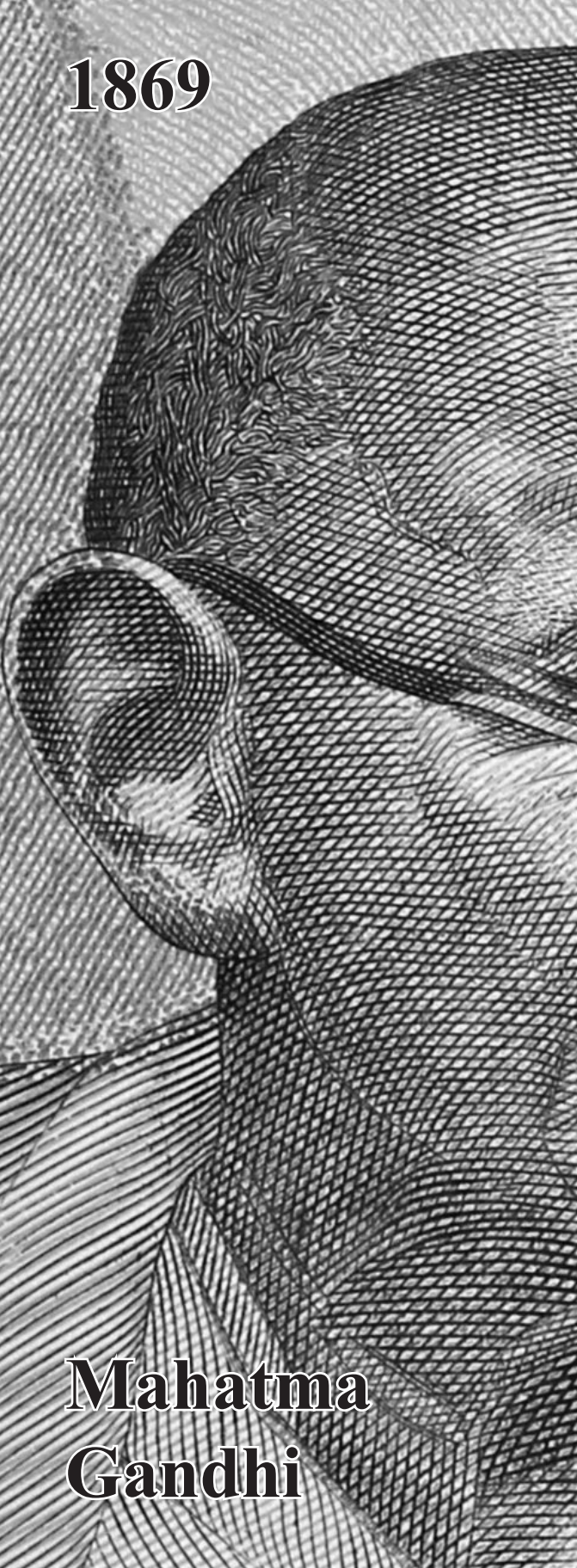


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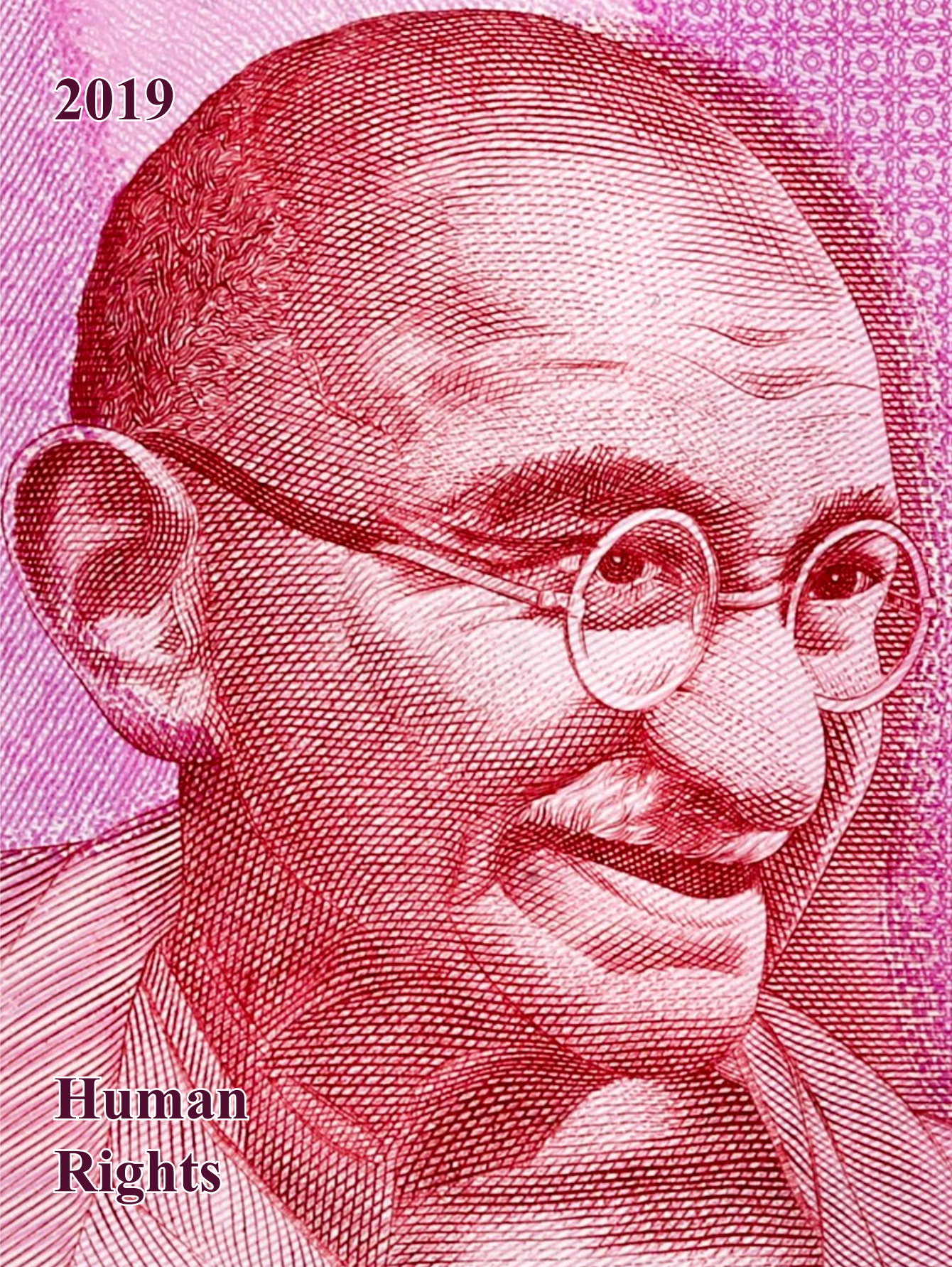
**Mahatma
Gandhi**

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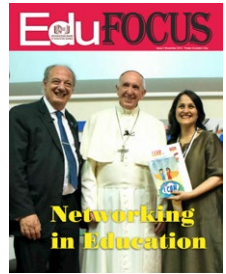


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**Human
Rights**



Pope to school children: “I can” must become “we can together”

In November 2018, EduFOCUS, in collaboration with Design For Change India, ran a special Mumbai edition of the “I CAN” challenge which gave participating ABE-affiliated schools a chance to attend the Children’s Global Summit in Rome in November, 2019. 11 students and 2 teachers of St. Andrew’s High School, Bandra, one of the participating schools, were privileged to travel to Rome and be present at this historic summit. To raise funds for their trip, the School planned to publish an ‘I CAN 2020 DIARY’ where each page would be voluntarily sponsored by a patron.

On 30th November, 2019, 3,500 school children from over 40 countries along with their parents and teachers met Pope Francis at Aula Paulo VI. In his address, the Pope said that children are called to build a “global village of education”, where there is a “network of human relationships, which are the best medicine against all forms of discrimination, violence and bullying”. “In this great village, education becomes the bearer of fraternity and

the creator of peace between all the peoples of the human family and also of dialogue between their religions.”

Pope Francis also thanked the parents for their contribution and patient support to the educational project through a beautiful balance between curiosity and novelty. “Adults,” he said, “can learn from young people who are at the forefront of nature conservation.”

Pope Francis appreciated the children for their trust and courage in helping realize their project for environmental and social improvement, for putting aside their mobile phones and serving the community, and for putting their mobile phones at the service of their commitment. “You children,” the Pope said, “have shown that artificial intelligence alone cannot provide the human warmth we all need.” They preferred solidarity, common work and responsibility to so many other things. This, the Pope said, is the fruit of an educational method that involves the head, hands and heart.



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We thank you for contributing to this issue of EduFOCUS. We look forward to your continued support.

- Editor

We look forward to hearing from you.
Do send in your feedback to the Editor at
rector@standrewscollge.ac.in

Disclaimer: The views expressed in the articles are solely those of the authors and, not necessarily, those of the Archdiocesan Board of Education, Mumbai.



Fr. Magi Murzello

On 10th December, 1948, the United Nations General Assembly proclaimed the Universal Declaration of Human Rights (UDHR) in Paris. This was done to reaffirm those inalienable and inherent human rights that were violated during World War II; rights that are essential for freedom, justice and peace and are non-discriminatory. Over the last 7 decades, human rights have evolved. The focus has shifted from man to woman, from woman to child and now to LGBTI and other vulnerable sections of humanity.

It was an Indian who ensured a more gender-sensitive language in UDHR, the milestone document of human history. In 2015, Ban Ki-moon, the former Secretary-General of the United Nations, proudly reminded, “The world can thank a daughter of India, Dr. Hansa Mehta, for replacing the phrase in the UDHR. It said, ‘All men are born free and equal’. Now, it is changed, ‘All human beings are born free and equal’. How appropriate, how fitting it is!” Once again, on 6th December, 2018, UN chief António Guterres appreciated the “essential” role played by Dr. Mehta in ensuring that UDHR contained a more gender-sensitive language.

Dr. Hansa Mehta was a Gandhian and educator reformer. When Sarojini Naidu introduced her to Mahatma Gandhi in Sabarmati Jail in 1922, she was “visibly moved”. Dr. Mehta was 1 of 3 Indian women appointed by India’s first Prime Minister, Jawaharlal Nehru, to the United Nations Commission on Human Rights. Even though her amendment to Article 1 of the UDHR was small, it was monumental. She was also a member of the Constituent Assembly that drafted the Constitution of independent India. The UDHR helped shape the Indian Constitution and even today continues to be an inspiring document for social movements across India.

This issue of EduFOCUS is dedicated to Mahatma Gandhi and human rights. We, educators, earnestly hope that our students too will be deeply moved by Gandhian thoughts and ideals just as Dr. Hansa Mehta was moved nearly 100 years earlier.

Last month, I was invited to an international conference in Shimla to commemorate 70 years of UDHR, organised jointly by Himachal Pradesh National Law University, Grand Academic Portal, Rajiv Gandhi National University of Law (Punjab) and Universitas Hindu (Indonesia). I had the honour of rubbing shoulders with chief justices from Sri Lanka and Himachal Pradesh, judges from the Supreme Court and high courts, vice-chancellors of various universities and human rights activists.

Mission Sunshine, that I have been passionately promoting in various schools nationwide, qualified me as a child activist. When I addressed the august audience, I appreciated their efforts in making the Right to Education a fundamental right for children. However, I pleaded with the legal fraternity to evolve further. I requested them to ensure that every child also had:

- **Right to Encouragement** (appreciation)
- **Right to Evaluate** (give feedback)
- **Right to Employment** (after completing education)

UDHR empowers us. Be the change that you wish to see in the world – for the equal dignity and rights of all human beings. #StandUp4HumanRights.



Cardinal Gracias – A Birthday Tribute

Nirmala Carvalho



As Pope Paul VI once famously told the United Nations, the Catholic church likes to think of itself as an “expert in humanity”. In the same vein, Oswald Cardinal Gracias called for Catholic education to help bring about “a moral revolution with a renewed ethic of justice, responsibility and community.”

EduFocus pays tribute to Cardinal Gracias who marks his birthday on the eve of the birth of the Prince of Peace. For the Archbishop of Bombay, the process of education for reconciliation is a necessity to heal wounds of division and bring about peace, and should be made part of every value education programme. As President of the Archdiocesan Board of Education, Mumbai, joyfully committed to serving students in Catholic institutions – without discrimination – from multi-religious, multi-cultural backgrounds,

Cardinal Gracias puts strong emphasis on the fact that Catholic schools must foster openness to plurality and differences without diluting their Catholic identity.

Cardinal Gracias known as ‘bridge-builder’ for his proven diplomatic skills and as being a reconciler, tirelessly advocates “learning to dialogue with people with whom they have conflicting interests. This process of education for reconciliation, which is so essential to heal wounds of division and bring about peace, should be made part of every value education programme.”

Cardinal Gracias who also serves as a member of Pope Francis’ Council of Cardinals which advises Pope Francis on the reform of the Curia clearly states that education should help people realise that national unity and integrity of the nation should be



placed high above any divisive forces and sectarian interests.

