

TRENDS & VIEWS – KRCE NEWSLETTER

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From the desk of the Secretary

An important framework within which teaching has been conceived is that of a vocation. In a generic sense, vocation refers to any career choice. In a more specific sense it connotes a calling in life that consists of distinctive roles or functions. In its religious context, the concept of a vocation has an admittedly theological connotation, but it can be usefully understood in a non-theological sense as well. What, then, would it mean for an activity or role, such as teaching, research, or administration, to be a calling in life? To what and by who is one called? What does the concept of vocation imply?



In clarifying the concept of a teaching vocation, let us start with two theological considerations. All Christians are said to have a general vocation to witness to their beliefs or to evangelize their faith. Some Christians, however, such as ordained clergy or members of religious orders, are said to have a more particular vocation to a specific ministry of service within the Church. Likewise, teachers in Catholic schools are said to have a vocation to educate, not only in faith but also in the integration of faith and culture, and for the benefit of the faithful, society, and the Church overall.

More specifically, Catholic school teachers are called to a ministry within the church to educate "for the integral formation of the human person" and to develop the whole person in all their capacities. In a Catholic university, the vocation of a scholar-teacher has a Christian inspiration that enables the institution "to include the moral, spiritual and religious dimension in its research and to evaluate the attainment of science and technology in the perspective of the totality of the human person" says Pope John Paul II.

To view teaching as a vocation, then, is to acknowledge a call to serve others through the means of education and learning, be it at a primary, secondary or post-secondary level. Such a calling may, in turn, be grounded within a religious worldview, as coming from God and forming part of a divine plan for one's particular life, but it need not be. A teaching vocation can also be grounded in a humanistic worldview, in which a call to teach can be understood to originate from those in need of teaching services. The point is that in the conceptual framework of vocation, we do not merely choose teaching from among a range of alternative careers that may suit our personal interests. Rather, we assume a teaching role and whatever is involved in fulfilling it out of a sense of duty. The role itself, moreover, is directed toward others, because it is after all their learning that is the purpose of education. If we were to ask why we are called to teach, an obvious answer would be so that others could learn. Understood as a call and a service, the function of teaching would engage an individual in two distinct ways: personally in its various activities as an obligation more than a desire and interpersonally in acknowledging those who offer the call and those who are the recipients of its service.

Teaching is technically a profession where it normally involves occupation and the salary that is being awarded to a teacher after hard days of work. However, unlike any other profession, it requires dedication and service in order for an individual to be considered as a real teacher. That's the reason why teaching should not just be treated as a simple profession but also a serious vocation where other people and service is over self and salary. Anyone can work over time but not everyone can go to mountains and serve those needy people. Therefore, a vocation is only for some who are really dedicated not just to work but also to serve other people.

Fr. Eugene Lobo S.J.

Pope Francis pushes world leaders at U.N. to protect environment:



on world leaders gathered at the United Nations in New York on

Friday to take firm action on the environment, blaming a "selfish and boundless thirst for power and material" for its destruction.

"We human beings are part of the environment," Francis said. "We live in communion with it, since the environment itself entails ethical limits which human activity must acknowledge and respect. ... Any harm done to the environment, therefore, is harm done to humanity."

The speech to the 193-member U.N. General Assembly expanded on themes Francis has already discussed during his whirlwind trip to the United States and Cuba. His visit to the United Nations is the fifth by a pope.

Speaking in Spanish, Francis greeted the citizens of all the nations represented in the hall before addressing the global dangers of unlimited power.

The U.N. was created after World War II, at a moment of history "marked by our technical ability to overcome distances and frontiers and apparently, to overcome all natural limits to the



exercise of power," he said. The U.N. was created as a response to technological power that, "in the hands of nationalistic or falsely universalist ideologies, is capable of perpetrating tremendous atrocities," he added.

"The U.N. founding charter is based on the development and promotion of international law," Francis said. "The limitation of power is an idea implicit in the



concept of law itself. ... No human individual or group can consider itself absolute, permitted to bypass the dignity and the rights of other individuals or their social groupings."

