students. On top of this, teachers must dedicate time to professional development and training. However, more recently, administrative tasks have also become part of their workload. These include assisting with admission cycles, curriculum development, organizing school events, and handling managerial duties for activities such as alumni meetings, fairs, exhibitions, and annual functions. Teachers are now evaluated based on their performance across all these areas. As a result, many teachers may feel overburdened and stretched thin. With little time left for self-care or personal life, the stress from these demands, combined with growing competition, can lead to anxiety and burnout.
8. **Student Behaviour and Classroom Management:** As children grow into young adults, they experience many changes, both internally and externally, often for the first time. These new experiences can be overwhelming, sometimes causing them to act out due to confusion or frustration. In such cases, maintaining classroom discipline and preventing disruptions can become a real challenge. Additionally, children may form cliques and engage in troubling behaviour toward one another, leading to instances of peer bullying. Addressing these issues is crucial to prevent harm, but disciplining students can be tricky. It disrupts the class, consumes valuable time, and can be emotionally exhausting for the teacher. Often, due to the strong rapport they build with their students and the absence of other support

systems, teachers become the trusted confidants of students. While this trust is heartwarming, it also places an extra burden on teachers to ensure the emotional well-being of their students, adding yet another layer of responsibility to their already demanding role.

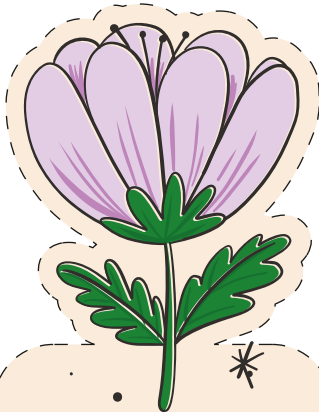
9. **Packed curriculum with no room for creativity:** Teachers aren't the only ones feeling the weight of all that needs to be accomplished within a single school year. Students also face the challenge of managing an overloaded curriculum and the pressure to excel. With a packed schedule and the need to cover every topic in the syllabus, teachers must run a tight ship. Despite knowing that each student learns differently, it can be difficult for teachers to find the time to incorporate innovative teaching methods and assessments.
10. **Student's family problems and bullying:** A significant issue in education is the lack of access to healthcare professionals for students. While it's important to be there for your students, these responsibilities extend beyond a teacher's role and can place an overwhelming burden on your shoulders.
11. **Lack of funding:** One of the major challenges facing teachers today is the lack of funding in education. Public and independent schools across the country, unlike private institutions, frequently struggle with budget constraints. When financial issues arise, one of the first measures taken is to increase class sizes by reducing the pupil-to-teacher ratio. This directly impacts students' learning experiences, as larger classes make it difficult for teachers to provide essential one-on-one attention.

The outcome is often lower student achievement and reduced satisfaction.

12. **Extended working hours and Endless paperwork:** It's well-known that teachers are constantly buried in marking and grading papers, with sick days rarely being a viable option. Unfortunately, grading isn't something that can be done during teaching hours, so it often spills over into evenings and weekends. This paperwork involves not only tracking students' progress throughout the year but also documenting individual evaluations. Alongside lesson planning and teaching, these tasks frequently require extended working hours, adding to the already demanding workload of teachers.

Teachers possess deep insights into student learning and behaviour, drawn from their extensive experience working with diverse individuals each year. Their expertise in the subject matter grows from years of teaching the syllabus. Nonetheless, they often find themselves overwhelmed by evolving trends and increasing workloads. As times and technology change, every sector, including education, is undergoing significant transformation. Teaching, once a generalised field, is now becoming a specialised profession. This is a period of immense learning and even greater opportunities. In today's world, teachers must be not only effective leaders but also efficient managers.

-Brandon Arnold John



“Education's purpose is to replace an empty mind with an open one.”

— Malcolm Forbes



SAINT EDUCATOR SERIES 12: **SAINT MADELEINE SOPHIE BARAT**

(12 DECEMBER 1779 – 25 MAY 1865)



Madeleine Sophie Barat was a French saint of the Catholic Church who founded the Society of the Sacred Heart, a worldwide religious congregation dedicated to the education of girls. She is known as a "saint educator" because of her significant contributions to education, particularly for young women. Under her leadership, the Society established numerous schools and educational institutions across Europe and the Americas, focusing on a curriculum that balanced academic excellence with moral and spiritual development.

Madeleine-Sophie Barat was born in France in 1779 in the little Burgundian town of Joigny. Born two months premature, Madeleine Sophie was considered so fragile that she was baptised early the next morning in Sainy Thibault Church, just a few yards from the Barat family home. Barat was born into a financially comfortable family whose ancestors had lived in Joigny for generations and were proud of their roots in the region. Her father, Jacques Barat (1742–1809), was a cooper and vine grower. Both professions were respected trades, with centuries of French culture behind them. The Barats were Jansenist Catholics, which is said to have shaped Sophie's spirituality profoundly. She was always willing to help people in need and to pray for others.

Barat's older brother Louis was a serious boy and a brilliant student. Shortly after entering the Collège Saint-Jacques in Joigny at the age of nine, Louis decided to become a Catholic priest. Louis became a teacher of mathematics at his old school and decided to take on Sophie's education. He taught

her Latin, Greek, history, natural science, Spanish, and Italian providing Sophie with an education that was rarely available to young women and girls at the time.

In 1789, Louis Barat became involved in the debate surrounding the pending Civil Constitution of the Clergy, which required all priests to swear allegiance to the new revolutionary state. Louis took the oath of loyalty in January 1791, but on learning that the pope had condemned the Constitution, he renounced his oath in May 1792, and this led to his arrest in Paris in May 1793. He was imprisoned there for two years and escaped the guillotine only through the brave intervention of a friend.

After her brother was released in 1795, he brought sixteen-year-old Sophie with him to further her education. While living in Paris, at about the age of 18, Sophie decided to become a Carmelite nun. That would be impossible, however, for the Carmelites had, along with many other religious communities, been abolished in 1790. For five years, she lived in Paris a life of prayer and study and taught catechism in secret to the children of The Marais quarter. In 1800, Sophie briefly returned home to help her family with the vine harvest.