While speaking on ‘The Role of Education to Foster Religious Harmony’, His Eminence emphasised that “The pursuit of reconciliation, peace and human development can become more effective if we invite and involve people of all religions to collaborate with one another and work together in dialogue with one another to build bridges of understanding and promote respect for human life everywhere.”

The Cardinal’s core message is for Catholic schools to be places of encounter; promoting encounter, dialogue and mutual transformation, absorbing the positive qualities of the various cultures without blurring their distinctiveness. For him, the role of education in building the bonds of the country can never be over-emphasised. Education must not only enlighten the minds and develop critical thinking but also touch the hearts of people. It must enable people to attain maturity

in the personal, social, emotional, spiritual and moral aspects of their lives.

Reading the signs of the times, Cardinal Gracias speaks of the urgent need, through the educational system, to foster the universal human virtues of reconciliation and mercy in order to dialogue with various cultures and religions and work together with them to bring peace in the world. He suffers the pain of those who are excluded; the suffering of the poor and disadvantaged and those with special needs and seeks to make Catholic institutions inclusive.

Oswald Cardinal Gracias, by promoting a ‘culture of encounter’, ‘culture of dialogue’, ‘culture of inclusion’ and ‘culture of integral ecology’, has shown his commitment to the building of a new society based on justice, peace, love and harmony: “A civilization of love”.

Ad Multos Annos.



Nirmala Carvalho has been a Crux correspondent since 2004, and, in 2006, won the Communications Award from the Catholic Bishops Conference of India for “exceptional sensitivity to the Church and minority-related issues”. She holds a bachelor’s degree in Philosophy and a master’s degree in Sociology, both from the University of Mumbai.

Letters to the Editor

Dear Fr. Magi, I congratulate you and the Editorial Team for the excellent production of the 5th issue of EduFOCUS. Your editorial, followed by 4 articles, have highlighted the Gospel message of PEACE. “Blessed are the peacemakers, for they will be called children of God.” (Matthew 5:9) A daily reading of the newspapers and TV channels makes us realise that peace is much needed in our homes, society, country and the world. What you and other writers have highlighted is: Let’s teach peace to school children because education for peace is imperative in our times, and children are path-breakers; they will show us the way to foster seeds of peace in our communities.

The other articles, news, reports and interviews in EduFOCUS are worth reading, helping the readers to promote a culture of peace.

God bless you and the Editorial Team for the wonderful work you are doing to make EduFOCUS reading material that is creatively designed and which challenges us to become agents of change.

Bishop Barthol Barretto

Dear Fr. Magi, Thank you for EduFOCUS July 2019 which I browsed through from beginning to end all at one sitting. That only indicates how captivating I found it! Please accept and convey to all who contributed in one way or another my sincere congratulations. The issue has a wide spectrum of interesting articles, anecdotes and personal testimonies that are thought-provoking and inspiring. It must have meant a lot of hard work putting all that and the pictures together.

What a powerful force for peace, love and unity education is! It goes well beyond mere literacy and intellectualism and draws out the best from the human person allowing him or her to become the best version of themselves.

Msgr. Alex Rebello, Diocese of Wrexham, Wales

Dear Fr. Magi, EduFOCUS is a very impressive piece of work.

Congratulations!

I gather that this publication is also a tool for professional development of the teachers, full of ideas and suggestions to facilitate student engagement.

My humble contribution is simply this: Keep up the great work!

Avalon D’Abreo, Australia

Dear Fr. Magi, I loved EduFOCUS this time as every other issue. It has the ‘Magi’ touch. I have 2 observations in the article on Fr. Omar: Fr. Savio D’Souza is a diocesan priest and not SFX, and Fr. Vincent Vaz is not the Provincial of the Redemptorists. He is the Treasurer. I thought I would bring these 2 to your attention.

Ditoza Noronha, Mumbai

Thank you for bringing the errata to our notice.

- Editor

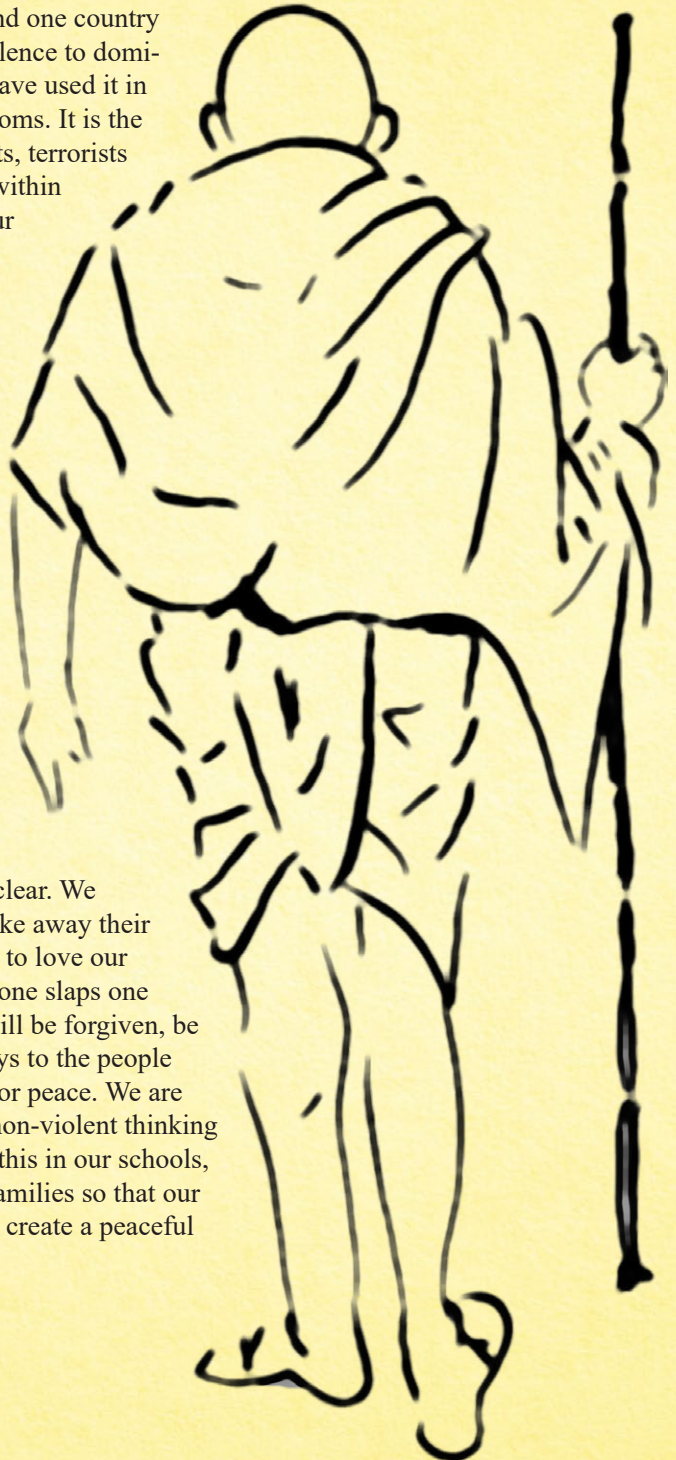


Non -Violence in Education

Fr. Dennis Gonsalves

We see violence everywhere; within ourselves, in families, in the neighbourhood, in the nation and one country against another. People have used violence to dominate and control others. Some rulers and kings have used it in wars to win other nations and spread their kingdoms. It is the civil authority or government that deals with riots, terrorists and wars but we have to deal with the violence within ourselves and with the people we deal with in our daily life. We see parents using violence in the family or teachers using it in the classroom to discipline children or students using it against one another. We are familiar with the saying: Spare the rod and spoil the child. This was to justify physical punishment (violence). We know that corporal punishment is not good. We have to teach children non-violent ways by being examples of non-violence in words and actions.

Every society or nation has some heroes or leaders of non-violence. There are some leaders who started their struggles with violence but realised that non-violence is the best way. In our own country, we have **Mahatma Gandhi** who is considered a hero of non-violence. One of the persons by whom he was influenced was **Jesus Christ**. We Christians follow Jesus as our teacher of non-violence. His teachings are very clear. We should not do anything to others which would take away their dignity as children of God. Hence, he teaches us to love our enemies, pray for those who persecute us, if anyone slaps one cheek to turn the other cheek, forgive and you will be forgiven, be merciful... we have to show our non-violent ways to the people who use violence. This is the way to education for peace. We are called to follow it in our day-to-day life by our non-violent thinking and action. Teachers and students have to begin this in our schools, parents and children have to begin this in their families so that our society begins to live a way of non-violence and create a peaceful society.



Indeed, for a long time I have noticed how many of us Indians ignore Gandhi. Like fish unaware of the importance of water, we seemed to have taken our socio-political freedom for granted. It has become more fashionable to criticise him than to follow him. He has become a joke to many upwardly mobile Indians raring to advance economically and often unscrupulously. Our knowledge of Gandhi remains at the level of what we had learned in school. We are accustomed to seeing his pictures and statues, or naming schools and streets after him. The newer information we receive depends largely on the slanted news reports, not always in his favour. For some, his name spells the betrayal of India by yielding to Pakistan's demands. For others, he is unwelcome for not supporting

Ambedkar and his cause. To an elite few, a vilification campaign to besmear his reputation has now reached its peak. His name is desecrated, perhaps to justify his assassination. In some cases, the details of his murder are excluded from school textbooks to remove vestiges of the aura he once enjoyed after his brutal martyrdom. By all appearances, the demythologisation of the man we were once accustomed to calling ‘Mahatma’ seems to have been stretched to its extremes. No wonder then, the laughter at the mention of Gandhi’s name in that hall on the banks of the Brahmaputra seemed like the most natural thing to do – even to people who were professedly and professionally engaged in the lofty task of serving and developing India’s poorest.

Fortunately, the rest of the world is not India. Ordinary people I have met during the nearly 20 years of my sojourn abroad seem far better informed and more attuned to what those who walked in Gandhi's slippers have to say about him. In what follows, I shall demonstrate in as brief and



brisk a manner Gandhi's impact on the world. The entries selected include significant quotations by individuals, landmark events and paradigm shifts. This article is therefore an 'appetiser', intended to encourage a critical reading and understanding of who and what Gandhi means to humanity.

Martin Luther King, winner of the 1964 Nobel Peace Prize for combating racial inequality through non-violence, said: "Gandhi was inevitable. If humanity is to progress, Gandhi is inescapable. He lived, thought and acted, inspired by the vision of humanity evolving toward a world of peace and harmony. We may ignore Gandhi at our own risk."¹

Pope Saint John Paul II was a bellwether of political change for his people in Poland, and an important symbol and supporter of their 'Solidarity Movement' that destabilised Communist rule in 1989. According to him: "The figure of Mahatma Gandhi and the meaning of his life's work have penetrated the conscience of humanity... The Father of Indian independence points the way to all who – for the most noble ideals – seek to separate the fight for justice from every form of hate."² Lech Wałęsa, the leader of the Movement confirms: "We failed when we tried to combat Communism with weapons, but when we took up Mahatma Gandhi's tactics and strategy, we emerged winners! Truly, the whole world should be a disciple of Gandhi."³

Nelson Mandela was the South African anti-apartheid revolutionary, political leader, and the country's first black President (1994-1999) to be elected in a fully representative democratic election. He

eloquently defines Gandhi's unique place in the history of paradigmatic changes of the early twentieth century. "At a time when Freud was liberating sex, Gandhi was reining it in; when Marx was pitting worker against capitalist, Gandhi was reconciling them; when the dominant European thought had dropped God and soul out of the social reckoning, he was centralising society in God and soul; at a time when the colonised had ceased to think and control, he dared to think and control; and when the ideologies of the colonised had virtually disappeared, he revived them and empowered them with a potency that liberated and redeemed."⁴

In 2005, international think-tank Freedom House conducted a unique study of 67 countries where transitions from authoritarianism to democratic rule occurred. The transitions that took place after World War II reveal the pervasive impact of Gandhian *satyagraha* for political change. "Far more often than is generally understood, the change agent is broad-based, non-violent civic resistance – which employs tactics such as boycotts, mass protests, blockades, strikes, and civil disobedience to delegitimise authoritarian rulers and erode their sources of support including the loyalty of their armed defenders."⁵ The 1999 feature-length documentary, "A Force More Powerful" vividly demonstrates the power of Gandhi's non-violent non-cooperation in 6 instances: India, USA, South Africa, Poland, Denmark and Chile.

Although acclaimed by the world, Gandhi never received a Nobel Prize.⁶ However, in 1981, 53 Nobel Laureates signed a *Manifesto of Nobel Prize Recipients* in which they made explicit and

1 *Heroes, Mahatma Gandhi*, in <http://www.universalrights.net/heroes/gandhi.htm>

2 "Address of John Paul II on the occasion of the visit to the Funerary Monument of Raj Ghat dedicated to Mahatma Gandhi Delhi (India)", Saturday, 1st February, 1986. Also John Paul II, "Udienza Generale, Mercoledì, 26th February, 1986".

