



TRENDS & VIEWS – KRCE NEWSLETTER

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Editorial



We are approaching the Teachers' Day celebration. It is time we look back and see the role of a teacher in our life and how we as teachers can improve our duty as educators. Dr. S. Radhakrishnan says: "The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning." Rabindranath Tagore says: "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students can only load their minds. He cannot quicken them."

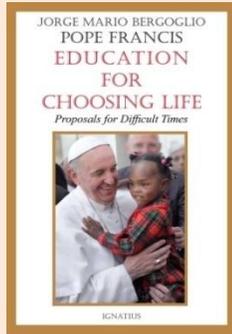
Schools are one of the first places where kid's behaviour and future educational success is shape. Teachers are carriers of either positive or negative behaviour toward students. The reason why the first years of school are so critical is because kids learn the base of their educational life. Teachers are the second mothers for the students because students spend a lot of time with their teachers. At the same time a real teacher becomes what he or she is through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expand they become experts on the field. the mother's role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. So also a teacher through much effort can form a child and prepare for them a great future. Teaching is a vocation, a call and not just an occupation. A teacher is someone who becomes through many years of training and experiences in the field. At the same time teaching is an art. One cannot be an expert teacher from the first day of his or her profession. A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him. Everything the teacher says will have an impact on the students. If the teacher feels joy of feels anger, it will be spread among children because the attitudes of the teacher gets contagious. If the teacher laughs, students also laugh, this is because teachers are responsible for the social behaviour in the classroom. If something goes wrong the only responsible is the teacher even if it was not their fault. The teacher must create a warm and protective environment but at the same time he or she must be professional in the approach towards the work. If students feel secure in the classroom the result will be shown in the academic progress. A good star could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Every student wants the attention of the teachers and a teacher too wants the attention of each youngster in the classroom. Unaware to each other a firm and strong bond is built up.

School is a place where one goes to learn but I also believe that there should be times where fun is a necessity. That is why a teacher should also have fun with the students. Kids learn faster when they feel attracted to an exciting lesson. Beyond this a teacher should also be someone who guides student and personal care rather than become someone who is a totalitarian in the classroom. The teacher needs to show respect toward the students so the students also respect the teacher. Teacher must never ignore the different traditions and customs because the students come from different backgrounds. Finally all teachers have the key to provide a good environment for the students. The benefits of having a pleasant environment are for the teacher and students. The future education success of the students depends on their first years. Consequently, the contact of the students with the teacher is an everyday act and the teacher has a role to help them, correct them and even reprimand them. Therefore on this day we strongly believe that teachers need to show respect, caring, become role models, make a pleasant environment, treat students right, instructs them but not be totalitarian, and guides them through the road of success.

Fr. Eugene Lobo S.J.

To Educate is to Transform: Pope Francis: Pope

Francis says that only by changing education can we change the world. To this end, he offers you some suggestions such as need to network, to face the social changes with hope, to support innovative educational projects and thus make our education as the means to transform the society.



First, the Pontiff says that it is important to “network”. Networking means uniting schools and universities for the sake of improving the work education and research, drawing upon everyone’s strong points for greater effectiveness on the intellectual and cultural levels. Networking means uniting the various branches of knowledge, the sciences and fields of study, in order to face complex challenges with an inter-disciplinary and cross-disciplinary approach. Networking at the same time is creating spaces for encounter and dialogue within educational institutions, and encouraging similar spaces outside our institutions, with people of other cultures, other traditions and different religions, so that a Christian humanism can consider the overall reality of humanity today.

Networking involves in making the school an educating community where teachers and students are brought together not only by the teaching curriculum, but also by a curriculum of life and experience that can educate the different



generations to mutual sharing, says the Holy Father. Moreover, the challenges facing our human family today are global, in a more wide-ranging sense than is

often thought. Catholic education is not limited to forming minds to a broader outlook, capable of embracing distant realities. It also recognized that mankind’s moral responsibility today does not just extend through space, but also through time, and

that present choices have repercussions for future generations.