On 21 November 1800, at the age of 20, she abandoned her dream of becoming a Carmelite and, along with three other women living in the Paris safe house, took her vows as one of the first members of a new religious congregation, marking the foundation of the Society of the Sacred Heart. However, because the French authorities had prohibited devotion to the Sacred Heart of Jesus, the society was initially known as Dames de la Foi ("Ladies of the Faith") or de l'Instruction chrétienne ("...of Christian instruction"). The first school was opened in Amiens in northern France in September 1801 and Sophie travelled to the provincial city in order to teach. The new community and school grew quickly. A school giving classes to the poor of the town was opened. In December 1802, at the age of twenty-three, Sophie became Superior of the Society of the Sacred Heart.

In November 1804, Barat travelled to Sainte-Marie-d'en-Haut, near Grenoble, in southeastern France, to receive a community of Visitation nuns into the Society. A second school was then established at





Grenoble, followed by a third at Poitiers in western France. Barat is credited with the twofold gift of intuition in the choice of persons fitted for office and trust of those in responsible posts. New foundations were always entrusted to other hands. In January 1806, Barat was elected Superior General of the Society of the Sacred Heart.

In 1820, she called all of the superiors together in a council at Paris to establish a uniform course of studies for the quickly expanding network of Sacred Heart schools. The studies were to be serious, to cultivate the mind, and to create young women who would be devoted to the Sacred Heart of Jesus and perform good deeds in God's name. As foundations continued to multiply, Sophie saw the need for a greater degree of unity and sought the approval of the Vatican in Rome. By 1826, the Society of the Sacred Heart had received its decree of approbation from Rome. In 1818 she founded Children of Mary of the Sacred Heart in Paris. She established another chapter of the same group in 1832 Lyons, with the alternate name "Congregation of the Children of Mary."

The Sacred Heart schools quickly earned an excellent reputation. She dreamed of educating all children regardless of their parents' financial means. For almost every new school established, a corresponding "free" school was opened to provide the poorer children of the area with a high-quality education, which they would not otherwise have received.

During her 65-year leadership, the Society of the Sacred Heart grew to include more than 3,500 members educating women in Europe, North Africa, North and South America. Barat died at the general motherhouse in Paris on Ascension Day, May 25, 1865. In 1879, she was declared venerable and was beatified on May 24, 1908. On May 24, 1925, she was canonised by Pope Pius XI.

Barat's approach to education emphasised personal growth, respect for individual differences, and the importance of nurturing the whole person—intellectually, spiritually, and socially. She believed that education should prepare students not just for academic success but also for a life of service and faith.

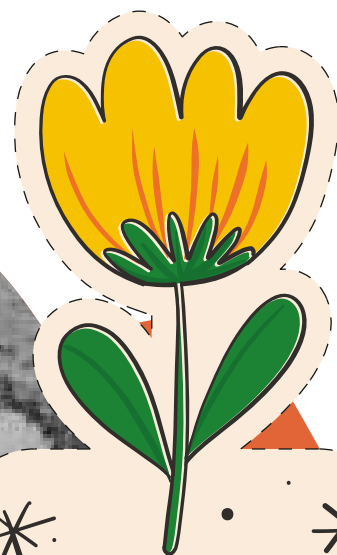
Her dedication to these principles and her efforts to expand educational opportunities for women at a time when such opportunities were limited earned her a reputation as a pioneering educator. She was canonised as a saint by the Catholic Church in 1925, further recognising her lifelong commitment to education and the spiritual formation of young people.

Barat was known to refuse to have her photograph or portrait taken, and it had been believed that no portrait of her existed from her lifetime, but there is a photograph of her on her deathbed. In 1992, a portrait was discovered during a restoration at the convent of Sante Rufina e Seconda in Rome by the Sisters of the Immaculate Conception of Ivrea. It is believed to have been painted prior to her beatification and sent from Italy to the Mother House in Paris in 1879.

<http://madeleinesophiebarat.org/>

https://en.wikipedia.org/wiki/Madeleine_Sophie_Barat

<https://www.britannica.com/biography/Saint-Madeleine-Sophie-Barat>



“When educating the minds of our youth, we must not forget to educate their hearts.”-

Dalai Lama



TEACHINGS OF THE CHURCH SERIES 3: SAPIENTIA CHRISTIANA (1979)

The document "Sapientia Christiana" is an Apostolic Constitution issued by Pope John Paul II on April 15, 1979. The title "Sapientia Christiana" translates to "Christian Wisdom" in English. This document establishes norms and guidelines for Catholic universities and ecclesiastical faculties, which are institutions of higher education dedicated to theology, philosophy, and other disciplines related to the mission of the Church.

The cultural atmosphere in which a human being lives has a great influence upon his or her way of thinking and, thus, of acting. Therefore, a division between faith and culture is more than a small impediment to evangelization, while a culture penetrated with the Christian spirit is an instrument that favours the spreading of the Good News.

For this reason, the Church of Christ strives to bring the Good News to every sector of humanity so as to be able to convert the consciences of human beings, both individually and collectively, and to fill with the light of the Gospel their works and undertakings, their entire lives, and, indeed, the whole of the social environment in which they are engaged. In this way the Church carries out her mission of evangelizing also by advancing human culture.

PART ONE- GENERAL NORMS:

Section 1: The "Nature and Purpose of Ecclesiastical Universities and Faculties" section defines these institutions as centres of higher learning dedicated to the study of divine revelation and the promotion of Christian wisdom. Their primary purpose is to deepen the understanding of the faith, train future Church leaders, and contribute to the Church's mission by integrating faith and reason. These institutions are tasked with preserving and advancing theological and philosophical knowledge in fidelity to the Church's magisterium. They also serve to engage in dialogue with contemporary culture, addressing modern challenges through the lens of Catholic doctrine and tradition.