3 Ronita Torcato, "Encounter with a Polish Gandhian", in *The Hindu*, 11th March, 2007, <http://www.hindu.com/mag/2007/03/11/stories/2007031100180500.htm> (26-10-2012).

4 Nelson Mandela, "The Sacred Warrior", *Time* magazine, 31st December, 1999, p. 96.

5 Adrian Karatnycky – Peter Ackerman, *How Freedom is Won, From Civic Resistance to Durable Democracy*, A research study by Freedom House, 2005 in <https://freedomhouse.org/sites/default/files/How%20Freedom%20is%20Won.pdf>

6 For more on this cf. Thomas Weber, Gandhi, *Gandhism and the Gandhians*, New Delhi, Roli Books, 2006, 95-120.

exclusive mention of Gandhi as an example in the struggle for world peace and development. They appealed “to all men and women of goodwill, to the powerful and to the humble to act” on behalf of the millions dying of hunger as a result of the international political and economic disorder. They added: “Although the powerful of this earth bear the greatest responsibility, they are not alone. If the helpless take their fate into their own hands, if increasing numbers refuse to obey any law other than the fundamental human rights, the most basic of which is the right to life, if the weak organise themselves and use the few but powerful weapons available to them: non-violent actions exemplified by Gandhi, adopting and imposing objectives which are limited and suitable: if these things happen, it is certain that an end could be put to this catastrophe in our time.”⁷

The United Nations General Assembly unanimously adopted a resolution on 15th June, 2007 to observe and celebrate annually Mahatma Gandhi’s birthday, 2nd October, as the ‘International Day of Non-Violence’. The resolution was piloted by the government of India under the Indian National Congress Party and was co-sponsored by 142 countries.⁸

The current UN Secretary-General, António Guterres, made the following remarks at the event, “Leadership Matters – Relevance of Mahatma Gandhi in the Contemporary World”, in New York on 24th September, 2019: “Gandhiji’s vision and philosophy are pillars of the work of the United Nations. Part of his genius lay in his ability to see the interconnectedness and the unity between all

things. His political achievements included leading the movement that ended colonial rule in India, using peace, love and integrity to prevail.”⁹

He also declared that the UN had issued a stamp to commemorate Gandhi’s 150th birth anniversary, and added, “but we are in the company of more than 100 countries that have issued or are planning to issue stamps to honour this global leader.”¹⁰

From the few but pertinent items listed above, I have attempted to illustrate what Gandhi means to the world. However, the sceptical reader may consider the explanation of Gandhi’s global recognition a chance phenomenon or a lucky coincidence. Did Gandhi ever imagine that his struggle to liberate India would have had such far-reaching consequences? I will respond briefly to this question with 3 proofs: the strategy, Gandhi’s own declaration and a comparative visual study of his impact on the world.

a) Krishnalal Shridharani, a student of Gujarat Vidyapith, the university founded by Gandhi in 1920, and a participant in Gandhi’s Salt March in 1930, spent over a decade in the United States as a student and as a popular interpreter of Gandhianism. Through his books,¹¹ he demonstrated on paper the strategies Gandhi had worked out in practice over the 32 long years since he left the shores of South Africa to begin the struggle for India’s independence. They were contributing influences that led Dr. Martin Luther King Jr. to co-opt the strategies of *satyagraha* into the African-American Civil Rights Movement between 1955 and 1968. Here below is the strategy in the

7 Nobel Prize Recipients, “Manifesto of Nobel Prize Winners”, *International Foundation for Development Alternatives (IFDA)*, Dossier 25, September/October 1981, 61-63.

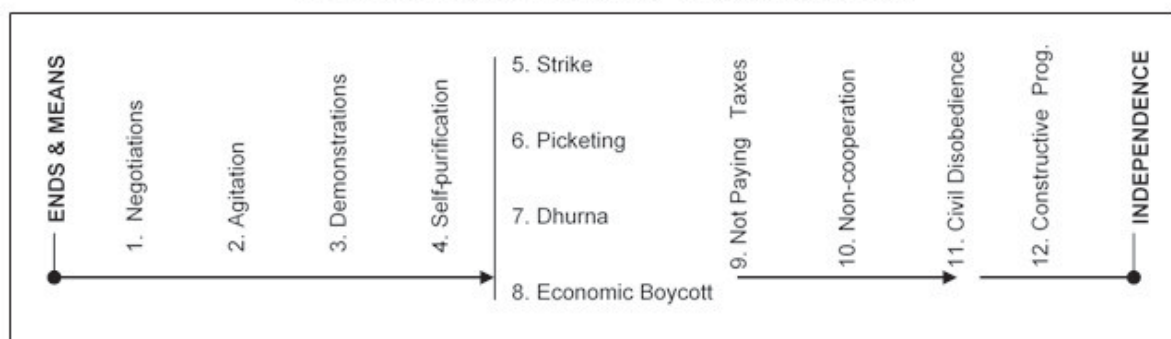
8 “UN declares 2 October, Gandhi’s birthday, as International Day of Non-Violence”, in *UN News*, 15th June, 2007, <https://news.un.org/en/story/2007/06/222502-un-declares-2-october-gandhis-birthday-international-day-non-violence> (16-11-2019)

9 “Gandhi’s Ideas Drive Efforts of United Nations for Equality, Empowerment, Global Citizenship, Secretary-General Tells ‘Leadership Matters’ Event”, in *United Nations*, Secretary General, Statements and Messages, SG/SM/19765 24th September, 2019.

10 *Ibid.*

11 His books on Gandhi and satyagraha were: *War without Violence, A study of Gandhi’s Method and its Accomplishments*, Harcourt, Brace and Company, New York, 1939 and *The Mahatma and His World*, New York: Duell, Sloan and Pearce, 1946.

THE TWELVE STEPS OF SATYAGRAHA



form of a simplified diagram.

Beginning with the premise that only non-violent means would be used to arrive at the lofty end of liberty for India, people were to participate in the first phase of negotiation, agitation, demonstrations and stock-taking of the type and quality of success or failure achieved at personal and social levels. If the demand for freedom were not met, the next phase of striking, picketing and sit-ins would follow. The last and final phase would consist of an all-out non-violent ‘war’ that consisted of not paying taxes, non-cooperation and civil disobedience. Throughout the struggle, a concerted effort had to be made to strengthen the moral and social bond among people, beginning with those who were most needy and at the peripheries.

In 1979, Gene Sharp, a professor of political science at the University of Massachusetts and a disciple of Gandhi, elaborated on Shridharani’s work to reveal how *satyagraha* could be applied to cases outside India. His 1994 book, *From Dictatorship to Democracy: A Conceptual Framework for Liberation*, has been published in many countries worldwide and translated into

more than 30 languages. It includes 198 methods of non-violent action and is cited often as the principal handbook for those daring to initiate political change.¹²

b) That Gandhi intended the change beyond India’s borders should come as no surprise. He spoke in metaphors: “The message of the spinning wheel is much wider than its circumference.”¹³ Or, more forthrightly: “My ambition is much bigger than independence. Through the deliverance of India, I seek to deliver the so-called weaker races of the earth from the crushing heels of Western exploitation in which England is the greatest partner.”¹⁴ The end of the British Empire was the beginning of the demise of imperialism across the world. Thanks to Gandhi, the word ‘empire’ that was once a symbol of unabashed chauvinism, is today a synonym for ‘organised international robbery’.

c) The British Empire was indeed the greatest in the history of the world. At its height in 1921, it covered 35,500,000 km², or 24% of the Earth’s total land area.¹⁵ It was famously called “The Empire on which the sun never sets.”¹⁶ (See Map 1921). Even as late as 1947, the English believed

12 Mairi Mackay, “Gene Sharp: A Dictator’s Worst Nightmare”, CNN, 25th June, 2012 in <http://edition.cnn.com/2012/06/23/world/gene-sharp-revolutionary/index.html> (14-10-2019)

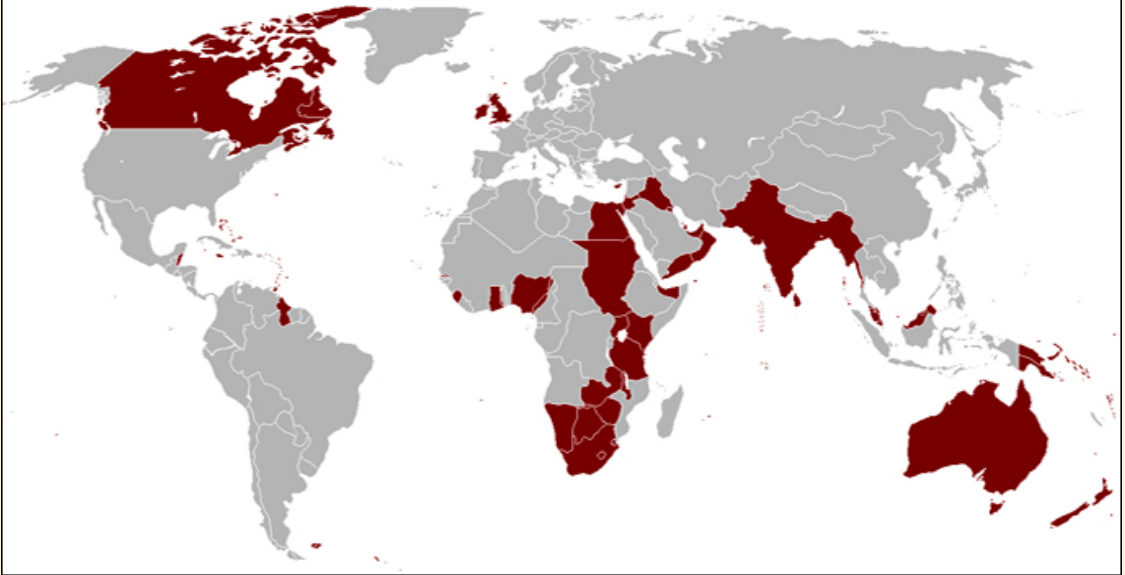
13 CWMG, vol. 28, 188.

14 Tendulkar, *Mahatma*, vol. 2, 327.

15 Rein Taagepera, “Expansion and Contraction Patterns of Large Polities: Context for Russia” in *International Studies Quarterly*, vol. 41/3 (1997) 475–504.

16 Norman Vance, “Imperial Rome and Britain’s Language of Empire 1600–1837” in *History of European Ideas*, vol. 26, nos. 3–4, 213, footnote 3. John Wilson, writing as ‘Christopher North’ in *Blackwood’s Magazine*, April, 1829, is said to have been the first to pay homage to the immensity of the British Empire with the proverbial

THE BRITISH EMPIRE IN 1921



THE BRITISH EMPIRE IN 1984



that this state of affairs was divinely ordained – a permanent gift to Britain by Divine Providence with the moral responsibility to civilise the earth.¹⁷

Winston Churchill was determined to preserve and enhance this privilege, which is why the sight of the “half-naked fakir” on his way to meet

phrase.

17 The historian D. W. Brogan wrote: “Nevertheless, as a rule, when Divine Providence has put a part of the world under English rule, it has usually stayed, often quite willingly, in the state unto which it pleased God to call it. And

contemplating this fact we are inclined to agree with Mark Twain: the English are mentioned in the Bible.’ Cited in D. George Boyce, *DecoloniZation and the British Empire, 1775–1997*, London: Macmillan, 1999, 256.

the representative of the King-Emperor in 1931 “nauseated” him.¹⁸ Yet, it was precisely the fakir, the little brown man in the ‘loin cloth’ who would reveal that the ‘emperor had no clothes’, that the imperial lie had to be exposed, that the garb of ‘the mission to civilise the natives’ under which the looting carried on for centuries had to be stripped bare. The English had to retract governing India or any other territory they had hitherto occupied if they wished to claim moral ascendancy. Thus, in the span of 37 years after India’s independence, 44 states were created from territories previously occupied by the British Empire.¹⁹ (See Map 1984) Carl Segan, recipient of 36 distinguished awards puts it incisively: “Gandhi’s militant non-violent non-cooperation freed a quarter of the world from imperialism... He stripped imperialism of its romance and gold trim and revealed it to be simple theft. He made it much easier for other countries to win their freedom.”²⁰

On 1st January, 2017, Pope Francis published his Message for the 50th World Day of Peace:

18 “It is . . . alarming and also nauseating to see Mr. Gandhi, a seditious middle temple lawyer, now posing as a fakir of a type well known in the East, striding half-naked up the steps of the Vice-regal palace, while he is still organising and conducting a defiant campaign of civil disobedience, to parley on equal terms with the representative of the King-Emperor.” Winston Churchill, *Complete Speeches*, 1897–1963. R. R. James, ed., Winston S. Churchill: His Complete Speeches, 1897–1963, vol. 5, New York, Chelsea House, 1974, 4985.