On the environment, Francis said Christians and other religions believe man is supposed to take care of nature. "He is not authorized to abuse it, much less to destroy it."

Environmental destruction goes hand-in-hand with injustice, and is a result of a system that is too focused on material wealth, Francis said. "A selfish and boundless thirst for power and material prosperity" that misuses natural resources and degrades the environment also leads to social ills by excluding those who are physically, economically or politically weak, he said. "Economic and social exclusion is a complete denial of human fraternity and a grave offense against human rights and the environment." Pope Francis also discussed the need to address

other "scourges" of the world. He called for the elimination of nuclear weapons and urged world leaders to work "toward the complete prohibition of these weapons." He praised the Iran nuclear deal reached through diplomacy, and said he hopes it will last, "with the cooperation of all the parties involved."

He spoke of "military and political interventions not coordinated with members of the international community," singling out the strife spreading across the Middle East, where

the radical Islamic State has been growing and warring

against governments across the Arab world and North Africa. I must appeal to you regarding the painful situation in the entire Middle East and North Africa where Christians and even members of the majority religion have been forced to witness the destruction of their places of worship, places of cultural heritage," Francis said. Many of those people are "paying for their religious belief with their own lives or through slavery," he said.

He scolded the assembled delegates that in response their reaction "has to be more than drawing up lists of strategies and disagreements." "The international community should do all it can to stop and prevent systematic religious violence against ethnic and religious minorities and to



protect innocent peoples," he said. Similar attention needs to be given to conflicts in Syria, Ukraine, Iraq and parts of Africa, he said.

He urged world leaders to put aside partisan and individual interests to seek the common good and benefit ordinary men, women and children who suffer the most from the poverty, conflicts and misdeeds of the world.

Missing from the pope's address was the topic of Europe's growing migrants crisis, which he was largely expected to address head-on. Addressing Congress in Washington on Thursday, the Argentine Pope described himself as the son of immigrants addressing a nation of immigrants as the world faces the worst refugee crisis since World War II.

Future generations should be taught that "to live as nobly and as justly as possible," they should "not to turn their back on our neighbours," he told lawmakers. Immigrants should be viewed as persons, not numbers, and treated in a way that is "humane, just and fraternal," he added.

As Francis noted, the U.N. began its summit for sustainable development Friday, and in December, world leaders will gather for a summit on climate change. The Pope's speech on Friday, as well as his encyclical, aimed to influence those agreements, Francis has said. "Solemn commitments, however, are not enough, even though they are a necessary step toward solutions," he said. What the world needs, Francis argued, is a renewed sense of sacrifice for the

common good and solidarity between the rich and poor, races and religions, the powerful and powerless.

“If you think you are too small to make a difference, try sleeping in a room with a mosquito” - African proverb

The Implementation of the National Education Policy: The Catholic Education Policy seeks to clarify and stress the essential mission of Catholic Education in India today. It aims to provide quality and relevant education to the marginalized especially to Dalit and Tribal children. However, it does not exclude anyone in its mission of giving spiritual formation and nurture faith particularly among Catholics. It invites educators to retain Catholic identity and promote genuine personal development and excellence, leading to social transformation.

Herewith we provide indicators of implementation of Catholic Education Policy in India. Indicators of Catholic Education Policy

1. Faith Formation :

a) Catholic Students receive graded catechism lessons and their faith and sacramental life is nourished. While other students are enabled to grow up as upright citizens of conviction and character –effective morals classes.



b) Children are happy, spontaneous, well supervised and self disciplined.

c) Religious signs and symbols are conspicuously used.

d) School assemblies and display boards and other means are used to proclaim the good news.

e) 100% access and 100% success for Catholic / Christian / weaker students

2. Transformation of the person and society :

a) Cumulative student profile is maintained.

b) Punctuality, discipline, peer leadership,



c) Students do activities and event management

d) Education to social justice through campaigns, social awareness and social service programmes.

e) Specific plan and efforts to eradicate corruption

3. Education that upholds family values :

a) Education to emotional maturity is held

b) Health Education programmes are held

c) There is contact with the family and parent-teacher interaction on a regular basis.

d) family and social values are appreciated and celebrated.