Section 2: The section on "The Academic Community and Its Government" addresses the structure and governance of ecclesiastical universities and faculties. It emphasizes the importance of a collaborative academic community, where the roles of teachers, students, and administrative personnel are clearly defined and respected. The document outlines the need for academic freedom within the framework of the Church's magisterium, ensuring that theological teachings remain faithful to Catholic doctrine. It also highlights the responsibilities of various governing bodies, such as the Rector, Deans, and Faculty



Councils, in maintaining the integrity and quality of education, fostering a spirit of cooperation, and promoting the mission of the Church in higher education.

Section 3: The "Teachers" section highlights the crucial role of educators in ecclesiastical institutions, emphasizing their duty to be both knowledgeable and faithful witnesses to the Christian faith. Teachers must possess advanced academic qualifications and a strong commitment to the Church's magisterium. They are expected to integrate faith and reason in their teaching and research, guiding students in their intellectual and spiritual growth. The document also stresses the importance of teachers fostering collaborative and respectful relationships with students, contributing to the Church's mission through their academic and spiritual leadership.

Section 4: The section on "Students" emphasizes students' responsibility to pursue their studies with a commitment to deepening their understanding of the faith and preparing for service within the Church and society. It encourages active engagement in both intellectual and spiritual development, adherence to Church teachings, and fostering respectful relationships with peers and teachers. The document highlights the importance of academic discipline and contributing to the integration of faith and reason. Additionally, it underscores the need for supportive structures to ensure students' academic and personal growth in alignment with the Church's mission.

Section 5: The section on "Officials and Staff Assistants" underscores the essential roles these individuals play in supporting the mission of ecclesiastical universities and faculties. It highlights their responsibility to ensure that administrative and operational tasks are carried out efficiently and in harmony with the institution's goals. Officials and staff are expected to work collaboratively, uphold the values of the Church, and contribute to the overall academic and spiritual environment. Their work should reflect a commitment to serving the educational mission of the Church, facilitating the smooth functioning of the institution and supporting the academic community.

Section 6: The "Study Program" section outlines the curriculum requirements for ecclesiastical universities and faculties. It emphasizes the need for a rigorous and comprehensive program that integrates faith and reason, ensuring that students gain a deep understanding of theology and related disciplines. The curriculum must align with the Church's teachings and support the formation of students for roles within the Church and society. The document calls for a balance between theoretical knowledge and practical application, promoting research and dialogue with contemporary culture. Additionally, it stresses the importance of continuous evaluation and adaptation of the study programs to meet evolving needs.

Section 7: The "Academic Degrees" section details the requirements and significance of degrees awarded by ecclesiastical universities and faculties. It establishes a hierarchy of degrees—Bachelor, Licentiate, and Doctorate—each with specific academic and research expectations. These degrees are conferred in alignment with the Church's standards and are recognized for their rigor in theological and related studies. The document emphasizes that degrees must reflect a deep integration of faith and reason, preparing graduates for teaching, research, and service within the Church and society. It also





underscores the importance of maintaining high academic standards and continual assessment.

Section 8: The "Matters Relating to Teaching" section addresses the principles guiding instruction in ecclesiastical universities and faculties. It emphasizes that teaching must be faithful to the Church's magisterium, integrating faith and reason in a way that deepens students' understanding of divine revelation. Educators are encouraged to use pedagogical methods that foster active learning and critical thinking, while maintaining a focus on the spiritual formation of

students. The document stresses the importance of academic freedom within the boundaries of Church doctrine, ensuring that teaching contributes to the Church's mission and the intellectual and spiritual growth of the academic community.

Section 9: The "Economic Matters" section focuses on the financial management of ecclesiastical universities and faculties. It emphasizes the need for responsible stewardship of resources to ensure the institution's stability and ability to fulfil its mission. The document highlights the importance of securing adequate funding, managing budgets prudently, and maintaining transparency in financial operations. Economic decisions should align with the Church's values, ensuring that resources support both academic excellence and the spiritual formation of students. Additionally, it calls for appropriate compensation for faculty and staff, reflecting their contributions to the educational and spiritual objectives of the institution.

Section 10: The "Planning and Cooperation of Faculties" section emphasizes the need for strategic planning and collaboration among ecclesiastical faculties to enhance academic and spiritual outcomes. It calls for faculties to work together in developing curricula, research initiatives, and other educational activities that align with the Church's mission. The document highlights the importance of interfaculty cooperation, both within the same institution and with other ecclesiastical and secular universities, to foster a unified approach to theological education. Such collaboration aims to strengthen the integration of faith and reason, promote academic excellence, and address the evolving needs of the Church and society.

PART TWO- SPECIAL NORMS:

Section 1: The "Faculty of Sacred Theology" section outlines its central role in ecclesiastical universities, focusing on the study and teaching of divine revelation and Catholic doctrine. This faculty is tasked with deepening the understanding of faith, preparing students for pastoral, teaching, and research roles within the Church. The curriculum integrates Scripture, Tradition, and the Magisterium, emphasizing the harmonious relationship between faith and reason. The faculty also engages in contemporary theological discussions, ensuring relevance to modern challenges. It aims to form theologians who are faithful to the Church's teachings and capable of contributing to its mission in the world.

Section 2: The "Faculty of Canon Law" section details its purpose within ecclesiastical universities as the study and interpretation of the Church's legal system. This faculty is responsible for educating students in the principles of canon law, preparing them for roles in Church governance, tribunals, and other ecclesiastical functions. The curriculum emphasizes a thorough understanding of both universal and particular laws of the Church, ensuring alignment with the Church's mission and pastoral needs. The

faculty also contributes to the development of canon law through research and scholarship, addressing contemporary issues while upholding the Church's legal and doctrinal integrity.

Section 3: The "Faculty of Philosophy" section highlights its essential role in ecclesiastical universities, focusing on the study of human reason and its relationship to divine truth. This faculty is dedicated to exploring fundamental questions about existence, knowledge, and morality, grounding its inquiry in the Catholic intellectual tradition. The curriculum emphasizes the integration of philosophy with theology, fostering a deeper understanding of faith through reason. The faculty aims to develop critical thinking and a coherent worldview in students, preparing them for further theological studies and contributing to the Church's mission of engaging with contemporary cultural and intellectual challenges.

