

TRENDS & VIEWS – KRCE NEWS LETTER

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Editorial

We believe that Education should be experiential, Not merely theoretical. Whatever we study or do must be applicable to life situations. We have heard that familiar, but time-dishonoured, rationalization: “The end justifies the means.” Every-one knows that this saying has been offered by “true believers” in multitudes of causes as justification for their violent deeds. A bad tree, however, as Jesus Christ pointed out, produces bad fruit. Evil means lead to evil ends. And yet – suppose we restate that saying another way, thus: “The end tests the validity of the means”? To this statement, no one could object.

Human deeds justify or condemn themselves by their consequences. A man may campaign for peace, yet parade about so angrily in his “peace demonstrations” that all he accomplishes in the end is the disruption of everybody’s peace, including his own. A nation may see no harm in destroying its forests to get wood, but the consequences of the act will demonstrate that great harm was done to the ecology. In this case, the end – obtaining wood for fire places and for the construction of houses – clearly did not justify the means used. On the other side, if Fulton was ridiculed for building a ship made of metal, the fact that it floated once it was launched was all the justification he needed for his invention. A course of action is justified if its results are consistently good.

We see here a basic weakness of modern education: It is theoretical, primarily. It places all too little emphasis on practicality. All remains within the precincts of four walls and may not touch life. Far from trying to justify any means in terms of their actual results, educators seem to view any concern with the practical effects of a theory as a kind of betrayal of the true, scholarly spirit.

It is no accident, surely, that many of the world’s greatest men and women – scientists, thinkers, teachers, moulders of public opinion – either never finished their formal education or did poorly in school. Einstein’s teachers marked him for a failure in life. Edison could only manage three months of formal schooling, at the end of which his teacher sent him home with a note saying he was “un-teachable” –in fact, “addled.” Goethe found little worth assimilating during his formal schooling. In fact, he later claimed not to have found a single university course that could hold his interest.

However full a student’s head is crammed with book learning, his understanding of things, and of life in general, after twelve or sixteen years of education, is completely unrelated to actual experience. Still less is it the product of self-understanding. Were we, on the other hand, to define education primarily in terms of what life has to teach us, we would soon find reality directing our theories, instead of theories moulding our perceptions.

For education to prepare children for meeting life realistically, it should encourage them to learn from life itself, and to view with scepticism a body of fixed knowledge that has been passed on unquestioned from one generation to the next. Education must above all be experiential, and not merely theoretical. The student should be taught, among other things, to observe the outcome of any course of action, and not to depend blindly on the claims of others as to what that outcome is supposed to be, and therefore will be.

Fr. Eugene Lobo SJ

Pope Francis offers three proposals for improving Catholic Education:

“Catholic Education is one of the most important challenges for the Church, currently committed to new Evangelization in an historical and cultural context that is undergoing constant transformation”, remarked the Holy Father in his address to participants in the plenary session of the Congregation for Catholic Education (for Educational Institutions).

The agenda of the plenary session, the Pope commented, includes themes of primary importance such as the implementation of the Apostolic Constitution “Sapientia Christiana”, the consolidation of the identity of Catholic universities, and the preparations for the events which will fall in 2015: the fiftieth anniversary of the Conciliar Declaration “Gravissimum Educationis” and the twenty-fifth anniversary of the Apostolic Constitution “Ex Corde Ecclesiae”.

Pope Francis proposed three aspects for consideration by the participants: the value of dialogue in education, the qualified preparation of formators and the responsibility of educational institutions to express the living presence of the Gospel in the fields of education, science and culture.

Referring to the first of these points, he said, “Effectively, Catholic schools and universities are attended by many students who are not Christian or do not believe. Catholic educational institutions offer to all an approach to education that has as its aim the full development of the person, which responds to the right of every person to access to knowledge. However, they are also called upon to offer, with full respect for the freedom of each person and using the methods appropriate to the scholastic environment, the Christian belief, that is, to present Jesus Christ as the meaning of life, the cosmos and history. Jesus began to proclaim the good news of the 'Galilee of the people', a crossroads of people, diverse in terms of race, culture and religion. This context resembles today's world, in certain respects. The

profound changes that have led to the ever wider diffusion of multicultural societies require those who work in the school or university sector to be involved in educational itineraries involving comparison and dialogue, with a courageous and innovative fidelity that enables Catholic identity to encounter the various 'souls' of multicultural society”.

With regard to the second aspect, the Pope remarked that during his meeting with the Superior Generals, he had emphasized that education in our times “is guided by a changing generation, and that, therefore, every educator – and the Church as a whole is an educating mother – is required to change, in the sense of knowing how to communicate with the young”.