19 D. George Boyce, *Decolonisation and the British Empire*, London, Palgrave, 1999, 70-107.

20 Carl Sagan, ‘Melting the Heart of Stone’, in *World without Violence*, ed. Arun Gandhi, (New Delhi: New Age International, 1994), 59.

21 Pope Francis, *Non-Violence: a Style of Politics for Peace*, 1st January, 2017, in http://www.vatican.va/content/francesco/en/messages/peace/documents/papa-francesco_20161208_messaggio-l-giornata-mondiale-pace-2017.html (17-11-2019)

22 At the height of the Battle of Britain, Winston Churchill said in a speech to the House of Commons on 20th August, 1940: ‘Never in the field of human conflict was so much owed by so many to so few.’ Cf. The Churchill Centre and Museum, London. Available online at <http://www.winstonchurchill.org/learn/speeches/speeches-of-winston-churchill/1940-finest-hour/113-the-few> (retrieved on 18th February 2011).

Non-Violence: a Style of Politics for Peace.

“Violence is not the cure for our broken world. Countering violence with violence leads, at best, to forced migrations and enormous suffering.... [Instead] decisive and consistent practice of non-violence has produced impressive results. The achievements of Mahatma Gandhi and Khan Abdul Ghaffar Khan in the liberation of India, and of Dr. Martin Luther King Jr. in combating racial discrimination will never be forgotten.”²¹ It was the first official document of the Catholic church in support of Gandhi’s non-violent strategy for socio-political change.

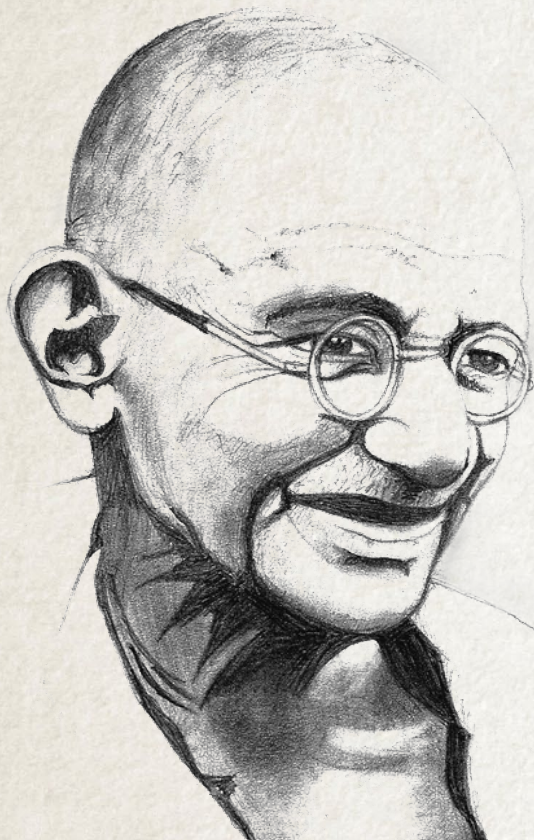
With apologies to Churchill, it is no exaggeration to apply his effusive praise for the troops in the Battle of Britain to the *bête noire* of his imperial dream: “Never in the field of human conflict was so much owed by *so many across the world to just one man.*”²²



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Mahatma Gandhi's Views on Education

Compiled by Dr. Preeti Oza



Prologue

To the Reader

I would like to say to the diligent reader of my writings and to others who are interested in them that I am not at all concerned with appearing to be consistent. In my search after Truth, I have discarded many ideas and learned many new things. Old as I am in age, I have no feeling that I have ceased to grow inwardly or that my growth will stop at the dissolution of the flesh. What I am concerned with is my readiness to obey the call of Truth, my God, from moment to moment, and, therefore, when anybody finds any inconsistency between 2 writings of mine, if he has still faith in my sanity, he would do well to choose the latter of 2 on the same project.

MK Gandhi (*Harijan*, 29th April, 1933, p.2)

My Mouth is Gagged

Reg. No. B 3892

HARIJAN

Editor: K. G. MASHRUWALA

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AHMEDABAD - SUNDAY, AUGUST 23, 1942

[Five Pice]

MAHADEV DESAI

On the 15th of August at about 8:30 p. m., Suragan was informed over the phone by our Wardha friends that they heard over the radio the following communique of the Government of Bombay:

"The Government of Bombay regret to report the death, about 8:40 a. m., on Saturday, of Mr. Mahadev Desai, who was recently detained under the Defence of India Rules.

Mr. Desai was engaged in conversation with Col. Bhanderi, I. M. S., Inspector-General of Prisons, and two of his fellow prisoners when he complained of giddiness. Col. Bhanderi advised him to lie down and he found that his pulse was low and that he turned cold. Dr. Venkita, who was in the same building, was sent for and she arrived at once. As the Civil Surgeon could not immediately be found, another I. M. S. officer was summoned.

Injections were given to stimulate the action of the heart and everything the possible was done to keep up Mr. Desai's strength, but he died from heart failure only a few minutes from the time when he first complained of feeling unwell."

Through the information was fairly detailed, the three or four persons who first got it were altogether unwilling to believe it, and refused not to break it immediately to Dargaben and Narayan (Mahadev's wife and son respectively). Instructive attempts were made to register truck calls and at last it was decided that while telegraphic confirmation should be sought from the Prison authorities, the news should be communicated to the family as it was. For a long time they refused to believe it. But of their own accord, "We are unable to feel the shock which such news ought to give us. Hence, we feel that it must be false," Chhara confessed. I was alone to understand. It was a difficult situation for us.

Within a short time they were bound to be disillusioned. But should I say that this was wild thinking? I kept silent and allowed them to express themselves.

At about 10:30 p. m. a confidential telegram was received from Bombay, followed shortly after by another from the Inspector General of Prisons, giving the barest text: "Regret Mr. Mahadev Desai died suddenly this morning of heart failure—Prisons."

The telegram was despatched at 10:50 p. m. and yet it does not say whether and how his body was disposed of subsequently. To the time of writing this, there is no further information, as indeed there is none about Gandhi himself. But even before this confirmation had come, the "usual mental process had gone on, and within a few minutes tears gushed out of their eyes involuntarily, and the mother and the son began to lament and conduct one another that though the information must be false, even if it were true, they should face it bravely. Narayan urged, "Father has died at a time and in a manner which are most enviable and which we shall always remain proud of."



Late Shri Mahadev Desai

At the time when Mahadev's death was unknown to us, excepting at Poona, some of us at Wardha were considering the local and general situation, and contemplating to take some steps involving risk to our own lives. But not being used to the quick decision, and still less to take action, we thought and continued over doubtfully re-considering the method of creating the force which will make India free. We thought and deliberated and knew that at the other end, Mahadev had already done it and finished his part of the programme. A subtle message, so tactfully left-carelessly that it was not given to everyone to die gloriously.

Mohandas Gandhi, in 1937, proposed a 'New Education', and shared his thoughts and ideas freely in many speeches, talks, books, newspapers and periodicals. Interestingly, the education system in India is currently going through a sea-change and the proposed policy changes are also being discussed extensively by all the stakeholders under the term 'New Education Policy (NEP)'.

Gandhiji's ideas on 'New Education' did not suddenly materialise in 1937 but were the outcome of long years of sustained thought and experience. This article relates to this earlier formative period when he revolted from the prevailing system of education and sought, in various ways, to substitute it by educational practices more in harmony with his own concept of the function of education. To understand adequately the 'Basic Education Scheme' which he formulated in 1937, it is essential to go back to this earlier period where we can see its origin and growth.

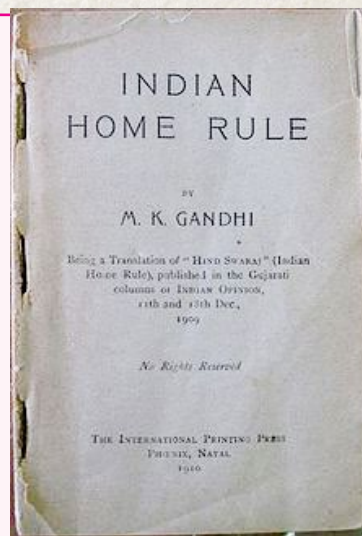
This new scheme came to be called Basic Education as it related to education to be given to a child from his 7th to 14th year. To this was to be added, in course of time, Pre-Basic and Post-Basic education relating to education before the 7th year and after the 14th year respectively. The education covering all these 3 stages is what is comprised New Education or Nai Talim.

Section I Inadequacy of Prevailing Education

"The ordinary meaning of education is a knowledge of letters. To teach boys reading, writing and arithmetic are called primary education. A peasant earns his bread honestly. He has ordinary knowledge of the world. He knows fairly well how he should behave towards his parents, his wife, his children and his fellow-villagers. He understands and observes the rules of morality. But he cannot write his own name. What do you propose to do by giving him a knowledge of letters? Will it add an inch to his happiness? Do you wish to make him discontented with his cottage or his lot? And even if you want to do that, he will not need such an education. Carried away by the flood of western thoughts, we came to the conclusion, without weighing pros and cons, that we should give this kind of education to the people.

Now let us take higher education. I have learned geography, astronomy, algebra, geometry, etc. What about this? In what way have I benefited myself from those around me? Why have I learned these things?

Professor Huxley has thus defined education: "That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will and does with ease and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear, cold, logic engine with all its parts of equal strength and in smooth working order... whose mind is stored with knowledge of the fundamental truths of nature... whose passions are trained to come to heel by a vigorous will... the servant of a tender conscience... who has learned to hate all vileness and to respect others like himself. Such a one and no other, I conceive, has had a liberal education for he is in harmony with Nature. He will make the best of her and she of him."



If this is true education, I must emphatically say that the sciences I have enumerated above I have never been able to use for controlling my senses. Therefore, whether you take elementary education or higher education, it is not required for the main thing. It does not make us men. It does not enable us to do our duty.

I do not for one moment believe that my life would have been wasted had I not receive higher or lower education; nor do I consider that I necessarily serve because I speak. But I do desire to serve and, in endeavouring to fulfil that desire, I make use of the education I have received. And, if I am making good use of it, even then it is not for the millions, but I can use it only for such as you, and this supports my contention. Both you and I have come under the bane of what is mainly false education. I claim to have become free from its ill effects, and I am trying to give you the benefits of my experience and, in doing so, I am demonstrating the rottenness of this education.”

(Hind Swaraj (1909), ch. XVIII)

“I have never been able to make a fetish of literary training. My experience has proved, to my satisfaction, that literary training by itself adds not an inch to one’s moral height and that character-building is independent of literary training. I am firmly of the opinion that the government schools have unmanned us, rendered us helpless and godless. They have filled us with discontent, and providing no remedy for the discontent, they made us despondent. They have made us what we were intended to become, clerks and interpreters.”

(Young India, 1st June, 1921)

On English education:

Question: Do I then understand that you do not consider English education necessary for obtaining Home Rule?

Editor (Gandhiji): My answer is yes and no. To give millions a knowledge of English is to enslave them. The foundation that Macaulay has laid of education has enslaved us. I do not suggest that he had any such intention but that has been the result. Is it not a sad commentary that we should have to speak to Home Rule in a foreign tongue?

And it is worthy of note that the systems which the Europeans have discarded are the systems in vogue among us. Their learned men continually make changes. We ignorantly adhere to their cast-off systems. They are trying each division; to improve their own status. Wales is a small portion of England. Great efforts are being made to revive the knowledge of Welsh among Welshmen. The English Chancellor, Mr. Lloyd George is taking a leading part in the movement to make Welsh children Welsh. And what is our condition? We write to each other in faulty English, and from this even, our M.A.s are not free; our best thoughts are expressed in English; the proceedings of our Congress are conducted in English; our best newspapers are printed in English. If this state of things continues for a long time, posterity will – it is my firm opinion – condemn and curse us.

It is worth noting that by receiving English education, we have enslaved the nation. Hypocrisy, tyranny, etc. have increased; English-knowing Indians have not hesitated to cheat and strike terror in the people. Now, if we are doing anything for the people at all, we pay only a portion of the debt due to them.

Is it not a painful thing that, if I want to go to a court of justice, I must employ the English language as a medium; that, when I become a barrister, I may not speak my mother tongue and that someone else should have to translate to me from my own language? Is not this absolutely absurd? Is it not a sign of slavery? Am I to blame the English for it or myself? It is we, the English-knowing men, that have enslaved India. The curse of the nation will rest not upon the English but upon us.

I have told you that my answer to your question is both yes and no. I have explained to you why it is yes. I shall now explain why it is no.

We are so much beset by the disease of civilisation, that we cannot altogether do without English education. Those who have already received it may make good use of it wherever necessary. In our dealings with the English people, in our dealings with our own people, when we can only correspond with them through that language, and for the purpose of knowing how disgusted they (the English) have themselves become with their civilisation, we may use or learn English as the case may be. Those who have studied English will have to teach morality to their progeny through their mother tongue, and to teach them another Indian language; but when they have grown up, they may learn English, the ultimate aim being that we should not need it. The object to making money thereby should be eschewed. Even in learning English to such a limited extent, we will have to consider what we should learn through it and what we should not.