4. Women empowerment and care of the girl child:

a) Separate and clean toilets & other facilities for girls

b) No sign of any gender discrimination in leadership



c) Show positive steps taken to ensure equality, empowerment and appreciation of the girl child.

5. Quality holistic education is imparted :

a) Academic excellence can be easily seen

b) Qualified management and staff

c) What is being done for physical, mental, emotional and spiritual growth of the students....

d) Show indicators towards co-curricular activities.

6. Sensitive to the ecology & environment:

a) Has an eco-friendly and green campus

b) Promotes / participates in campaigns to save environment and fights against use of plastics / pollutions of all types.



c) Has nature-club to promote education & awareness

7. Promotes and prepares lay leadership:

a) Media education through classes / media club

b) Promotes knowledge of current affairs through reading / assembly / competitions

c) Promotes social consciousness & civic sense

d) Prepares children to enter politics / civil services/ legal studies through clubs and activities / classes

8. Meets stakeholder needs :

a) Academic excellence, all round formation, soft skills

b) Parents are happy with the school, good P.R. in place

c) Just wages are paid to the staff, periodic meetings.

d) Friendly with local and regional leadership & administration.

9. Safeguards human rights :

a) Child & child protection policy are followed.

b) No corporal punishment & pr. tuitions- undertaking

c) Friendly and caring atmosphere in the school

d) Safe and clean facilities, playgrounds, scholarships, library, boundary walls, transport etc.

10. Care for the Marginalized :

a) No child is denied admission due to lack of finance



b) Concessions / scholarships given to needy children

c) Visit families of children who are needy or suffering

d) special care / remedial classes for needy children.

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." - Malcolm X

Humility: Vivek Pradhan wasn't a happy man. He was the Project Manager and still not entitled to air travel and had to travel in the a/c compartment of shatabdi express. It was not the prestige he sought; he had tried to reason with the admin guy, it was the savings in time. He opened his case and took out the laptop, determined to put the time to some good use.



"Are you from the software industry sir," the man beside him was staring appreciatively at the laptop.

Vivek glanced briefly and mumbled in affirmation, handling the laptop now with exaggerated care and importance as if it was an expensive car. "You people have brought so much advancement to the country sir. Today everything is getting computerized."

"Thanks," smiled Vivek, turning around to give the man a detailed look. He always found it difficult to resist appreciation.

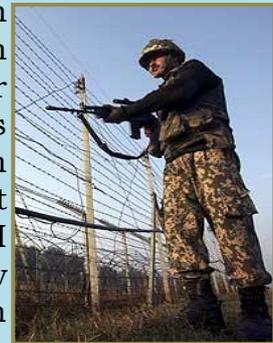
"You people always amaze me," the man continued, "You sit in an office and write something on a computer and it does so many big things outside."

Vivek smiled deprecatingly. "It is not as simple as that my friend. It is not just a question of writing a few lines. There is a lot of process that goes behind it. It is complex, very complex."

"It has to be. No wonder you people are so highly paid," came the reply.

This was not turning out as Vivek had thought. A hint of belligerence came into his so far affable, persuasive tone. "Everyone just sees the money. No one sees the amount of hard work we have to put in." "Hard work! Indians have such a narrow concept of hard work. Just because we sit in an air-conditioned office doesn't mean our brows don't sweat. You exercise the muscle; we exercise the mind and believe me that is no less taxing." "My friend," he concluded triumphantly, "you don't know what it is to be in the line of fire."

The man sat back in his chair, his eyes closed as if in realization. When he spoke after sometime, it was with a calm certainty that surprised Vivek. "I know sir, I know what it is to be in the line of fire," He was staring blankly as if no passenger, no train existed, just a vast expanse of time.



"There were 30 of us when we were ordered to capture Point 4875 in the cover of the night. The enemy was firing from the top. There was no knowing where the next bullet was going to come from and for whom. In the morning when we

finally hoisted the tricolour at the top only 4 of us were alive."