Section 4: The "Other Faculties" section addresses additional faculties within ecclesiastical universities, beyond Theology, Canon Law, and Philosophy. These faculties may include the study of disciplines like Sacred Scripture, Liturgy, or Church History, each contributing to a comprehensive understanding of the Church's mission. They are tasked with integrating their specific fields with the broader context of Catholic teaching, ensuring that all academic pursuits are aligned with the Church's magisterium. These faculties also encourage interdisciplinary collaboration, promoting a holistic approach to education that supports the spiritual, intellectual, and pastoral formation of students, while addressing contemporary challenges in various fields of study.

Transitional Norms: The "Transitional Norms" section outlines the procedures for implementing the guidelines and regulations set forth in the document. It provides a timeline and instructions for ecclesiastical universities and faculties to align their statutes, curricula, and operations with the new norms. This section ensures a smooth transition by allowing for adaptations specific to each institution's context while maintaining fidelity to the Church's overarching mission. The norms emphasize collaboration between ecclesiastical authorities and academic institutions to facilitate the integration of these changes, ensuring that all educational programs meet the standards required by the Holy See and contribute effectively to the Church's mission.

https://www.vatican.va/content/john-paul-ii/en/apost_constitutions/documents/hf_jp-ii_apc_15041979_sapientia-christiana.html





TEACHERS' TRAINING PROGRAM IN JABALPUR BY AINACS

A teachers' training program was organised by the AINACS on the 14th of June 2024 in Jabalpur at Xidas Training Centre. There were 252 teachers from 6 schools who had come to attend the one-day training program. There were also 6 principals for the program.

The resource person was Ms. Devika Nadig from the Shikshangan Education Initiatives in Pune. The program began with the inaugural address and lighting of the lamp at 9.00 am.

The topics dealt with were National Education Policy and National Curriculum Framework, a new venture in the education field.

There were lots of interactions and discussions among the participants. The teachers were very active and attentive.

All expressed very effective and informative. The training program was concluded by 4.30 pm with the tea.

All the teachers and the principals were given certificates after the training program.

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



MORE THAN JUST DOLLARS AND CENTS: THE VALUE OF EDUCATION BEYOND INCOME POTENTIAL

By Prof. Arvind Sahay, Director at Management Development Institute (MDI), Gurgaon: August 9, 2024.

What is the true value of an education? And for whom?

As economists would say, education is a public good and, therefore, its value is not just for the individual but also for the society and country in which the person lives. Value, therefore, is in the income that the education enables the person to earn. Value is also in the creation of a cadre of people that can add new services and innovations to the functioning of a community, society, and country.

Education has the following components. First, new content needs to be transferred to the learner or old content needs to be reinforced in the learner. Second, in some instances, skills (programming, data visualization, critical thinking, use of statistical packages, clear articulation, etc) need to be learnt by the learner. Third, education is the transfer of values and perspectives to a new generation. Fourth, effective education requires that the learning enter the long-term memory of the learner and that the learning (content, skill, or a combination) be reproducible on demand.

The reproduction on demand by the learner is a key requirement from recruiters looking to hire and pay employees, especially at the beginning of their careers. And, therefore, the question is, what is the value of education in terms of income? Clearly, the better the learning of the content and skills, the higher the valuation of the education in terms of salary and, hence, the income potential.

This value is manifested, for example, in the salaries that are being paid to people with core AI skills. Some estimates suggest that the total number of people on the planet that can build foundational AI

models and then overlay it with domain-specific models that are applicable is less than 50,000 on a planet of 8 billion humans. And these people are paid very handsomely indeed. This is payment for skills. Similarly, there is a demand for drone pilots - a new skill which is creating new jobs, and which requires relatively lower-level skills



with lower income potential.

There is payment for the perspective and skills that MBA graduates bring to business.

But is there a value to education beyond the income potential for an individual? We need to remember that income potential and realization exists in a context, in a circumstance in a larger environment that defines the overall potential and limits of income generation potential. This context and circumstance is defined by the way in which people work together, by the way in which institutions work and by the way in which people engage with others.

Arguably, with the advent of AI which allows content and skills to be built up in the blink of an eye in a machine, the value of education will have a higher proportion coming from the public goods part of education, from the transfer of values and perspectives to a new generation; it is the internalisation of these values and perspectives that will provide the canvas and the facilitation for the nature and scope of different income generating activities. Values and perspective come from the interaction that the learner has with his/her interlocutors over time. These interactions lead to the internalisation of habits and ritualistic behaviours that are the manifestation of values for that individual. For a harmonious and productive society, these values would be integrity, hard work, pride in one's culture and history, openness to engage with the world, respect for individuals and institutions and a willingness to stretch oneself in the goal of nation-building and of providing a sustainable planet for our children and grandchildren.

This then is the value of education beyond income potential. And arguably, for a stable, harmonious world, we should be looking at both the content, skills, and perspective part of education and at the values part of education.

<https://education.economictimes.indiatimes.com/blog/more-than-just-dollars-and-cents-the-value-of-education-beyond-income-potential/112396452>



SILENT STRUGGLES: INVISIBLE DISABILITIES IN EDUCATIONAL SPACES



By Dr. Pooja Birwatkar

Case1

A diligent and motivated tenth-grader has Chronic Fatigue Syndrome, an invisible disability characterised by extreme fatigue that doesn't improve with rest. Despite his efforts to keep up with his schoolwork, he often finds himself exhausted and unable to concentrate. One morning, after a particularly restless night, he arrives at school late and visibly tired. His classmates tease him for always being sleepy, and his teachers, unaware of his condition, reprimand him for not being attentive in class. Even the school nurse dismisses his symptoms as typical teenage laziness. This lack of understanding and support from everyone in the school community leaves him feeling isolated and overwhelmed, impacting both his academic performance and emotional well-being.