In relation to the responsibility of educational institutions to “express the living presence of the Gospel in the field of education, science and culture”, Pope Francis reiterated the need for Catholic academic institutions to avoid “isolating themselves in the world”, and instead to “know how to enter, with courage, into the Areopagus of contemporary cultures and to initiate dialogue, aware of the gift they are able to offer to all”.

Events of the Month

Chikmagalur: KRCE conducted a one day Seminar cum workshop on Education and modern challenges in our education system, to the teachers of St. Joseph’s Convent Schools Chikmagalur.

This seminar was held on February 11, 2015 from 10.00 am to 4.30 pm, under the guidance of Fr. Eugene Lobo SJ, KRCE Secretary. A total of ninety staff attended the seminar.



Fr. Eugene Lobo first explained the meaning

of education in the context of the Catholic Church. Then he presented the role of a teacher in our schools and how one can handle our students and train them to be persons for others. Then he placed before them a few legal issues such as sexual harassment at work places and child molestation in our schools. He placed before them the problem of corporal punishment and how to resolve the problems of discipline.



The present issues like the RTE, the RTI and the commitment of a person to the institution were emphasized. We as the minority institution have a special role to play in the formation of our students. Sr. Regina Mary SJT, Secretary organized the programme. Sr. Anthumary SJT welcomed the group and proposed the vote of thanks.

A visit of the CBCI Secretary for Education and Culture to Karnataka:

Fr. Joseph Manipadam sdb Secretary Education and Culture New Delhi visited the Dioceses of Karnataka from February 15, 2015 to February 21, 2015. His purpose was to have first hand information of our institutions and contact them to consider implementing the All India Catholic Education Policy 2007. The CBCI Commission has been considering the accreditation of our institutions and to grant them a certificate. Accordingly Fr. Manipadam visited Mangalore- Udupi, Karwar, Belgaum and Shimoga - Bhadravathi Dioceses. Earlier he had visited Bangalore and Mysore in the month of November.

Mangalore - Udupi Dioceses : A seminar was organized at Shanthi Kiran, Bajjodi,

Pastoral Centre, Mangalore on February 16, 2015 at 9.30 am on the topic the All India Catholic Education Policy 2007. Fr. Gerald D' Souza, Secretary Catholic Board of Education organized the seminar.



He welcomed the Bishop of Mangalore and the participants. He introduced the resource person, Fr. Joseph Manipadam. Fr. Eugene



Lobo SJ Secretary KRCE thanked the Bishop for his support to education. He summarized the

theme of the seminar and explained its importance. Dr. Aloysius Paul D' Souza, Bishop of Mangalore inaugurated the seminar and gave the key note address. He said that education today is a very difficult issue which needs greater commitments from all areas. We have been challenged, he said, by the Government, by the Parents, by the Staff and Students but our aim remains to present Christ through our Evangelization.



He congratulated Fr. Eugene Lobo and Fr. Gerald D' Souza for their effort in organizing the seminar and welcomed Fr. Manipadam who has come from Delhi to clarify the several issues. He gave his blessings and promised his support to the seminar and the cause of education.

Fr. Joseph Manipadam who conducted the seminar dealt in detail the educational policy and how it can be implemented in our institutions, placing before the audience the ten point formula contained in it. He also explained the result of its implementation, leading to the spiritual growth and formation of each student. At the same time he conveyed the granting of the certificate of accreditation under the CBCI Commission for education, New Delhi. In the second session he dealt on the topic of sexual harassment at work places and in schools. He placed before the audience the legal implications of its violation. He explained clearly the legal issues, formation of various committees and the provision of various facilities in our schools. He touched on the issues such as the minority rights, RTE, the court judgments and the role of CBCI in Christian and family life. He delicately explained the political scenario at New Delhi particularly with BJP Government and the newly elected Delhi Government. 185 members participated in the seminar. Fr. Eugene Lobo gave the vote of thanks and thanked the Catholic Board of Education for beautifully organizing the seminar.

Karwar Diocese : Fr. Joseph Manipadam conducted the second leg of the seminar at



Karwar Diocese on February 17, 2015. The seminar began at 9.45 am with a short prayer and welcome note by Fr. Valerian Sequeira, Secretary, Karwar Diocese Education Society. He welcomed the resource person Fr. Manipadam and KRCE Secretary Fr. Eugene Lobo SJ. He conveyed in his welcome address the wishes and blessings of Dr. Derek Fernandes,

Bishop of Karwar. Fr. Eugene Lobo gave the theme and summary of the seminar and introduced Fr. Joseph Manipadam to the audience. 90 members were present for the seminar.