The second challenge facing education today, says Pope Francis is as he explains in *Evangelii Gaudium* (86): “We must not allow



ourselves to be robbed of hope!”. With this appeal, he meant to encourage the men and women of our time to face social change optimistically, so that they can immerse themselves in reality with the light that radiates from the promise of Christian salvation. He continues saying that we are called not to lose hope, because we must offer hope to the global world of today. “Globalizing hope” and “supporting the hopes of globalization” are basic commitments in the mission of Catholic education. A globalization bereft of hope or vision can easily be conditioned by economic interests, which are often far removed from a correct understanding of the common good, and which easily give rise to social tensions, economic conflicts and abuses of power. We support the good things that globalization brings and correct the harmful ones.

These ought to be achieved and these important goals that can be attained by the growth of scientific research carried out by universities and quality research, which looks to a horizon rich in challenges. Some of these challenges have been explained by Pope Francis in his letter on environment, *Laudato Si’*. Our education



system must contribute and build a response by developing and researching an integral ecology. The Pope stresses on the economic challenge, based on researching better models of development corresponding to a more authentic understanding of human fulfillment and capable of correcting some of the perverse mechanisms of consumption and production. The process of education entails a vision of man as a predator and

the world in which we live as a resource to be despoiled at will.

Finally the Pope while directing institutions towards innovative educational projects says that one must respect three essential criteria in order to be effective: First, identity. This calls for consistency and continuity with the mission of schools, universities and research centers founded, promoted or accompanied by the Church and open to all. Those values are essential for following the way marked out by Christian civilization and by the Church's mission of evangelization. In this way, you can help to indicate what paths to take, in order to give up-to-date answers to today's problems, with a preferential regard for those who are most needy. The second essential point is quality. This is the sure beacon that must shed light on every enterprise of study, research and education. Finally our work in educational system cannot overlook the goal of the common good. The common good is difficult to define in our societies characterized by the coexistence of citizens, groups and peoples belonging to different cultures, traditions and faiths. We must broaden the horizons of the common good, educating everyone to understand that we belong to one human family, Pope Francis said.

The Holy Father is insistent on our mission of education. For this we must lay its foundations in a way consistent with our Christian identity; establish means appropriate for the quality of study and research; and pursue goals in harmony with service to the common good, he explained. A plan of thought and action based on these solid pillars will be able to contribute, through education, to building a future in which the dignity of the person and universal fraternity are global resources upon which every citizen of the world can draw.



Indian Education System: India has the great heritage of knowledge. From thousands of years, knowledge is accepted as the prime thing and has been flowing down the centuries. Many scientists, mathematicians, astronomers have done huge research and have made many inventions. The Indian education system is one of the oldest education systems in the world. Yet at the time of Independence we inherited a particular system from the British which needs to be transformed and adjusted while we compete with educational systems of the world.



Indian education system is improving day by day. The projector screens and audio CDS have taken the place of conventional blackboard and chinks.



E-learning tools increase the performance of students as the visual impact on the brain is more than reading textbooks which help

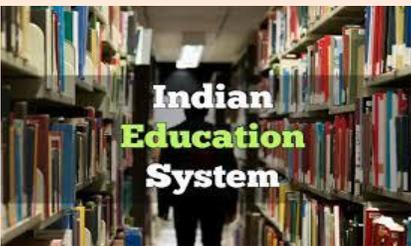
students to understand the concepts easily. E-learning does make things easier but for those students in rural areas are not having internet connections and also the teachers there are not having enough knowledge to use it. Hence it won't be a suitable solution for them. Teachers should be first trained efficiently before they can teach students.

Most people realize that the Indian education system does have a big problem of bad quality teachers. In rural primary schools, we hardly see the talented staff, and this even happens in universities. University appoints ad-hoc lecturers instead of recruiting newer talent and they say there should be talent. Primary schools, high Schools, universities, colleges recruit the teaching staff which is not so good compared to other country's standards. These are the people who are going to shape the upcoming generation and if the quality is not maintained at this level then that is a big harm to the next generation in making. This is

one of the raging problems in Indian education system. We cannot blame the system completely for its failure.

Major factors causing this are that teaching profession is not considered as an appreciated job, teachers don't get corporate equivalent salaries. That is why teaching is not so glamorous job in India. Existing teaching staff needs to improve their skills. The education system needs to bring the processes which will improve the existing teacher's quality periodically. There should be exams, screenings for existing teachers. Teachers should get promoted on basis of skills and talent not just based on the number years of experience. Seniority or age is the main factor in the promotion of the teachers here. We need to change this attitude.