Case2

A student has Type 1 Diabetes, an invisible

disability that requires meticulous management throughout the day. Despite his diligent efforts to monitor his blood sugar levels, he often experiences fluctuations that affect his concentration and energy. One afternoon, during a particularly intense math lesson, the student felt his blood sugar dropping. He discreetly took out a snack to stabilise himself, but his teacher, unaware of his condition, scolds him for eating in class and sends him to the principal's office. Humiliated and frustrated, he struggles to explain his situation, realising that his teacher's lack of awareness about his invisible disability has resulted in unnecessary disciplinary action.

Both cases highlight significant shortcomings in our ability to recognise and support students with invisible disabilities. These scenarios underscore the critical need for awareness and training within educational spaces to ensure that students with invisible disabilities are properly supported, their needs are understood, and they

are not unjustly penalised for managing their conditions.

In recent years, there has been a notable increase in sensitivity towards inclusion within Indian education institutions, particularly regarding visible disabilities. Concerted efforts are made to ensure that students with visible disabilities, such as physical impairments, are provided with the necessary accommodations and support systems to participate fully in the educational experience. However, it's important to acknowledge that while strides have been made in accommodating visible disabilities, there remains a notable gap in addressing the

fostering inclusive practices. Integrating students with invisible disabilities into educational settings requires educators to understand student diversity and possess skills in implementing inclusive teaching methods.

The lack of knowledge and understanding about invisible disabilities among educators is indeed a pressing concern that has far-reaching implications. It's troubling to observe how educators often fail to recognize or respond appropriately to these disabilities, either due to their own lack of awareness or their rush to complete curriculum requirements. This often results in invisible disabilities being overlooked



needs of students with invisible disabilities, leaving students with invisible disabilities at risk of being overlooked or misunderstood.

An invisible disability refers to a physical, mental, or neurological limitation that is not readily apparent but can impact a person's movements, senses, daily activities, and overall quality of life. These conditions may remain hidden from immediate observation by an observer, except in rare circumstances or when disclosed by the individual with the disability or an external source. Consequently, individuals with invisible disabilities often encounter scepticism or doubt regarding the severity of their limitations.

It's crucial to highlight that teachers' knowledge about disabilities, coupled with their sense of responsibility and proficiency in addressing the needs of disabled students, is paramount for

or dismissed, with educators sympathizing but offering little concrete help.

Compounding this issue is the reluctance of parents to report their child's invisible disability to the school, either out of fear of stigma or concern that their child may be treated differently. In some cases, students may also choose not to disclose their invisible disabilities due to fear of ridicule or social isolation. Conversely, there are instances where students may exploit their invisible disabilities, seeking undue advantages or attention. These situations are alarming as they indicate a systemic failure to address invisible disabilities within educational spaces.

Strategies that educational institutions can implement:

To address these challenges, educational

spaces must take proactive steps to comprehensively address invisible disabilities, integrate them into school policies and programs, and adequately support affected students. Some of the strategies can be:

1. **Raising awareness:** Conduct regular training sessions for educators and staff to increase awareness and understanding of invisible disabilities, their impact, and how to support students effectively.
2. **Creating support structures:** Establish support teams or committees within schools dedicated to addressing the needs of students with invisible disabilities. These teams can provide resources, guidance, and support to educators, students, and parents.
3. **Encouraging open communication:** Create a supportive environment where students feel comfortable disclosing their invisible disabilities without fear of judgment or stigma. Encourage open communication between students, parents, educators, and school counsellors.
4. **Developing individualized support plans:** Develop individualized support plans for students with invisible disabilities, outlining specific accommodations, modifications, and interventions tailored to their needs.
5. **Providing training and resources:** Offer resources and training programs for parents to better understand and support their child's invisible disability. This can include workshops, webinars*, and informational materials.
6. **Promoting inclusive practices:** Foster a culture of inclusivity within the school community by promoting empathy, understanding, and acceptance of differences. Encourage peer support and advocacy for students with invisible disabilities.
7. **Monitoring and evaluating:** Implement a

system for monitoring and evaluating the effectiveness of support services and accommodations for students with invisible disabilities. Make adjustments as needed to ensure continuous improvement.

By implementing these strategies, educational spaces can better address the needs of students with invisible disabilities, mitigate the potential negative consequences, and create a more inclusive and supportive learning environment for all students. If education systems adequately address invisible disabilities, they will be in resonance with the United Nations Sustainable Development agenda, ensuring that no one is left behind and promoting equal participation for individuals with all types of disabilities – hidden and unhidden.

<https://teacherplus.org/2024/2024/august-2024/silent-struggles-invisible-disabilities-in-educational-spaces/>



8 LESSONS ABOUT LIFE THAT 98% OF PEOPLE LEARN TOO LATE, ACCORDING TO PSYCHOLOGY.

By Lachlan Brown: August 12, 2024

- 1. Accepting the inevitability of change:** A significant lesson that many of us learn too late is the inevitability of change. We cling to routines, to people, to jobs, hoping that they'll stay the same. But in reality, change is the only constant in life. According to psychology, our reluctance to accept change often stems from fear – fear of the unknown, fear of losing control. But once we learn to embrace it, we become better equipped to handle whatever life throws at us.
- 2. Embracing failure as part of success:** It's easy to look at successful people and assume they've had it easy. But the reality is that failure is an integral part of success. It shapes us, moulds us, and prepares us for the victories ahead. As Thomas Edison famously said, "I have not failed. I've just found 10,000 ways that won't work." Don't be afraid of failure. Embrace it as part of your journey to success.
- 3. Finding balance between self and others:** Most people swing like a pendulum between being self-centred and being completely selfless. It's a difficult balance to strike, but it's crucial for a fulfilling and meaningful life. It's



important to remember that you can't pour from an empty cup. Taking care of your own needs isn't selfish; it's necessary. But at the same time, life isn't just about the self. It's about our relationships with others and the impact we make on their lives.