Fr. Manipadam began with the topic of All India Catholic Education Policy 2007 and its implementation in today's context. Education is a challenging topic that affects all of us and therefore we have to take great care in the implementation of the policy he said. He spoke of the accreditation of our institutions to the CBCI Commission for Education and Culture, New



Delhi and how a certificate may be issued to indicate the working

of the system in our schools. He gave the methodology of working of the policy in practice. He spoke on the topic of sexual harassment at work places and in our schools. While dealing with our children he explained how to resolve the practical problems and implement Government measures. He touched on the legal issues and the norms necessary to be implemented in our institutions. He also dealt with delicate issues such as minority rights, corporal punishment and RTE. After this he explained the political scene under the



present Government and the possible future struggles of Christians. Fr. Valerian gave the vote of thanks. After lunch he invited the correspondents and principals to discuss the present day problems regarding appointments, salaries, ESI, RTE and languages issues.

Belgaum Diocese: on Thursday , February 19, 2015 Fr.

Joseph Manipadam conducted the seminar at Sevalaya Dharwad, Pastoral



Center. The seminar began at 10.00 am with the lighting of the lamp by Dr. Peter Machado, Bishop of Belgaum Diocese along with the Resource Persons, Secretary of Belgaum Diocese Education Society and the representatives of teachers.



Fr. Alwyn Sudhir, Secretary, Belgaum Diocese Education Board welcomed the Bishop, Fr. Manipadam, Fr. Eugene Lobo and the participants. Fr. Eugene Lobo presented the theme and the summary of the seminar. Bishop Peter Machado in his presidential address spoke of the importance of education in India and particularly in the diocese of Belgaum. He spoke with warmth, the unity that exists between the diocesan and the religious run schools and this has helped towards the building up of the family spirit in the diocese. His focus he said is to make our schools and colleges places of Evangelization and Proclamation of Good News in a spirit of joy. He expected greater responsibility from each towards building

up the educational system. He thanked Fr. Manipadam for having come to his diocese as a resource person for the seminar and appreciated the work of Secretary Fr. Alwyn.

Fr. Manipadam in the programme explained the role of a teachers in the building of the personality of our students. He placed before the audience the All India Education Policy 2007 and stressed on the importance of implementing this policy in the light of Evangelization. He invited all institutions to actively participate in the accreditation process of the CBCI and obtain the certificate of accreditation. In the second part of the programme he brought to light the present day problems confronting our schools in India, namely the



sexual harassment at work places and in the classrooms. He put forward the Government norms and the precautionary measures to be followed by each institution. After spending sometime on the issues of minority rights, RTE, RTI and corporal punishment, he explained the political scene at the centre with the Modi Government and the implications on the Christian community. The court cases regarding the minority rights and language issues were also touched upon.

Shimoga - Bhadravathi Dioceses: On February 20, 2015 the Education Seminar was held at Shimoga for the institutions of Shimoga and Bhadravathi Dioceses. The programme began at 10.00 am in Chaitanya, Social Service Centre of Shimoga Diocese. 48 members were present in spite of the disturbance in the city due to Hindu Muslim misunderstandings. The seminar

commenced with a prayer led by the Charles Borromeo Sisters. Msgr. Felix Noronha, Secretary Mount Carmel Education Society, Shimoga welcomed the audience and introduced the dignitaries on the stage. He stressed



role of the Bishop Dr. Francis Serrao SJ in giving the leadership to the diocese and encouraging the educational institutions. He also gave the church's view on education and how we ought to follow it. Fr. Eugene Lobo, Secretary KRCE gave the gist of the seminar and its importance in today's situations. In his key note address Bishop Francis Serrao SJ explained the role of education namely to form the students intellectually, to prepare them emotionally, build them physically, encourage them socially, prepare them culturally and ultimately make them spiritually complete. He told the audience how difficult it is to reach out to everyone and yet the diocese has done much to bring the Good News through education to all. He thanked Fr. Manipadam, Fr. Eugene Lobo and Msgr. Felix Noronha for organizing the seminar in the diocese.



Fr. Joseph Manipadam, Secretary CBCI Education and Culture presented the current education scenario in India. He stressed on the role of a teacher in building the personality of a student. He spoke on the All India Catholic Education Policy 2007 and explained the completeness and simplicity of this policy which can be easily implemented. He expressed the desire

of CBCI towards accreditation of the institutions all over India and thus to have uniformity in the presentation and formation. After this he spoke on sexual harassment at work places and in the classrooms and offered possible remedies for the same. He explained the legal aspects of sexual harassment and the Government's role and methodology in implementing them. He touched on several issues such as minority rights, RTE, RTI, corporal



punishments etc. He also reflected on the way in which the Government is functioning at the centre and the analysis of the present day administration and the Acts passed by the Government. He spoke on Delhi elections and the attacks on Churches and Schools in Delhi. He concluded with the words that we always must be ready to face challenges and opposition in the proclamation of "Good News".

Attitude is Everything

Jerry was the kind of guy you love to hate. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!" He was a unique manager because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was a natural motivator. If an employee was having a bad day, Jerry was there telling the employee how to look on the positive side of the situation.