In India, a student is measured with his or her academic grades or percentages. Lab experiments, practical examinations are there as part of the curriculum but they don't have that much value in the education.



Talent cannot be measured by marks; so we

need to have a different measuring system which can measure the talent, skills and hidden potential of the student. Every kid is special, they all are gifted but with a different gift. The education system should provoke thought process so that students know their inclination early enough.

This system creates a divide in students, higher the marks you get better student you are; if you lower marks in academic nothing expected out of you. One of the major problems of the Indian education system is that it fails to understand that academics are just one part of the student life. There are areas such as sports, life sciences, technology, art are the areas students should excel at. But in India, we just focus on the academic part, textbooks knowledge only. When these students

go out in the real world with this textbook knowledge they face a lot of problems

Technology around the world is changing rapidly and jobs availability too. Jobs which were big opportunities ten years back are absolute now. The education system should be on par with the world



and innovation and new technologies like computer, Machine Learning, Chain Block, Bio-Technology, Brain Mapping, Quantum Physics, Nano

Technology etc. School, college still needs to teach basics but along with that, they should at least give the glimpse of what's new happening in the world. To perform well at the job you need to have lots of soft skills like communication, presentation, business email writing, teamwork, SLAs etc. None of it is taught at Indian schools or colleges.

The education system in India or anywhere in the world for that matter teaches how to be the employee; they never teach how to create jobs how to be an entrepreneur. In the 21st century, it is the need of time that we need to promote the entrepreneurship from the school level. Now, this is a problem with the whole world



education system; no education system in the world teaches life skills to students. How to behave in public, what are a relationship and other social aspects of the life needs to be taught at the school and college level. When students go in the real world they need to take decisions which they are not familiar with.

Sex Education is one of the controversial topics in Indian society let alone the Indian education system. Sex education at the school and college

level is a need of time. Same time we need to consider the cultural values, the sentiment of society and other aspects but still we have to introduce sex education in at the into the education system in India.

Education system is different in different countries and we cannot copy and paste the Western education culture and use it in our country. Definitely, we can learn from the western education systems and take the best part of it, plus we can add our ancient education methods and modernize the way of delivering it. Indian education system needs to implement digital methodologies to improve quality of education. We are in dire need of better teachers in the system and to achieve that teacher needs to have good compensation. We need to bring in the best brains in the teaching industry.

The Annual General Body meeting: The Annual General Body meeting of KRCE was held at Regional Pastoral Centre (KROSS), Bangalore on the 13th July, 2018. The meeting



commenced at 9.30 am. 95 General body members were present. Archbishop Peter Machado , President of KRCE, Archbishop Bernard Moras outgoing President of KRCE, Fr Stany D'



Souza SJ Vice President of KRCE and Mgr. Jayanathan were present. After the prayer the ceremony of lighting the lamp took place. Fr. Eugene Lobo

welcomed the gathering and then expressed his words of gratitude to Archbishop Bernard Moras and announced farewell to him as he retires from active service as Archbishop.

After an audio visual presentation, he was honoured with a shawl and flower bouquet. After this the new Archbishop was welcomed with a visual presentation and shawl. In



his message Archbishop Bernard Moras expressed his joy at the warm farewell given to him and the welcome to his successor. He requested everyone to keep him in their prayers. Dr. Peter Machado thanked his predecessor for his wonderful work with the archdiocese. He spoke of the importance of education today and the role of KRCE to fulfill the call to evangelization.

The Secretary KRCE then presented the report on power point and explained the work done in the past year. He presented the audited accounts of the year and the budget for the coming year. The members approved



the same auditor Mr.VittalRao for the coming year. Fr. Eugene Lobo also placed before the General Body the problems faced by the KRCE and how we have been working as a team to resolve them. The Secretary welcomed two new Governing Body members of KRCE, viz. Fr. Anthony Shera, Catholic Board of Education, Mangalore and Fr. Jason Furtado SJ of the Karnataka Jesuit Education Society. The newly appointed secretaries were also formally introduced and cordially welcomed.