- 4. Understanding the power of perspective:** Perspective is a powerful tool. It shapes our reality, influences our decisions, and ultimately determines our happiness. Psychology tells us that how we view the world around us has a significant impact on our mental health. People who regularly practice positive reframing – a cognitive behavioural technique that involves changing your perspective on a negative situation to see it in a more positive light – are less likely to suffer from anxiety and depression. It requires conscious effort and practice. But once mastered, it can drastically change your life for the better.
- 5. Realizing that happiness is not the end goal:**



Psychology suggests that the pursuit of happiness can often lead to a cycle of wanting more and never feeling truly satisfied. It's known as the "hedonic treadmill" theory — we adapt to our current level of happiness, and then we constantly need more to feel the same level of satisfaction. Instead, it might be more beneficial to focus on finding meaning in our lives. A study published in the Journal of Positive Psychology found that while a happy life and a meaningful life overlap in certain ways, they are ultimately distinct. People who have a sense of purpose and direction in life report higher levels of satisfaction and well-being than those who simply chase after fleeting moments of happiness.

6. **Acknowledging the importance of emotional intelligence:** Emotional intelligence, or EQ, is the ability to understand and manage our own emotions and those of others. It involves empathy, self-awareness, and social skills. Psychology tells us that people with high EQ tend to have better relationships, succeed in their careers, and lead a more fulfilling life. Yet, many of us neglect this aspect of our mental capabilities. We focus on academic achievements and professional successes while ignoring the crucial role emotions play in our lives.
7. **Learning to let go of control:** Despite meticulous planning and preparation, there were many times when things didn't go as planned. Unexpected challenges would surface, plans would go awry, and it felt like life was spiralling out of control. While it's important to be proactive and take charge of your life, it's equally important to understand that not everything is within our control. Psychology suggests that those who learn to let go and accept the uncertainty of life often experience less stress and anxiety. It doesn't mean giving up or being passive; it simply means acknowledging that there are things we cannot control.
8. **Recognizing that it's okay to say no:** In our quest to be liked and accepted, we often find ourselves saying yes when we really mean no. We take on more than we can handle, agree to things we don't want to do, and put others' needs before our own. Psychology suggests that setting boundaries is crucial for our mental health and well-being. It helps us maintain a sense of self, prevents resentment, and allows us to allocate our time and energy towards what truly matters. Saying no doesn't make you selfish or unkind. It simply means you're taking care of your own needs and preserving your energy for what truly matters.



Life, in its essence, is a journey of learning and growth. But often, we get so caught up in the race that we forget to pause and reflect on the lessons we've learned along the way. These eight lessons are ones that most people learn too late in life. They are not definitive rules, but rather insights that can help us navigate life with more grace and wisdom. From accepting change to finding balance, understanding perspective to acknowledging our emotions, each lesson is a stepping stone towards a more fulfilling life.

<https://hackspirit.com/8-lessons-about-life-that-98-of-people-learn-too-late-according-to-psychology/>



NEW REPORT CARD FOR CLASSES 9 TO 12 TO COVER POST-SCHOOL PLANS, ENTRANCE EXAMS PREP, COLLEGE APPLICATIONS.

By Abhinaya Harigovind: July 2, 2024

From preparations for entrance exams to acquiring life skills such as time management and understanding the value of money — the report cards of students of classes 9 to 12 could be vastly different, reflecting a lot more than just marks scored in school-level and board examinations. These elements are part of a new 'Holistic Progress Card (HPC)', a report card that PARAKH — a standard-setting body under the NCERT (National Council of Educational Research and Training) — recently released for secondary school students (Classes 9 to 12).

Sources said that while the report card will not be used in the ongoing 2024-25 academic session, teachers and other officials will be trained on its implementation. States can take a call on whether to implement the HPC as released by the NCERT or adapt it to suit their needs. The HPCs are a part of the government's effort to realign school report cards with the National Curriculum Framework for School Education (NCFSE), which seeks to transform evaluations by focusing on diverse skills and competencies, instead of just the performance in periodic pen-and-paper tests and exams.

Saying that the HPCs for classes 9 to 12 are designed to focus on the “learner as researcher”, Indrani Bhaduri, head and CEO, PARAKH, told The Indian Express that these report cards are expected to be factored in the results for those appearing for the Board exams in Classes 10 and 12. The report card for the secondary level, which has been developed after deliberations with the SCERTs (the curriculum bodies at the state level) and school boards, is also meant to contribute towards bringing equivalence across different boards.

The teacher's assessment of the student in group project work, the student's own reflections on it, and peer feedback on the student's understanding of and contributions to the project are part of the HPC. The HPC focuses on empowering learners to attain knowledge and skill independently, teachers will play a key role in guiding the students to achieve their goals.

<https://indianexpress.com.cdn.ampproject.org/c/s/indianexpress.com/article/education/new-ncert-report-card-for-senior-classes-to-track-post-school-plans-and-life-skills-9425022/lite/>

INDIAN BISHOPS BACK DOCTORS' STRIKE OVER RAPE, MURDER

By Nirendra Dev and Bijay Kumar Minj: August 19, 2024



The Catholic bishops in India have supported the Aug. 19 national strike of medicos, which demanded workplace safety after a trainee woman doctor was gang-raped and murdered early this month. “The government must take immediate and effective measures to ensure the safety of women in all workplaces, especially in institutions meant to heal and care for others,”

said a statement from the Catholic Bishops' Conference of India.

The “horrific crime” against the 31-year-old trainee doctor was “an assault on the dignity of all women. We demand swift justice,” said the statement from Archbishop Andrews Thazhath of Trichur, who is the conference president. The

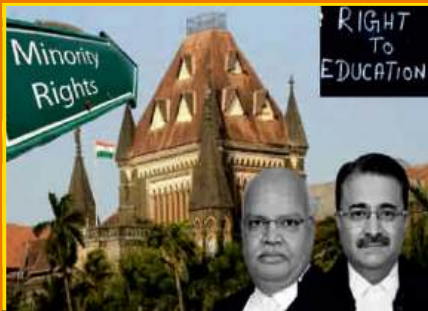
victim's half-naked body with multiple injuries was discovered on Aug. 9 in a seminar hall at the R. G. Kar Medical College in Kolkata, which was established in 1886 and billed as Asia's first medical college.