(Hind Swaraj (1909), ch. XVIII)

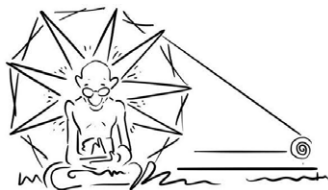
Section II

Foreshadowing of a New Type of Education

Need for experiments in education:

“There is too much make-believe, self-deception and submission to convention. The field of education, which holds the seeds of the future of the children of the soil, requires absolute sincerity and fearlessness in the pursuit of truth and boldest experiments provided always that they are sound and based upon deep thoughts matured and sanctified by a life of consecration. Not every tyro in education may make such experiments. If the field is vast enough for sound experimenting, it is too dangerous for hasty and ill-conceived prospecting such as people in feverish search of gold delight in it.”

(Young India, 30th September, 1926)



The Irish Twist: Mahatma Gandhi spoke English with an Irish accent, for one of his first teachers was an Irishman.

Education in the home:

“When I landed at Durban in January 1897, I had 3 children with me, my sister’s son 10 years old, and my own sons, 9 and 5 years of age. Where was I to educate them? I was loath to send them back to India for I believed, even then, that young children should not be separated from their parents. The education that children naturally imbibe in a well-ordered household is impossible to obtain in hostels. I, therefore, kept my children with me. I could not devote to the children all the time I had wanted to give them. My inability to give them enough attention and other unavoidable causes prevented me from providing them with the literary education I had desired and all my sons have had complaints to make against me in this matter. Whenever they come across an M.A. or a B.A. or even a Matriculate, they seem to feel the handicap for want of school education.

Nevertheless, I am of the opinion that, if I had insisted on their being educated somehow at public schools, they would have been deprived of the training that can be had only at the school of experience or from contact with the parents. I should never have been free, as I am today, from anxiety on that score and the artificial education they could have had in England or South Africa, torn from me, would never have taught them the simplicity and the spirit of service they show in their lives today while their artificial ways of living might have been a serious handicap in my public work. Therefore, though I have not been able to give them a literary education either to their or my satisfaction, I am not quite sure, as I look back on my past years, that I have not done my duty by them to the best of my capacity, nor do I regret not having sent them to public schools. I have always felt that the undesirable traits I see today in my eldest son are an echo of my own undisciplined and unformulated early life. I regard that time as a period of half-baked knowledge and indulgence.

I have come in contact with numerous students. I have tried myself or through others to impose my educational ‘fads’ on other children too and have seen the results thereof. There are, within my knowledge, a number of young men today contemporaneous with my sons. I don’t think that, man to man, they are any better than my sons or that my sons have much to learn from them.

But the ultimate result of my experiments is in the womb of the future. My object in discussing this subject here is that a student of the history of civilisation may have some measure of the difference between disciplined home education and school education and also of the effects produced on children through changes introduced by parents in their lives.”

(*An Autobiography* (1926), pp. 245-48)

National v/s. Government education:

“One of our students has gone to jail in Bardoli and many more will go. They are the pride of the Vidyapith. Much as they may desire to do likewise, can students of government institutions dare to do so? It is not open to them to go to Bardoli and help Vallabhbhai, as it is to you. They can only give secret sympathy. What is literary training worth if it cramps and confines us at a critical moment in national life? Knowledge and literacy training are no recompense for emasculation.

Again, there is a world of difference between our method of teaching and theirs. For instance, we may not teach English in the way they do. We may give a working knowledge of that language but we may not, without committing national suicide, neglect the mother tongue and make English the vehicle of our thought. In this national institution, we strive to correct the pernicious practice. We must learn all our subjects through the Gujarati language. We must enrich it and make it capable of expressing all shades of thought and feeling.

Then take the teaching of economics. The present system operating in government institutions is vicious. Each country has its own economics. German textbooks are different from English. Free trade may be England's salvation. It spells our ruin. We have yet to formulate a system of Indian economics. The same about history. A Frenchman writing a history of India will write it in his own way. The Englishman will write it quite differently. The descriptions of battles between the English and the French will differ with the writers who have described them. Indian history written from original sources by an Indian patriot will be different from that written by an English bureaucrat though each may be quite honest. We have grievously erred in accepting English estimates of events in our national life. Here, therefore, there is a vast field for you and your teachers for original research."

(Young India, 21st June, 1929)

Section III

New Education

New Education to be rooted in the culture and life of people:

"The curriculum and pedagogic ideas that form the fabric of modern education were imported from Oxford and Cambridge, Edinburgh and London. But they are essentially foreign, and till they are repudiated, there never can be national education. For the moment, we are not going to discuss the problem whether it is possible for India to do without European education (and in this connection let us say that we regard the English as a mere special phenomenon of the European system). If India decides, in the light of the need there is of fighting Europe with her own weapons, industrialism, capitalism, militarism, and all the rest in favour of making counterfeit Europeans of her children, soldiers, inventors of explosives, prostitutes of science, forgetters of God, she must go forward on her path stern and open-eyed, whatever the disaster. But, in that case, she should make up her mind to do without national education, for national education will not secure those ends, will not make her sons and daughters fit for the fulfilment of those functions.

The fact to be realised is that India by the very fact of her long-established and elaborated civilisation had once the advantage of an educational system of her own, the only thing entitled to be called 'national'. But it was fundamentally distinct from the Anglo-Indian type and from the pseudo-national type that is its decedents. The question then is this: The choice must be clearly and finally made between national and foreign education, the choice of type and archetype, of meaning and purpose, of end and means. It has so far not been made. We are almost certain that the necessity for choosing is hardly realised. As long as confusion on this matter exists, 'national' education cannot flourish. The government is already imparting one type of education in respect of which it is impossible for any purely non-official body to compete."

(Young India, 20th March, 1924)

To develop character:

“There is only one word to the education of the heart – love for education. I do not believe that this can be imparted through books. It can only be done through the loving touch of the teacher. And who are the teachers in the Primary and even Secondary schools? Are they men and women of faith and character? Have they themselves received the training of the heart? Are they even expected to take care of the permanent elements in the boys and girls placed under their charge? Is not the method of engaging teachers for lower schools an effective bar against character? Do the teachers get even a living wage? And we know that the teachers of the Primary schools are not selected for their patriotism. They only come who cannot find any other employment.”

(*Young India*, 1st September, 1921)

Conclusion

The importance of providing value education is felt necessary today because the present system of education cannot contribute much to individual and social development. Value-oriented education does not mean preaching of mere moral sciences or propagating particular religious tenets but it is imparting knowledge of values considered functional for both individual as well as society. Gandhi's philosophical, religious, economic and social approach and a number of contemporary Gandhian perspectives are relevant to an understanding of human values and social change today. By Gandhian ideals in the education policy, we will be able to inspire the whole world by his ideas of truth, non-violence, peace and love.

(<https://www.mkgandhi.org/articles/value%20education.htm>)



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From Russia With Love: Russian writer, Leo Tolstoy, wrote A Letter to a Hindu in 1908. Gandhiji was so impressed that he wrote to Tolstoy seeking to translate the same into his native tongue, Gujarati. The men corresponded throughout their lives. Gandhiji set up and named a small colony 'Tolstoy Farm', 21 miles from Johannesburg, South Africa, for his colleagues in the Satyagraha struggle.

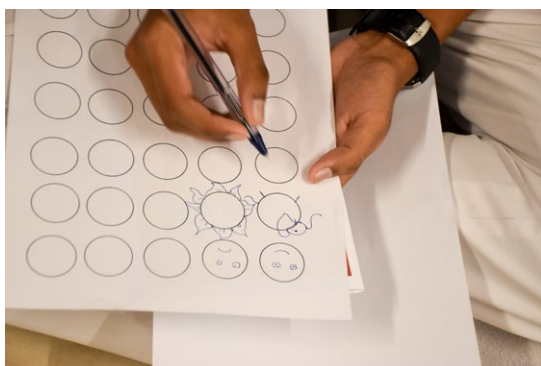
Inclusive Leadership: A Gandhian Paradigm – Workshop by Abhishek Banerji



With clarity of goals, charisma of influence and a definite purpose, Gandhiji was an extraordinary man who mobilised and demonstrated the power of ordinary men and women to reshape not just India but the world. He had a leadership style that helped him manage change, make decisions and bring about a revolution.

Andean Network of Dynamic and Inspired Educators (ANDIE) commemorated 150 years of





Mahatma Gandhi on 1st October, 2019 with a student workshop, entitled 'Inclusive Leadership: A Gandhian Paradigm' and a play, 'Lead Kindly Light'. The workshop, conducted by Abhishek Banerji, strove to pass on Gandhiji's leadership qualities to school student leaders. Held from 9 am to 11 am, the workshop was attended by 66 students from across 10 schools; from Bandra's Mount Mary High School and St. Stanislaus High School to St. Xavier's Boys' Academy, Churchgate and Our Lady of Nazareth, Bhayandar.

A Day to Learn More About Leadership

On 1st October, 2019, the cabinet members of St Joseph's Convent High School, Bandra attended a workshop at St. Andrew's Educational Campus on the occasion of the 150th birth anniversary of the Father of the Nation, Mahatma Gandhi. It was not only attended by the students of St Joseph's but also by cabinet members of other schools in Mumbai.



The workshop was based on Mahatma Gandhi's leadership qualities that we too should have. It began with some teachings of the Mahatma like non-violence, which was his great norm, and how he started the freedom struggle which first no one supported but, in the course of time, everyone fought for. This taught students the leadership quality of taking the initiative without worrying about the outcome. Similarly, many leadership qualities like being creative, understanding others' perspectives, listening to other team members, cooperation, effective use of resources available, being alert not only with eyes but also with ears, and many more were taught through various activities and games.

These leadership qualities were taught to the cabinet members of the school so that they could implement it in their school too; for example, effective use of resources available in school (students, teachers, principal, school premises) for the welfare of the school. Also, a leadership quality like teamwork is essential for the successful completion of any task undertaken. These leadership qualities would not only help the students set an example in their schools but also develop their personalities. It would also help them in their future careers when they may lead projects or teams.

The workshop left the students with great values and extraordinary lessons to take in and share with others. We are grateful to Fr. Magi Murzello who had organised this event and who gave us this wonderful opportunity to participate in it.

Saloni Gaikwad, St. Joseph's Convent High School, Bandra

Leadership and Learning are Indispensable to Each Other



On 1st October, 2019, 8 council members of St. Xavier's Boys' Academy, accompanied by Mr. Larry Pereira, attended a workshop on inclusive leadership conducted by Mr. Abhishek Banerji. He conducted various fun-filled activities. Through these group activities, he educated the students on the importance of a leader and his/her role in a team. He also informed the students about the various qualities a leader should possess. He said that a good leader is always there for his team and he/she respects the opinion of everyone in the group. He did all this in 2 hours.

After the workshop, the students were lucky enough to attend a play, 'Lead Kindly Light', on the life of Gandhiji. This was a religious play which was designed and directed beautifully by Dr. Omkar Bhatkar. This play showed the students how different religions impacted the life of Gandhiji. The play highlighted the Mahatma's perspective on issues with which we are still grappling in modern times i.e. need for a national language, plight of farmers, religious pluralism, etc.

We thank Fr. Magi Murzello, Rector, St. Andrew's Educational Foundation, for extending an invitation to the Student Council Members and also to our Principal, Ms. Preema Nazareth, and Mr. Larry Pereira for being present for the workshop and the play.

Vibhav Manatkar, St. Xavier's Boys' Academy, Churchgate

A Day with the Mahatma



We, the Student Council of Our Lady of Nazareth High School and Junior College, Bhayandar, attended a workshop on inclusive leadership on 1st October, 2019 which was held at St. Andrew's Centre for Philosophy and Performing Arts (SAPP). It was really an enjoyable experience. We were very excited and curious about the workshop. After entering the workshop space, it was all in the hands of Mr. Abhishek Banerji. He influenced us a lot. He made us laugh, think and taught us many valuable things about Mahatma Gandhi. After learning values such as initiative, creativity, unity, non-violence, confidence, etc., he taught us how to put these values into practice. After the awesome workshop, there was a play whose set-up was mind-blowing. We were amazed with the play as it was very realistic. All the characters were very beautifully designed. We, the whole group, were very happy and satisfied as the whole event was very systematically done.

Raghav Daga, Our Lady of Nazareth, Bhayandar

Lead Kindly Light – Celebrating 150 Years of Religious Pluralism

Maria D'Souza



riot-stricken streets of Bengal in prayer and meditation to stop violence? Today, the worst form of violence, terrorism and communalism has raised



Referring to Mahatma Gandhi's efforts in Kolkata, on 15th August 1947, Lord Mountbatten wrote, "In Punjab, we have 55,000 soldiers and large-scale rioting on our hands. In Bengal, our forces consist of one man and there is no rioting" thanks to the 'one - man army' – a paradoxical title indeed, to a man whose mission was – Unity of India through religious togetherness; his weapon: non-violence or *ahimsa*; his message: Peace and truth through his experience in daily living.