In his keynote address Fr. Stany D'Souza, the Vice President KRCE spoke on the challenges in present day education. He explained that as educators it is our job to create models to serve our mission



and we should not be afraid to do so. Secondly we should make our institutions spaces for educational investigation, true laboratories of innovation in teaching. Thirdly, he said that our important task today is to work for reconciliation and Justice reaching out to the poorest and the marginalized. Fourthly, he stressed the need to respect and care for our "common home" demand that our institutions train our students in the environmental dimension of reconciliation. Fifthly, he called for

the necessity to participate in collective efforts to raise awareness and take the necessary measures to protect our children and young people entrusted to our care. Finally, all must open themselves to new cultures and situations and accept an intercultural view of the world.

Sr. Mariette BS in her address explained the present day situation where we need new approaches and new initiatives in our educational system. The old means and methods, systems and techniques are of less use. She explained that the biggest emerging trend in the education field is media revolution. Our students in our classroom are the products of this media. In our situation students are exposed to violence, fanaticism, war, killing, rape, human trafficking, corruption, scam etc. Politics is linked with religion and religion is politicized. In their search for peace the teachers should go beyond text books, teach students to search celestial things, love and not hate, live in peace and not fight, forgive and not hurt, build and not destroy, to uphold and not to condemn, to be kind and not violent, to be generous and not selfish.



During the afternoon session Mr. Anil D'Souza, advocate clarified some of the problems faced by our schools. Mr. Suraj spoke about computer updating and web. The CACA group spent a while explaining the POCSO problem. Ms Divya Bhatt spoke on Khandamal issue and the CDs produced. The meeting ended at 4 pm with tea.



Current problems in education in Karnataka: The Managers, Administrators and Principals of ABE and Religious congregations were invited for a session at Palanna Bhavan, Bangalore by the Archdiocesan Board of Education, Bangalore on June 26 2018. 150 members were present. Dr. Peter Machado, Archbishop of Bangalore and Msgr Jayanathan were present. Fr. Eugene Lobo was

the resource person for the topic "Education and Current day problems in Karnataka. He explained the meaning of education today and brought out the salient features of education in Karnataka. He brought out the various problems our institutions are facing particularly in the context of the Article 29 and 30 of the Indian Constitution. He pointed out how as teachers and administrators we have to be alert to every new situation. There have been problems of minority certificate, fee collection, sexual harassment and corporal punishment. We have to be extremely careful while dealing with the officials regarding the problems we face. Fr. John Rose Secretary ABE thanked Fr. Eugene Lobo for his sharing.

Orientation Programme to religious sisters JNC:

A half-day meeting cum session was arranged for the Superiors and Principals of the Sisters of St Joseph of Tarbes at Jyothi Nivas College, Bangalore on July 21 2018. There were 45 sisters coming



from various parts of Karnataka. The session began with a prayer and lighting the lamp. Dr. Sr. Elizabeth, Principal welcomed the audience. The first session was on Catholic Education and its application today. Fr. Eugene Lobo was the resource person.

After the coffee break he took the session on the Papal teaching on education under the guidance of Pope Francis. Then he presented the present day problems faced by our institutions. The schools and colleges receive continual interference from the government authorities and he explained how to tackle the situation on time. He concluded the session on the topic of teachers as leaders in the present day context. There were questions and clarifications and sharing at the end of the session.



Catholic Education and Leadership: A full day programme was arranged at Bishop's house Gulbarga Diocese on July 27 2018 on issues concerning Catholic Education, problems confronting us and how we as leaders can impart good education. About 40 members from the diocese and the religious congregations were present. The session began with a prayer and lighting the lamp. Bishop Robert Miranda gave the introduction to the day's meeting. Fr. Eugene Lobo was the resource person. He began the session on Catholic Education and explained various themes put forward by Pope Francis on today's educational system and how we ought to follow them. After this he spoke on the topic educational leadership explaining how we as teachers have to be leaders and communicators. Then he brought out the topic of problems in education and how we educators are troubled by the government officials and sometimes even by the parents. He touched on the topic of RTI, corporal punishment and POCSO has its effects on our institutions and our students. Fr. Vincent Periera Secretary Education spoke on the topic No to plastic. Bishop Robert Miranda spoke on the need of leadership and how delicately we must handle the teachers and students under our care. The meeting ended at 4 pm.