Seeing this style really made everyone curious, so one day some of us went up to

Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?" Jerry replied, "Each morning I wake up and say to myself, Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood.' I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, it's not that easy," one protested.

"Yes it is," Jerry said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you react to situations. You choose how people will affect your mood. You choose to be in a good mood or bad mood. The bottom line: It's your choice how you live life." Sam then reflected on what Jerry said. Soon thereafter, he left the restaurant industry to start his own business. They lost touch, but often Sam thought about him when he made a choice about life instead of reacting to it.

Several years later, Sam and his friends heard that Jerry did something you are never supposed to do in a restaurant business: he left the back door open one morning and was held up at gunpoint by three armed robbers. While trying to open the safe, his hand, shaking from nervousness, slipped off the combination. The robbers panicked and shot him. Luckily, Jerry was found relatively quickly and rushed to the local trauma centre. After 18 hours of surgery and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body. Sam saw Jerry about six months after the accident. When he asked him how he was, he replied, "If I were any better, I'd be twins. Wanna see my scars?"

Sam certainly declined to see his wounds, but did ask him what had gone through his mind as the robbery took place. "The first thing that went through my mind was that I should

have locked the back door," Jerry replied. "Then, as I lay on the floor, I remembered that I had two choices: I could choose to live, or I could choose to die. I chose to live.

"Weren't you scared? Did you lose consciousness?" Sam asked. Jerry continued, "The paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the emergency room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read, 'He's a dead man.' I knew I needed to take action."

"What did you do?" Sam asked.

"Well, there was a big, burly nurse shouting questions at me," said Jerry. "She asked if I was allergic to anything. 'Yes,' I replied. The doctors and nurses stopped working as they waited for my reply.. I took a deep breath and yelled, 'Bullets!' Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'" Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude. Sam and his friends learned from him that every day we have the choice to live fully. Attitude, after all, is everything.

JUST A MOM?

A woman, renewing her driver's license at the County Clerk's office was asked by the woman recorder to state her occupation.

She hesitated, uncertain how to classify herself. "What I mean is," explained the recorder, "do you have a job or are you just a.....?"

"Of course I have a job," snapped the woman. "I'm a Mom."

"We don't list 'Mom' as an occupation, 'housewife' covers it," said the recorder emphatically.

The woman forgot all about her story until one day she found herself in the same situation, this time at their own Town Hall. The Clerk was obviously a career woman, poised, efficient and possessed of a high

sounding title like, "Official Interrogator" or "Town Registrar."

"What is your occupation?" she probed.

The clerk paused, ball-point pen frozen in midair and looked up as though she had not heard right. The woman repeated the title slowly emphasizing the most significant words. Then she stared with wonder as her pronouncement was written, in bold, black ink on the official questionnaire.

"Might I ask," said the clerk with new interest, "just what you do in your field?"

Coolly, without any trace of fluster in her voice, she heard herself reply, "I have a continuing program of research, [what mother doesn't) in the laboratory and in the field, (normally she would have said indoors and out). I'm working for my Masters, (first the Lord and then the whole family) and already have four credits (all daughters). Of course, the job is one of the most demanding in the humanities, (any mother care to disagree?) And I often work 14 hours a day, (24 is more like it). But the job is more challenging than most run-of-the-mill careers and the rewards are more of a satisfaction rather than just money."

There was an increasing note of respect in the clerk's voice as she completed the form, stood up and personally ushered the woman to the door. As she drove into her driveway, buoyed up by her glamorous new career, she was greeted by her lab assistants -- ages 13, 7, and 3. Upstairs she could hear their new experimental model, (a 6 month old baby) in the child development program, testing out a new vocal pattern. She felt she had scored a beat on bureaucracy! And she had gone on the official records as someone more distinguished and indispensable to mankind than "just another Mom." Motherhood!

What made her say it? No one knows. The words simply popped out. "I'm a Research Associate in the field of Child Development and Human Relations."

What a glorious career! Especially when there is a title on the door.

Does this make grandmothers "Senior Research associates in the field of Child Development and Human Relations" and great grandmothers "Executive Senior Research Associates"? May your troubles be less, your blessings be more.

"A teacher who attempts to teach without inspiring the pupil with a desire to learn is hammering on cold iron."

By : Horace Mann

Things to ponder

1. As administration and teachers are we forming our students
2. Does our education gave only curriculum or value systems
3. With the Government interference are we able to do our task responsibly
4. Without corporal punishment are we able to control discipline
5. What should be our future orientation to education?
6. We need to bring God into education but how?
7. Does our value system carry proper weightage to learn about life?

"The good teacher uses her third eye-the heart to understand and feel for her students."

By S.H. Claret



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