On his 150th birth anniversary, the contribution of the Father of the Nation is almost forgotten. Who remembers that he walked alone through the



its ugly head in our country once again. Love, truth and forgiveness are considered attributes of the weak and powerless. Nevertheless, I celebrated Gandhi Jayanti along with 200 adults and school children at a multi-lingual play performance entitled, 'Lead Kindly Light', at St. Andrew's Conference Hall on 1st October, 2019.

I was transported to Porbandar, the sea coast in the state of Gujarat where the Mahatma was born and lived. A beacon of light from the lighthouse guided my way as it did to the trading boats on the sea coast. As audience, we were privileged to sit on either side of the long, unique expanse of the sandy seashore (the stage). What a lovely feeling to be so close to the action, within handshake distance of the actors.

Then, the sound of ghungroos blended with the nuances of devotional music. The first devotee, had arrived at the prayer hall, eyes fixed and mind meditative. Narration with silhouette visual perception interspersed with dance movement on stage to bhajans and bhakti songs updated us to Gandhian ideals – *ahimsa*/ non-violence, truth, simple living and an essential spiritual unity of all mankind. His pro-Muslim, pro-Christian, pro-multi-religion stand presented an all-inclusive



pervasiveness. The extracts from Buddhist scriptures, from the Quran, Bible, Zend Avesta was to bring religious togetherness and national unity. Raghupati Raghava and Vaishnava janato – popular bhajans were accompanied by rhythmic hand-clapping. Every devotee, whether a Manuben or an Abhaben, made an entry to devotional songs that professed religious tolerance. Mirabai with her ektara and light dance steps endeared herself to the audience.

Every aspect of the play, from ambience to stage set-up, from actors to costumes, from script to direction, was visualised and conceptualised by Dr. Omkar Bhatkar to a fault. He brought in representation of all religions to highlight Gandhi's belief that in different religions, the same God is being worshipped by people in their own ways.



Maria D'Souza is a retired educator. She taught for 21 years at St. Stanislaus High School, Bandra (West) followed by a 3-year stint at a municipal school run by an NGO. She is currently involved in civic and environmental issues in Mumbai. She is also a musician.



Tribute to the Father of the Nation

Rubina Franklin

2nd October, 2019 marked the 150th birth anniversary of the Father of our Nation. To commemorate this great occasion, Nai Talim Divas was observed in many educational institutions across India. The celebration at **Cardinal Gracias High School, Bandra (East)** commenced at 7.30 am



with a solemn prayer service. An oath against tobacco consumption was taken by 2000 students. The students of Std. VIII went out on a rally spreading the message of cleanliness, peace and non-violence as advocated by the Mahatma. A video clip portraying the significance of Nai Talim Divas was played in all the classrooms. The students paid a visit to the School garden in order to observe and acknowledge the importance of trees in our lives. An art exhibition devoted to Gandhi and his principle of cleanliness was displayed for the students. Students also participated in a quiz competition on the life of Mahatma Gandhi. A campus cleaning mission was undertaken by the students of Std. VII. The bulletin boards across the School campus were adorned with quotes of Mahatma Gandhi.

It was overwhelming to see 2000 students participate in the event. The celebration indeed kindled the spirit of patriotism and admiration for Mahatma Gandhi in the hearts of the students.



Celebrating the 150th Birth Anniversary of Mahatma Gandhi

Students of Std. X B

Padua High School, Mankhurd celebrated the 150th birth anniversary of Mahatma Gandhi with vigour and enthusiasm. The celebrations started from 20th September, 2019 and included an essay writing competition, a drawing competition, a paragraph writing competition and handwriting competitions. Colouring activities and singing based on the Mahatma's teachings were also organised for students.

On 1st October, 2019, the School celebrated Gandhi Jayanti. The programme began at 10.45 am with a prayer service and garlanding of the picture of Gandhi. Patriotic songs were sung by students under the guidance of teacher, Mrs. Savitri. Sharing her thoughts on the occasion, Principal, Mrs. Prudencia Green, explained the importance of following Gandhian values in life as it could lead us towards peace and harmony in all forms. She also emphasised the benefits of virtues like honesty, simplicity, non-violence, etc. that set an individual apart from those who follow the path of violence and anger. Gandhi's favourite bhajan, Vaishnav Jan to Tene Kahiye, was sung by teacher, Mr. Ganesh. This bhajan spreads the message of empathy, humility, truth, equality and spirituality for the followers of Vishnu, but it could equally be a message for everyone particularly during times of intolerance, hatred, and self-aggrandisement. The students also took an oath to follow the footsteps of Gandhi. As the event moved towards its close, the students of Stds. IX and X along with teaching and non-teaching staff participated in a 'Peace Padyatra' from Mankhurd village to Mankhurd station holding placards with the message of peace and non-violence.





150th Gandhi Jayanti Celebration

Shamy D'Souza

In the words of the Father of the Nation, Mahatma Gandhi, "Peace is the most powerful weapon of mankind. It takes more courage to take a blow than to give one."

St. Pius X High School, Mulund (West) celebrated the 150th birth anniversary of Mahatma Gandhi with a programme that began on a prayerful note. A devotional ambience prevailed as the programme started with a meaningful prayer service in the form of lighting of the lamp, hymns, prayers and prayer for the Nation. As Gandhi said, "The need of the moment is not one religion but mutual love and respect among the various religions in our country." It was brought to reality by reciting the verses from the holy books of the Bible, Quran, Bhagavad Gita, Guru Granth Sahib. The Head Boy of the School, Master Dipanshu, read out the significance of the



day that was followed by the bhajan, Raghupati Raghav Raja Ram. The Principal, Fr. Gavin D'Souza, upheld the values of Gandhi and highlighted the sacrifice he made for the country. The students of Std. IX presented a small skit on the life of Gandhi and his works. The Assistant Head Boy, Master Steve Fernandes, concluded the programme with the vote of thanks that was followed by the National Anthem sung by the School choir.



How well do you know the Mahatma?

1) When is the International Day of Non-Violence celebrated?

- A. 26th January
- B. 1st May
- C. 15th August
- D. 2nd October

2) Which of the following slogans is associated with Gandhiji?

- A. Do or Die
- B. Tum mujhe khoon do main tumhe azaadi dunga
- C. Swaraj is my birth-right
- D. Jai Hind

3) What is another term associated with Dandi March?

- A. Garbha
- B. Kheda Satyagraha
- C. Bardoli Satyagraha
- D. Salt Satyagraha

4) Which movement was started by Mahatma Gandhi in 1920?

- A. Khilafat Movement
- B. Quit India Movement
- C. Non-Cooperation Movement
- D. Civil-Disobedience Movement

5) Who was considered to be Gandhiji's mentor or political guru?

- A. Gopal Krishna Gokhale
- B. Muhammad Ali Jinnah
- C. Lala Lajpat Rai
- D. Sarojini Naidu

6) What is the name of the building which served as Gandhi's residence in Mumbai from 1917-1934?

- A. Birla House
- B. Bajaj House
- C. Mani Bhavan
- D. Congress House

7) Who conferred the title of Mahatma on Mohandas Karamchand Gandhi?

- A. Bal Gangadhar Tilak
- B. Motilal Nehru
- C. Jawaharlal Nehru
- D. Rabindranath Tagore

8) Which award did Gandhiji return during the Non-Cooperation Movement?

- A. Knighthood
- B. Kaiser-e-Hind
- C. Rai Bahadur
- D. Hind Kesari

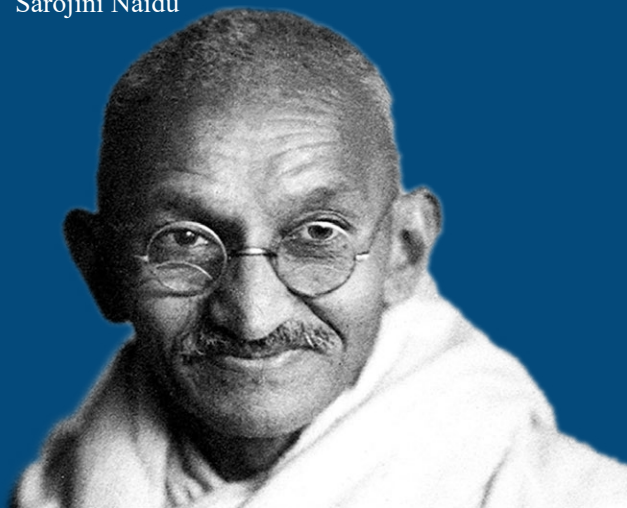
9) Who commented about Gandhiji:

“Generations to come will scarcely believe that such a one as this walked the earth in flesh and blood”?

- A. Albert Einstein
- B. Winston Churchill
- C. Lord Mountbatten
- D. Jawaharlal Nehru

10) Who led the Salt Satyagraha Movement with Gandhiji?

- A. Annie Besant
- B. Mridula Sarabhai
- C. Muthu Lakshmi
- D. Sarojini Naidu



Chiara Lubich for Teachers

Compiled by Edelweiss Quadros



teacher and this is Himself. This does not mean that he denies the presence of authority... but rather that it must be interpreted not as authority to dominate or exert power but as service. The reason for this is that in service, which is love, it is not only the human person who acts, but Christ himself in the individual.”

Thus, if Jesus is the Teacher, it follows that one of our duties is that of looking to Him in order to learn how to educate. And Chiara did it too:

“And she (Chiara) became a teacher. She got a post, in a remote mountain village, at Castello di Val di Sole, near the Tonale mountain pass, where, in 1938, she was entrusted with the teaching of all 5 Elementary mixed classes... Her teaching method, inspired by the Divine Teacher, consisted first and foremost in loving the disciples (students) and, out of love, becoming like them; equal not like in a game but for identification of souls. And, therefore, in the classroom, there in the poor classrooms of the orphanage, she now sat at a child’s desk, now at another, beside the schoolboys, who ended up considering her one of them. For she gave them Jesus; and gave life.

Since she became one with them, it was natural for her to always sit in their midst. All her teaching was set on the basis of “making themselves one”. Every week she chose, in agreement with them, a motto of the Gospel; and she applied it to all the instances of the week, in unity with them. She talked about it day by day, sharing her experiences, noting also the deficiencies, to which they, taken in by that atmosphere of simplicity and trust, added their own: a communion of children’s souls that she sealed by reminding them that Jesus forgives always. She did not force them into religious formation: she loved their freedom and always wanted them to have free choice. In this way, God was not imposed on them: He was born from their heart. They were educated to life with Life. So,

Chiara Lubich¹ is the founder of The Work of Mary (also called the Focolare Movement), an ecclesial movement present in 182 nations which counts millions of members. The aim of the Movement is to contribute to the fulfillment of the testament of Jesus: “May they all be one”. (Jn. 17:21) It achieves this goal precisely through its spirituality which is both, personal and collective. The guiding principles of this spirituality are rooted in a number of key statements and truths found in the Gospel.

Thus, the Gospel forms the basis of every aspect of the movement, also **education**. While speaking to friends of the Movement on education at Castel Gandolfo in May, 1987, this is what Chiara said: “... With regard to the educator or teacher, there is a phrase of the Gospel which makes us think and which can shed light also on the education which should be imparted... The sentence is: “You have but one teacher, and you are all brothers and sisters.” (Mt 23:8) For Jesus, there is only one

¹ Chiara Lubich was born on 22nd January, 1920, Trento, Italy and died on 14th March, 2008, near Rome, Italy.



entering in the classroom, modest and recollected, not heeding those who made noise or pranks, she went straight to the teacher's desk and, as she passed by, voices dropped, silence fell; the sacred entered and they felt it.

And when, their heads on their benches, in the afternoon for 2 hours the children slept, she tiptoed among them like an angel reciting the rosary, with folded hands: and if they saw her, they remembered Paradise; and if she saw one awake, she lowered his head on the desk with a caress; and then one by one she entrusted them to Jesus. She also covered them with love for the future, when orphans, without love, they would have entered life, opposed.

And so she spoke to them in whispers and everything was graceful, so that their souls conformed to hers and calmed down: and discipline became an effect of reverence and love, a conviction: and in the classroom one could not hear one voice if she didn't request it; whereas in the next classroom, a poor teacher was screeching to put some order in the clamour, beating on the table with her rod. And yes, in the same classroom, there were Elementary schoolchildren and Secondary schoolchildren. But the teacher knew how to make herself one with the children who had just started schooling and with the teenage girl who bloomed: and when the small ones learned, the older ones observed and did their homework in silence with a protective air, and when these learned and read, the little ones looked on and did their homework with an air of admiration.

Simply her gaze and her whole trait made them good and disciplined for she applied the didactic method of Jesus: "pro eis ego sanctifico me

ipsum". He sanctified Himself to sanctify them, loving each one as Himself. To conduct a lesson for her meant doing the will of God: and, therefore, it was sacred. And she prepared herself with diligent care, pre-defining the lesson's progress minute by minute, student by student, question by question; yes, nothing was left to chance: she understood that a mistake or neglect on her part could have broken the charm and compromised the entire lesson. She was dealing with souls: it was Jesus in her who dealt with Jesus in them.