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Confidence & Self Esteem: Confidence and Self-Esteem were best friends. They went everywhere together. If Confidence bought a new dress, Self-Esteem bought one just like it. They were very



close. One day a new kid came to their school. His name was Peer Pressure. He had a friend called Hateful Words. They decided to give Confidence a hard time. They constantly teased her. They forced her to do terrible things. It was so terrible that Confidence lost Self-Esteem. When Self-Esteem wanted to start some classes, Confidence said they wouldn't be any good.

Then one day, Peer Pressure introduced Confidence to Doubt. He wanted to ruin Confidence, but Peer Pressure said he couldn't yet. Self Esteem couldn't understand what was wrong with Confidence. Confidence now hung around with Depression, Low Self-Esteem, and Overeating.

These girls were friends of Peer Pressure. Self-Esteem no longer had any friends. She no longer felt good about herself. She went to see her Imaam. Imaam Good Words told her how to talk to Confidence. He introduced her to his daughter, Encouragement.

Encouragement and Self-Esteem went to find Confidence. Self Esteem hoped she wasn't too late. The girls found Confidence in a stupor. She was no longer a vibrant, happy young girl.



There were dark circles under her eyes. She had gained so much weight from eating that she couldn't move. Encouragement gasped and Self-Esteem cried. She begged Encouragement to do something. Encouragement began to hug Confidence. She kissed her and loved her. She told her that she was a beautiful young lady who had a lot going for her. Encouragement held Confidence so tightly that Self-Esteem thought she would smother her. Confidence began to cry. As she cried, she seemed to lose weight. Then a bright light suddenly glowed from Confidence and she began to smile.

Peer Pressure and his friends didn't like what Encouragement was doing and tried to attack her. They hit at her and pulled at her, but they couldn't

pull her away from Confidence. Then Confidence began to speak. "Get away from me, Peer Pressure. Take your friends and go. You no longer have any power over me." Confidence was now a glowing light. She and her friends made sure that Peer Pressure and his gang never bothered anyone in their town again.



If you feel that Encouragement is not your friend, then try to find Encouragement in yourself. Self-Esteem and Confidence will follow.

Do not Waste: Germany is a highly industrialized country. It produces top brands like Benz, BMW, and Siemens etc. The nuclear reactor pump is made in a small town in this country. In such a



country, many will think its people lead a luxurious life. At least that was their impression before their study trip. When they arrived at Hamburg, their colleagues who work in Hamburg arranged a welcome party for them in a restaurant. As they walked into the restaurant, they noticed that a lot of tables were empty. There was a table where a young couple was having their meal. There were only two dishes and two cans of beer on the table. These people wondered if such simple meal could be romantic, and whether the girl will leave this stingy guy.

There were a few old ladies on another table. When a dish was served, the waiter would distribute the food for them, and they would finish every bit of the food on their plates. The Indian group did not pay much attention to them, as they were looking



forward to the dishes they ordered. As they were hungry, their local colleague ordered more food for them. As the restaurant was quiet, the food came

quite fast. Since there were other activities arranged for them, they did not spend much time dining. When they left, there was still about one third of unconsumed food on the table.

When they were leaving the restaurant, they heard someone calling them. They noticed the old ladies in the restaurant were talking about them to the restaurant owner.



When they spoke to this group in English, they understood that they were unhappy about them wasting so much food. These people immediately felt that they were really being too busybody. "We paid for our food, it is none of your business how much food we left behind," their colleague Guy told the old ladies. The old ladies were furious. One of them immediately took her hand phone out and made a call to someone. After a while, a man in uniform claimed to be an officer from the Social Security organization arrived. Upon knowing what the dispute was, he issued them a 50 Mark fine. These people all kept quiet. The local colleague took out a 50 Mark note and repeatedly apologized to the officer.

The officer told them in a stern voice, "ORDER WHAT YOU CAN CONSUME, MONEY IS YOURS BUT RESOURCES BELONG TO THE SOCIETY. THERE ARE MANY OTHERS IN THE WORLD WHO ARE FACING SHORTAGE OF RESOURCES. YOU HAVE NO REASON TO WASTE RESOURCES." Their face turned red. They all agreed with him in their hearts. The mindset of people of this rich country put all of them to shame. WE REALLY NEED TO REFLECT ON THIS. We are from a country which is not very rich in resources. To save face, we order large quantity and also waste food when we give others a treat.



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