"You are a..."

"I am Subedar Sushant from the 13 J&K Rifles on duty at Peak 4875 in Kargil. They tell me I have completed my term and can opt for a land assignment. But tell me sir, can one give up duty just because it makes life easier. On the dawn of that capture one of my colleagues lay injured in the snow, open to enemy fire while we were hiding behind a bunker. It was my job to go and fetch that soldier to safety. But my captain refused me permission and went ahead himself. He said that the first pledge he had taken as a Gentleman Cadet was to put the safety and welfare of the nation foremost followed by the safety and welfare of the men he commanded. His own personal safety came last, always and every time. He was killed as he shielded that soldier into the bunker. Every morning now as I stand guard I can see him taking all those bullets, which were actually meant for me. I know sir; I know what it is to be in the line of fire."

Vivek looked at him in disbelief not sure of his reply. Abruptly he switched off the laptop. It seemed trivial, even insulting to edit a word document in the presence of a man for whom valour and duty was a daily part of life. The train slowed down as it pulled into the station and Subedar Sushant picked up his bags to alight.

"It was nice meeting you sir." Vivek fumbled with the handshake. This was the hand that had climbed mountains, pressed the trigger and

hoisted the tricolour. Suddenly, as if by impulse he stood at attention and his right hand went up in an impromptu salute. It was the least he felt he could do for the country.

PS: The incident he narrates during the capture of Peak 4875 is a true life incident during the Kargil war. Major Batra sacrificed his life while trying to save one of the men he commanded, as victory was within sight. For this and his various other acts of bravery he was awarded the Param Vir Chakra - the nation's highest military award. Let's live humbly; there are great people around us!

*"Live as if you were to die tomorrow.
Learn as if you were to live forever."
- Mahatma Gandhi*

Children: If children live with criticism, they learn to condemn. If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy. If children live with shame, they learn to feel guilty



If children live with tolerance, they learn to be patient. If children live with encouragement, they learn confidence.

If children live with praise, they learn to appreciate. If children live with fairness, they learn justice.

If children live with security, they learn to have faith. If children live with approval, they learn to like themselves. If children live with acceptance and friendship, they learn to find love in the world.

"Don't expect your friend to be a perfect person. But, help your friend to become a perfect person. That is true friendship!"

--

Mother Teresa

Giving when it Counts... Many years ago, when a Doctor worked as a volunteer at a hospital, he got to know a little girl named Liz who was suffering from a rare & serious disease. Her only chance of recovery appeared to be a blood transfusion



from her 5-year old brother, who had miraculously survived the same disease and had developed the antibodies needed to combat the illness. The doctor explained the situation to her little brother, and asked the little boy if he would be willing to give his blood to his sister.

They saw him hesitate for only a moment before taking a deep breath and saying, 'Yes I'll do it if it will save her.' As the transfusion progressed, he lay in bed next to his sister and smiled, as we all did, seeing the colour returning to her cheek. Then his face grew pale and his smile faded.

He looked up at the doctor and asked with a trembling voice, 'Will I start to die right away'.

Being young, the little boy had misunderstood the doctor; he thought he was going to have to give his sister all of his blood in order to save her. He said: "No child. You have saved her and you will be as strong as before if not more."

"The best teachers are those who show you where to look but don't tell you what to see."

--

Alexandra K. Trenfor

Secretaries kindly remember:

Fr. Joseph Mandipadam sdb Secretary for CBCI for Education and Culture is scheduled to visit Karnataka on Monday, December 14, 2015. He will be meeting all secretaries - diocesan and religious at KROSS, Bangalore, to discuss on the National Education Policy 2007 and its implementation in our schools leading to the accreditation of our institutions to CBCI Education Commission. Kindly make it convenient to attend this important meeting.

Annual Subscription: May I request all the Secretaries who have not given their annual subscription may kindly forward the same to KRCE Bangalore at the earliest. Those who have not forwarded their school statistics kindly send it immediately to the KRCE office, Bangalore.



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