And for this reason, the lesson was always new and full of attraction. And it became a game because it was life. It didn't generate boredom. She took great care never to make the lesson boring, considering boredom and distraction as resulting from neglect on her part, unworthy of such a big task as is the training of souls. This is why she never repeated herself. The following year, even though students changed, she never repeated ways and methods of the previous year. Life does not repeat itself: it grows.

The lesson was so attractive that the third grade students asked to be transferred to first grade, where Miss Silvia (Chiara's baptismal name) was the teacher: they asked to be demoted to move forward; while the students of first grade suffered the 10 minutes of recreation as a parenthesis of boredom, asking her to get them back to class as soon as possible to restart the game. The game of life, in which they learned to read and to love: to carry out in themselves the senses of science and wisdom.

She did not use books or the usual teaching materials: she always innovated, avoiding the old and common ways, to ask Jesus for inspiration and

tools for life. If the lesson was a game, the pieces of her game were the children themselves. The lesson was done by them, for them, under her friendly guidance, merged with them.

To explain the plants, for example, and their behaviour, no pictures were used, instead she led the pupils to the countryside and showed them and made them love the pines and the daisies, the mountains and waters. If she had to explain geography, the boring geography lesson became the most joyful – not being able to lead them, as she would have liked, to islands or the continents, the pupils personified rivers and countries and she put them in choreographed movement.

She taught pupils to read from the very first lesson. For example, she put on the blackboard a large pink sheet on which was written: “the apple is ripe”. And she read it and repeated the sentence; the phrase was then circulated in sheets to all the desks and then she cut the writing into four pieces with a pair of large scissors: each piece having one word (the, apple, is, ripe). And so. on the first day they learnt that phrase and got an idea of what a word is. On the second day, in similar ways, they learned the idea of a syllable; on the third they learnt about letters. In November, they already knew how to read thanks to the vivid and attractive teaching method and especially thanks to the love in which God lived so that they were enlivened both in intellect and in their will. Here lies the secret: she loved them and they loved her with the same love, because they were innocent like her: and therefore they gathered in Jesus, Jesus was in their midst.

They were poor, most of them orphans, victims of the war (it was between 1937 and 1944): and they came with dirty, snotty little faces altered by disease: but she saw nothing but their innocent soul inside their eyes: and through her eyes she gave them warmth, awakening their consciences.

She enlivened. And in the same way that she did not bore them, she did not demean them either. For homework, she did not go about collecting copybooks and then loading them under her armpit to mark them at home with red and blue crosses sealing them with marks of 4 or 3 out of 10. She went from desk to desk, while the schoolboys wrote, and gradually she vocally corrected their errors, so that they themselves corrected them: and so, they learned without getting discouraged.

For this reason, the measure of judgement was the lowest pupil of the class, Alessandro, who had repeated grade one for 4 years. She lauded the first in class; but she pointed out that Alessandro had been right in doing so. So Alessandro too, like all his companions, passed to second grade; while the school children of the Middle school, who sat for the State schools’ exam, all passed with an average of 8 out of 10.

And so everyone was on their way to supporting the examination of existence, and that of life in God, when Jesus – Love – will be Justice.”

[An extract from **STORY OF LIGHT**² by Igino Giordani (1894-1980), Co-founder of the Focolare Movement. Writer, journalist and Member of Parliament in Italy]

2 Nuova Umanità XXXVII (2015/1) 217, pp. 25-38, Storia di Light n.1, I. Giordani



Edelweiss Quadros is a volunteer at EDU – Education for Unity, Focolare Movement. She has been working in the field of education in India for the last 25 years.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

| | | | | |
|--|---|---|--|---|
| ARTICLE 1 I am born free and equal and all human beings should be treated in the same way. <small>Universal Declaration of Human Rights</small> | ARTICLE 2 I can claim my rights regardless of sex, race, language, religion, social standing, etc. <small>Universal Declaration of Human Rights</small> | ARTICLE 3 I have the right to life and to live in freedom and safety. <small>Universal Declaration of Human Rights</small> | ARTICLE 4 No one has the right to treat me as a slave nor should I enslave anyone. <small>Universal Declaration of Human Rights</small> | ARTICLE 5 No one has the right to torture me. <small>Universal Declaration of Human Rights</small> |
| ARTICLE 6 I should be legally protected in the same way everywhere like anyone else. <small>Universal Declaration of Human Rights</small> | ARTICLE 7 The law is the same for everyone <small>and should be applied in the same manner to all.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 8 I have the right to obtain legal help <small>and access the justice system when my rights are not respected.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 9 No one can arrest or detain me arbitrarily, or send me away from my country unjustly. <small>Universal Declaration of Human Rights</small> | ARTICLE 10 Trials should be public <small>and tried in a fair manner by an impartial and independent tribunal.</small> <small>Universal Declaration of Human Rights</small> |
| ARTICLE 11 I am considered innocent <small>until it can be proved I am guilty according to law. If accused of a crime I have the right to a defence.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 12 I have the right to protection <small>If someone has tried to harm my good name, enter my home without permission or interfere with my correspondence.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 13 I have the right to leave or move within and leave my own country and I should be able to return. <small>Universal Declaration of Human Rights</small> | ARTICLE 14 If I am persecuted in my home country, I have the right to seek protection in another country. <small>Universal Declaration of Human Rights</small> | ARTICLE 15 I have the right to belong to a country and have a nationality. <small>Universal Declaration of Human Rights</small> |
| ARTICLE 16 I have the right to marry <small>when I am legally able, without limits due to race, nationality or religion. My family should be protected by the Government and the justice system.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 17 I have the right to own things. No one has the right to illegally take them from me. <small>Universal Declaration of Human Rights</small> | ARTICLE 18 I have the right to freely manifest my religion, to change it and to practice it alone or with others. <small>Universal Declaration of Human Rights</small> | ARTICLE 19 I have the right to think and say what I like and no one should forbid it. <small>Universal Declaration of Human Rights</small> | ARTICLE 20 I have the right to organize and participate in peaceful meetings. <small>Universal Declaration of Human Rights</small> |
| ARTICLE 21 I have the right to take part in my country's political affairs <small>and have equal access to public service. Governments should be voted for regularly.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 22 Society should help me to freely develop <small>and make the most of all advantages offered in my country.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 23 I have the right to work <small>in just and favourable conditions and be free to choose my work with a salary that allows me to live and support family. Everyone should receive equal pay for equal work.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 24 Each work day should not be too long and I have the right to rest and take regular paid holidays. <small>Universal Declaration of Human Rights</small> | ARTICLE 25 I have the right to have what I need <small>so that my family and I do not go hungry, homeless or fall ill.</small> <small>Universal Declaration of Human Rights</small> |
| ARTICLE 26 I have the right to go to school, <small>continue my studies as far as I wish and learn regardless of race, religion or country of origin.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 27 I have the right to share the benefits of my community's culture, arts and sciences. <small>Universal Declaration of Human Rights</small> | ARTICLE 28 To make sure my rights are respected, <small>there must be an order that can protect them. This order should be global.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 29 I have duties toward the community <small>within which my personality can fully develop. The law should guarantee human rights. It should allow me to respect others and to be respected.</small> <small>Universal Declaration of Human Rights</small> | ARTICLE 30 No one, institution nor individual, <small>should act in any way to destroy the rights enshrined in the Universal Declaration of Human Rights.</small> <small>Universal Declaration of Human Rights</small> |



Pope to launch global educational pact next year

Pope Francis is inviting world leaders and young people to come together at the Vatican on 14th May, 2020 for an event called 'Reinventing the Global Educational Alliance'. "Never before has there been such need to unite our efforts in a broad educational alliance, to form mature individuals capable of overcoming division and antagonism and to restore the fabric of relationships for the sake of a more fraternal humanity," Francis wrote in the message announcing the initiative.



According to Francis, education today clashes with a process of "rapidification" that traps human existence in a "whirlwind of high-speed technology and computerisation, continually altering our points of reference". As a result, human identity loses "its solidity".

In addition to the 14th May meeting in the Vatican's Paul VI Audience Hall, Francis said that a number of seminars on related topics will take place in other locations to prepare for the event.

According to a statement from the Congregation for Catholic Education, the initiative is a response to a request that came during several meetings Francis had with different personalities of "various cultures and religious affiliations".

Indian ambassador to Holy See: Mahatma Gandhi still relevant today

On 1st October, 2019, the eve of Gandhi's 150th birth anniversary, the Vatican's Pontifical Council for Interreligious Dialogue organised a day-long inter-faith event in the Vatican on Gandhi on the theme: 'Fraternal Love and Non-Violence for Global Peace and Harmony'.



Among the several speakers was the Ambassador of India to the Holy See, Mr. Sibi George who said that the principles of Gandhi and what he stood for are much in tune with the teachings of the popes, including Pope Francis, especially against the use of violence and the need for peace and harmony in the world. He also picked out a message of Mahatma Gandhi known as 'Gandhi's talisman to the world' which says that whatever be a person's status or position in life, when he/ she comes across doubts making decisions, he/ she should think about whether that decision will benefit the poorest and the weakest person he/ she has come across in life. If the decision benefits the poor person, then one should take that direction.



Abhijit Banerjee, Esther Duflo and Michael Kremer win 2019 Nobel Prize for Economics

Abhijit Banerjee, Esther Duflo and Michael Kremer were jointly awarded the 2019 Nobel Prize for Economics “for their experimental approach to alleviating global poverty”.

The Nobel citation said the work of the 3 economists has “improved efforts to fight global poverty” by breaking down a complex problem into “smaller, more manageable questions”.



“The research conducted by this year’s Laureates has considerably improved our ability to fight global poverty. In just 2 decades, their new experiment-based approach has transformed development economics which is now a flourishing field of research,” the Royal Swedish Academy of Sciences said.

“Their research findings – and those of the researchers following in their footsteps – have dramatically improved our ability to fight poverty in practice. As a direct result of one of their studies, more than 5 million Indian children have benefitted from effective programmes of remedial tutoring in schools.”

Mumbai-born Banerjee studied in Kolkata where he completed his B.Sc. (Hons) degree in economics from Presidency College, Kolkata before moving to New Delhi for post-graduate studies and USA for his doctorate.

Pope to Catholic Universities: Educate students to social, relational responsibility

‘New Frontiers for University Leaders: The Future of Health and the University Ecosystem’ was the theme of a forum held in Rome in November, 2019 dedicated to the topics and challenges currently driving university transformation. It was attended by members of the International Federation of Catholic Universities. In his discourse, Pope Francis outlined some of those challenges. They include preparing new generations to not only become qualified professionals but also “proponents of the common good, creative and responsible leaders in social and civil life with a proper vision of the person and the world,” he said.



Universities today “need to consider what contribution they can and must make to the integral health of the person and to an inclusive ecology. Catholic universities, in particular, need to become places where solutions for civil and cultural progress for individual persons and for humanity, marked by solidarity, are pursued with perseverance and professionalism,” said the Pope.

Know Your ABE Executive Committee



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Inclusivity in Educational Reforms – Suggestions for the draft National Education Policy – A report

Vanessa D'Cruz

“The whole purpose of education is to turn mirrors into windows.” With this view in mind, the Government of India drafted its National Education Policy 2019 and the committee submitted its report on 31st May, 2019. The draft proposes an education policy which seeks to address the challenges of access, equity, quality, affordability, and accountability faced by the current education system.



Responding to the call of the University Grants Commission (UGC) to conduct a series of discussions on the draft National Education Policy 2019, Andean Network of Dynamic and Inspired Educators (ANDIE), in association with Grand Academic Portal (GAP), organised a national symposium on Inclusivity in Educational Reforms on 27th July, 2019.



Our emcee for the day, Ms. Sarita Manchanda, welcomed the Chief Guest, our panellists and the audience. We invoked God's presence by the traditional 'lighting of the lamp' by our guests – Advocate Joaquim Reis, Madam Grace Pinto, Dr. (Prof.) Rajpal Hande, Dr. Gurudutta Japee and Dr. (Fr.) Frazer Mascarenhas. Advocate Reis and Fr. Magi Murzello – the Rector of St. Andrew's College and the Principal of St. Andrew's High School, unveiled and launched the ANDIE logo. Dr. Omkar Bhatkar artistically created the mementos which represented Gond art and depicted our theme for the day – Inclusivity in Education.

Advocate Joaquim Reis then gave his introductory speech wherein he discussed his suggestions and ideas regarding the National





Education Policy. He spoke mainly about how the focus should be on quality of education since a large percentage of students reside in rural areas where the caste system still has a firm hold on the minds of all and would disable the possibility of achieving a good education for the students due to rampant discrimination on the basis of caste. He suggested that the National Education Policy should cater to the needs of all students irrespective of caste, creed or place.

The moderator for the event, **Dr. Kanchana Mahadevan** was then escorted to her table by Dr. Preeti Oza. The expert panellists then took to the podium in turn and expressed their views on the draft National Education Policy 2019.