The voluntary and sporadic protests in several cities and towns became an organised national strike when the Indian Medical Association, the country's largest medical union, supported the strike nationwide. In the Christian-majority northeastern states of Meghalaya and Mizoram, Christian doctors joined the striking doctors. Dr. George Thira, an office-bearer of the Nagaland In-Service Doctors' Association, told UCA News the protest in Nagaland "was not just about seeking justice for the victim." "We wanted to send a message that violence against healthcare

workers will not be tolerated" in the country, he said.

A volunteer at the hospital has been arrested in connection with the crime. Following allegations of slow progress, the investigation has now been transferred from local police to India's premier investigation agency, the Central Bureau of Investigation. Rape cases have been increasing in India. In 2022, India reported 31,516 rape cases, posting a 20 per cent rise compared with 2021. The state-run National Crime Records Bureau of India has yet to publish details for 2023.

<https://www.ucanews.com/news/indian-bishops-back-doctors-strike-over-rape-murder/106091>



MINORITY INSTITUTIONS CAN'T BE ALLOWED TO SUBJECT THEMSELVES TO RTE ACT, EVEN IF THEY'RE READY & WILLING: BOMBAY HC

By Aastha Kaushik: 19 August 2024

The Bombay High Court observed that minority institutions are not allowed to subject themselves to the provisions of the Right of Children to Free and Compulsory Education Act, 2009 ('RTE Act') as it would be in stark violation of the law.

The Division Bench of Justice Mangesh S Patil and Justice Shailesh P Brahme held "If the petitioners being minority institutions are allowed to subject themselves to the provisions of the RTE Act, it would be in stark violation of Section 1(5) as also Pramati Education and Cultural Trust's decision (supra). Once the constitutional bench of the Supreme Court has held the RTE Act itself being ultra vires Article 30(1) of the Constitution, this Court in exercise of the powers under Article 226 of the Constitution cannot permit the minority institutes like the petitioners to subject themselves to the provisions of the RTE Act. Even if they are ready and willing. Allowing them to do so could be only by making the provisions of the RTE Act applicable to them which in itself is prohibited by virtue of the declaration in Pramati Educational and Cultural Trust (supra)."

"The issue is not as simple as it looks. Section 1(5) of the RTE Act expressly excludes minority institutes from applicability of the RTE Act. Rule

1.1 and Rule 12 which seek to exclude minority institutes or the institutes imparting religious instructions is clearly in consonance with Section 1(5). Apparently, the petitioners are seeking to subject themselves to the provisions of the RTE Act by coming forward voluntarily to admit the students under 25% quota which claim itself would be inconsistent with Section 1(5).", the Court said.

The Court referred to the landmark judgment of the Supreme Court in Pramati Educational and Cultural Trust (Registered) and Ors. Vs. Union of India and Ors (2014), by which the RTE Act was declared to be ultra vires the Article 30(1) of the Constitution of India to the extent of minority schools, aided or unaided, covered under that Article. It was held that according to the judgment, the Petitioners could not be allowed to put up a challenge to the validity of the provisions of the RTE Act or the Rules framed thereunder. Accordingly, the Court dismissed the writ petitions.

<https://www.verdictum.in/court-updates/high-courts/bombay-high-court-2024-bhc-aug-17902-db-izak-english-medium-school-v-state-of-maharashtra-minority-institutions-prohibited-admissions-rte-act-1548265?infinitemscroll=1>

BENGALURU EMERGES HUB FOR ILLEGAL SCHOOLS.

By Sridhar Vivan: July 30, 2024



Out of the 993 unauthorised schools identified in the state, as many as 101 schools have been regularised, and seven are currently under departmental investigation. Many unauthorised schools are found to be located in Bengaluru, with 172 such schools in South Bengaluru, 141 in North Bengaluru, 120 in Ramanagara, 101 in Raichur, and 95 in Chitradurga.

It was also noted that some of these unauthorised schools are delivering the central government curriculum despite having approval for the state curriculum, while others are using one medium of instruction for approval but conducting classes in a different medium. BB Cauvery, Commissioner of Public Education, said that the task of transferring students from unauthorised schools to authorised institutions and closing down the unauthorised schools is being managed by Deputy Directors at the

district level.

Meanwhile, parents demand that the education department take measures to shut down unauthorised schools instead of issuing advisories to parents to be careful while enrolling their children. Stressing the need for strict checks and measures to avoid this problem, the education department needs to implement more stringent checks to protect families from the consequences of enrolling in unauthorised schools.

https://education.economictimes.indiatimes.com/news/school-education/bengaluru-emerges-hub-for-illegal-schools/112142743?action=profile_completion&utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2024-08-04&dt=2024-08-04&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t



DELHI GOVT ISSUES GUIDELINES FOR SAFETY AND SECURITY OF SCHOOL STUDENTS

By PTI: August 1, 2024

The Delhi government on Wednesday issued guidelines for the safety and security of school students in the aftermath of the Rajinder Nagar coaching centre flooding incident, which claimed the lives of three UPSC aspirants. According to the guidelines issued by the Directorate of Education (DoE), the schools -- both private and government-run -- have to follow the provisions of the Master Plan for Delhi, 2021 regarding the use of basements in public buildings.

The school authorities have to ensure all necessary steps at their level to avoid waterlogging in and around the school premises.

The guidelines mandated that the principals should ensure the basements, if any in school buildings, shall be used only for permissible activities as per provisions of the Master Plan and as per the sanctioned plan. School corridors and staircases shall be regularly checked for water accumulation and requisite necessary action to be taken; the guidelines stated.

https://education.economictimes.indiatimes.com/news/government-policies/delhi-govt-issues-guidelines-for-safety-and-security-of-school-students/112182259?action=profile_completion&utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2024-08-04&dt=2024-08-04&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t

EDUCATION MINISTRY NOTIFIES GUIDELINES FOR BAGLESS DAYS FOR CLASSES 6-8

By PTI: July 30, 2024



The Union education ministry notified guidelines for the implementation of bagless days for classes 6-8 and making learning in schools more joyful, experiential, and stress-free. The guidelines, developed by the PSS Central Institute of Vocational Education, a unit of the National Council for Educational Research and Training (NCERT), were released on the fourth anniversary of the new National Education Policy (NEP), 2020.

The NEP, 2020, had recommended that all students in classes 6-8 participate in a 10-day bagless period. The ministry said all students would participate in the 10-day bagless period sometime during classes 6-8 during which they would intern with local vocational experts such as carpenters, gardeners, potters, etc.

Among other initiatives launched on the NEP anniversary were dedicated TV channels to facilitate learning of various Indian languages.

Four books and lecture notes aimed at promoting Indian knowledge systems among students and teachers were also launched.

The Akhil Bharatiya Siksha Samagam has been conceptualised as an event to celebrate the adoption of NEP, 2020, to reinvigorate the commitment of various stakeholders for its effective implementation and to realise the collective strength for the achievement of shared goals through collaborative efforts.

https://education.economictimes.indiatimes.com/news/school-education/education-ministry-notifies-guidelines-for-bagless-days-for-classes-6-8/112140919?action=profile_completion&utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2024-08-04&dt=2024-08-04&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t



BUDGET 2024: TRANSFORMATIVE INITIATIVES IN THE EDUCATION SECTOR

By Dr. Subir Verma, Director – FORE School of Management: August 2, 2024

The Education sector saw good hits in terms of reforms. In reference to the Total Budgetary Outlay of ₹1.48 Lakh Crore, which is an enhancement of 6.8% over FY 23-24, allocated for Education, Skilling, and Employment would be critical to build future capacities for the Knowledge and Skill Economy. This can be seen as a game-changer for India in the long run and help in Human Capital Development. Education needs to be accessible and affordable, and this budget sets a strong example for it.

The government has left no stones unturned in

making skill development a priority in this budget. What does the youth want? - Good opportunities to learn, earn and grow and that has been heard and implemented in this budget. Women empowerment has been a crucial area for the government, and to ensure equal and affordable opportunities for women of all sections of the society. Setting up of working womens' hostels and establishing creches has been a step towards making women more Aatmanirbhar and Viksit.

What was missing in this budget? A drop in GST

rates in education is a small missing attribute that could have made this budget more fruitful for all. All hopes for this reduction are now on the forthcoming GST council meeting in August. The government's aim of Viksit Bharat is clearly

visible in this budget's agenda, and this will help in making India more Aatmanirbhar.

<https://education.economictimes.indiatimes.com/blog/budget-2024-transformative-initiatives-in-the-education-sector/112217689>

WORLD HUMANITARIAN DAY HIGHLIGHTS SACRIFICE OF AID WORKERS.

By Junno Arocho Esteves, OSV News: August 20, 2024



As the world commemorates World Humanitarian Day 2024, the latest figures on the dire circumstances aid workers face on the frontline highlight the alarming increase in attacks against them and their work to relieve the suffering of civilians caught in the crossfire. The aid research advocacy group, Humanitarian Outcomes, published its 2024 Aid Worker Security Report on Aug. 15, which stated that "2023 was the deadliest year for aid workers ever recorded, with fatalities more than double the annual average."

According to the report, which was compiled by the Aid Worker Security Database (AWSD), 595 aid workers were victims of major attacks in 2023, including 280 who were killed in 33 countries. More than half of these deaths (163) were aid workers killed in the first three months of the conflict in Gaza, mostly as a result of airstrikes, the group stated. More than half of these deaths (163) were aid workers killed in the first three months of the conflict in Gaza, mostly as a result of airstrikes, the group stated.

Humanitarian Outcomes also stated in its report that ongoing conflict in Sudan resulted in the deaths of 24 aid workers, and violence

spreading to neighbouring South Sudan resulted in the deaths of 34 aid workers. Established by the United Nations in 2008, World Humanitarian Day recognizes the work of humanitarian personnel and those who died in service. The date of the world day commemorates the 2003 of the U.N. headquarters in Baghdad, Iraq, that killed 22 humanitarian workers.

Among the many Catholic humanitarian organizations working in warzones and crisis areas are the Salesian Missions, which provides humanitarian relief in more than 130 countries. "Because Salesian missionaries live in the communities they serve, they are often on the front lines of humanitarian disasters," said Father Michael Conway, director of Salesian Missions, in a statement released by the organization Aug. 19 to commemorate World Humanitarian Day.

In its statement, the Salesian Missions highlighted its work helping people displaced by war and poverty, including in Nigeria, Congo, Haiti, and Namibia, providing meals, educational courses, and coordinating donations.

<https://www.ucanews.com/news/world-humanitarian-day-highlights-sacrifice-of-aid-workers/106100>

"The true teacher defends his pupils against his own personal influence. He inspires self-trust. He guides their eyes from himself to the spirit that quickens him. He will have no disciples."

-Amos Bronson Alcott



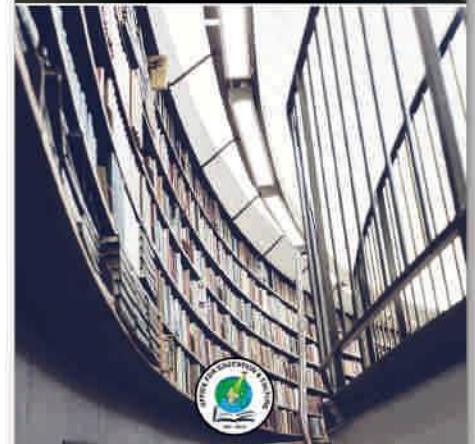
ALL INDIA CATHOLIC EDUCATION POLICY

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

All India Catholic Education Policy 2023



CBCI Office for Education and Culture
CATHOLIC BISHOPS' CONFERENCE OF INDIA

CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

CBCI CHILD PROTECTION POLICY
FOR CATHOLIC SCHOOLS IN INDIA 2023



CBCI Office for Education and Culture
CATHOLIC BISHOPS' CONFERENCE OF INDIA

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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