The Symposium constituted of an expert team of panellists from across the country. Our first panelist was **Madam Grace Pinto** - Managing Director of Ryan International Group of Institutions; the largest singly-owned private network of K-12 institutions with CBSE, ICSE/ISC, SSC/HSC, IB and IGCSE affiliation spread across over 18 states and 40 cities of India educating over a quarter of a million students with values and skills required to become lifelong learners.

Madam Grace talked about the co-existence of the 4 pillars of education: Learning to know, to be, to live together and to do something. She focused on the contribution of Christians towards the education of the country and how they were not given their due credit nor support for their work in this field. "To teach, to serve and to care" are the



goals of a Christian and her institutions carry out this motto, inspired by their role model Mother Teresa, through their work in education. She too endorsed the importance of empowering the rural areas. She felt that the NEP needed to be backed up by concrete plans that need to coincide with the current laws. Education needs to have inclusivity and imputability. The Government needs to double its spend on education by the year 2030. It is the educational need of India to prepare students for life, not just tests. Every student learns differently. Our aim is to suggest that it is the responsibility of the Government, Christians as well as the people to make a difference. Expect a change in society and be the change.

Our next panellist was **Dr. (Fr.) Frazer Mascarenhas** who believed that "the most complicated motto in life is to be simple". Dr. (Fr.) Frazer Mascarenhas SJ has a doctorate in Sociology and has been a teacher and administrator in higher education for about 27 years. After he retired from St. Xavier's College, he has been involved in non-formal education of slum children and in school education at St. Stanislaus High School.

Fr. Frazer was delighted and commended the Government's efforts to meet the millennials' need for a better educational experience. He was present for the consultation of the Draft and was happy to see the Government's openness to change and suggestion. He felt that the NEP was going to have



committee. The trustees who created and provided the institute's infrastructure should have a say in their own institution. It was not right to exclude them and bring outsiders to take matters into their hands. "Strengthen what we already have" is the intention of the NEP but it was not mentioned.

The centralisation of the educational boards by the Prime Minister will be difficult for him to control as he is already so busy. Political control over the bodies may create problems. Centralisation may also create the problem of standardisation; it would kill diversity and the needs of every group of students. The state of Primary schools is terrible and dysfunctional as they have a high drop-out rate. Therefore, the Government taking over the Primary and Pre-Primary schooling is unrealistic. Very little learning takes place in Municipal and Zilla Parishad schools. The Government is not spending enough funds on education. It needs to spend at least 6% of GDP if it wants to properly implement the NEP. The draft NEP does not talk about this issue. If we want inclusion, we need to rewrite the NEP with the principles of the Constitution embedded in it if we want to be the educators of the new generation.

Dr. Renji George Amballoor was the next speaker. He is currently Deputy Director, Directorate of Higher Education, Government of Goa; the Officiating Principal, Start-up Government College of Commerce, Borda, Margao, Goa; and Vice-Principal, Government College of Arts, Science and Commerce, Goa. Dr. Renji talked about how inclusivity in the Education Policy is aiming to create job-ready students. The wonderful aspect of the draft policy is the Government's openness to inputs. The unpleasant aspect is that the inputs may not be added or implemented because we are not ready to put in our efforts. Learning needs to be work-based and needs to be pursued with the goal of getting students to be able to hold and function efficiently in their future jobs. There is a lack of skill-building in education. There needs to be good vocational studies in every institute like B. Voc. and M. Voc. programmes. There needs to be a collaboration with the skill sector councils to seek

a long-term effect on Indian society as it would reconstruct Indian education. He cited that any education policy needs to be based on the Indian Constitution. However, the draft NEP was not fully on track with the Constitution. It had no mention of secularism or secular form of education. The content of the draft was good but in a country like India, secularism is needed. If not, it would create a division in this diverse society. We have not secularized our society like western countries. The principle of secularism needs to be represented in the NEP.

There was also no mention made of minority rights which should be mentioned as Article 30 states the right of minorities to establish and administer educational institutions. If minority rights are not given importance, it is disrespectful and damaging to the high standard of educational excellence achieved by minority institutions run by Christians, Parsis and also linguistic minorities of our country.

He also mentioned the School Management Committee and School Cluster Management that consists of parents, teachers and locals. But there was no mention of including the trustees in this



suggestions from this council. The employment and employability gap needs to be bridged. But, at the same time, the amount of jobs generated by the Government is not sufficient and so, start-ups and entrepreneurship need to be encouraged and given incentive. The mindset of parents and students regarding start-ups should change. People should be comfortable with failure and learn from it, unlike the current education system that conditions students to be labelled and discouraged if they fail. In the current education system, “creative destruction” is unfortunately present. There needs to be a skill shift and incorporation of new skills into the outdated syllabus. Education should be flexible between streams and distance learning should be more accepted and accessible especially in remote rural areas where connectivity is scarce. Student wellbeing should also be given importance by giving quality care to the emotional wellbeing of students. This can be measured by Happiness Quotient.

Our next panellist was **Dr. Rajpal Shripat Hande**, Principal, Mithibai College of Arts, Chauhan Institute of Science and Amrutben Jivanlal College of Commerce and Economics, Vile Parle, Mumbai who explained how the concept of NEP was good but required the contribution of more educators. The deadline for suggestions was extended and one should take advantage of that. As far as education and academics are concerned, there is a gap

between corporate/industry and academia. There is going to be an upside-down change (as seen in Chapter 9 and 10 of dNEP) in the structure of education and we should be prepared for it. The objective is to revamp our higher education system to create world-class multi-disciplinary higher education.

Our current challenges in education are fragmentation, lack of transparency between institutes, inadequate mechanisms, lack of research in institutes, sub-optimal governance and a system that overlooks fake colleges. The main aims of NEP are to end fragmentation, give students vibrant communities of scholars and peers to learn with, break down harmful lack of transparency between



disciplines, make students well-rounded, create flexibility, develop active research committees especially for cross-disciplinaries, and improve the efficiency of use of resources. The institutional restructuring and consolidation of multi-disciplinary universities has prohibited affiliating colleges and will stop them completely by 2032. They will either become autonomous, get merged or become universities themselves. No new affiliated colleges will be allowed after 2020. A college that becomes autonomous is good if they want to perform well in the future. All universities will be fully residential units. The Rashtriya Shiksha Aayog (RSA) will be the apex body for education in the country. There are many changes to be made in Indian education and so, one must give their input to the Government for finer policies in the future.

We were happy to have in our midst the honourable Minister for School Education, Sports and Youth Welfare for the State of Maharashtra, **Shri. Ashish Shelar**. He mentioned that in the education department, there is learning every day, every time. Transparency and inclusivity are key to any successful Government policy. The educators of the country were asked to contribute to shaping the policy in the final stage. The Central Government, due to the appeal of Shri. Ashish Shelar, has given additional time for the input/suggestions for the draft of the policy. In 1986, the current Education Policy was framed and, in 1992, an amendment was passed. This new NEP is a much-needed update and has evolved to suit the needs of the country. He stated that the NEP was not a simple document but a road map for the development of the country. The education policy will impact generations and generations of the new era. As a minister, activist and citizen, he asked: there is a correlation between demand in industries and supply of educational institutions abroad; why not in our country? Now, we too can achieve this by the implementation of the National Education Policy.

The new education formula is “5+3+3+4”. The first 5 years of education are very important as children, from the age of 3, need to have a strong foundation to achieve success in higher education and



their career. There is a need to formalise this initial stage of the education system. There needs to be a change in the teaching approach by including a medical, motherly and psychological approach to it. In other words, have a holistic approach towards education. It will give a boost to the child for the rest of their life.

Education needs to be inclusive and of superior quality. It also should be sustainable and affordable. There should be an expansion of the RTE (Right to Education Act). There can be a gap in speech and understanding. There can be a distance between theory and practice. A document may be fantastic but practicality needs to be understood and foreseen. He assured the attendees that whenever they needed someone to pursue their suggestions with higher authorities, they could approach him.

The floor was open for discussion while the Minister was present. The following were the

questions asked by the house and answered by the honourable Minister.

Q) While inclusivity is a value, what about autonomy and diversity? Standardisation should not kill diversity.

A) Standardisation's main aim is diversity. The policy keeps in mind the diversity of the country which is why standardisation is important. Many things have changed in the last 20 years. Innovation, science and technology are important and so is culture. The NEP can and will make sure of it.

Q) Why isn't there a compulsory skill development programme or an alternative to fall back on if not academics?

A) People are given many chances to level up in their academics like the SSC exam retest. If they fail that exam too, they are directly sent for vocational studies. Employability has already been noted and the Government has started to solve this issue. Many students who do not get hired once they reach the job market, end up employing themselves by creating their own industries and setting up businesses. And this is also being encouraged in several institutes already. Due to the Entrepreneurship Development Cell in around 40 colleges, 30-40 start-ups have been created. In incubation centres, ideas are invited. And today, certificate courses for innovation and entrepreneurship skills are available. The work has commenced and consolidation will be done by the NEP.

Q) Why is it that in foreign universities, students with disabilities are readily welcomed while in India, education for such students is not accessible and the reservation percentage is very low even if it exists?

A) This is a very valid question and this should be looked into.

Our next panellist was **Dr. (Prof.) Tushar Hathi** – a lifelong teacher. He started his career as a Primary school teacher in 1972 and capped it with the post of Vice-Chancellor, Kutch University in the year 2012-13. He began with a rhetoric, “In what sense are we going to have inclusive

education?” It means the promotion of our classical cultural heritage through education. In what sense do we find a precise education document that will stick to the classical cultural heritage of India? Lord Krishna said to Arjuna, “To raise a question, are we in a position to promote a sense of consciousness among students to generate questions?” Instead of sticking to a transitive approach, we need to go towards a transformational approach. In what manner are we moving towards inclusivity even though caste discrimination remains in our country? We need to solve these issues properly in the NEP, which is so far not seen in the draft.

It is difficult to make a change in this country since we are not a small population. We are the largest and youngest democracy in the world. We need to prioritize the content and quality of our education over the number of years. Our education syllabus needs to be well-prepared. Ideas may be good but it must give visible results in the reports later. In the state of Gujarat, 23% of girls are out of school. This is a large number. Whatever we want to achieve, the manner in which we achieve these needs to be done well. We are late to make this policy but we also should make sure we are in the position to address the educational issues. It is difficult because of a lack of funding but it is not impossible.

Lack of responsibility cannot be fixed by privatisation. According to classical economic principles, the Government should never withdraw its influence. Withdrawal is not a good indication. Any reforms or changes have a transitory period. Policy needs to be given more to achieve more in the future. The Government cannot be a master player but it needs to initiate good things via policies. Ultimately, we should not have these 4 players in education: Everybody, Somebody, Anybody and, finally, Nobody does it. Harness the strength and communicate clearly what you want this NEP to be.

Our last panellist was **Dr. Gurudutta Japee**, Head of Department of Advanced Business Studies, Gujarat University and CEO of co-host, GAP



(Grand Academic Portal). He began by stating that the Government is successful in framing policy in Backward and Forward Integration. What is the Education Policy and why do we need it? It is a framework to educate students and enhance potential for higher education. This is the main objective. The most important part is knowledge and developing an inquiring spirit and mind. The policy doesn't talk about this at all.

Before discussing any education policy, we must understand 2 things: (1) What is an education policy? and (2) Why do we need the education policy? Education policy is a framework to educate students and enhance the potential of higher learning. In any policy, knowledge generation is the primary thrust. The education policy should either establish or create knowledge potential i.e. the "Act of Knowledge" is the core of education policy. The Act of Knowledge is possible when learning is possible. Qualitative learning is possible when there is a questioning spirit. An inquiring mind would become the vogue of the entire academic enterprise. To create an inquiring spirit is the core of any educational policy.

This policy-making act is based on certain assumptions:

1. It is the aspiration and desire of the nation.

2. The desire is the acquisition, promotion and creation of knowledge.
3. Each policy is governed by the historical needs of the nation.
4. Every education policy is an exhibition of the historical needs of the nation.
5. Education policy cannot be ahistorical or non-contextual.
6. Education policy has to understand the historical needs of the nation. It ought to be non-singular. In short, education policy cannot exist without the negotiations with history.
7. Education policy has context and intentionality for present growth and the needs of the future i.e. education policy need not have only the contextual need index, but it has a futuristic compulsion-mapping of the future of the nation. Hence, education policy can never be an a priori construct; otherwise, it would be a pseudo construct.
8. Education policy is the torchbearer of future India. The discourse of education policy is a serious business and is to be taken seriously. It would be a utopian construct, only academic rhetoric or like a rah-rah skirt.

We live in a plural society; each state has its own unique identity. Instead of a monolithic structure of governance in the form of Rashtriya Shiksha Aayog, we require the non-singular structure of governance which should stress upon 4 basic academic values of freedom, quality, equity and integrity. Academic freedom is the core of any academic practice and quality learning would be possible by self-reflexive thinking potential. Otherwise, academic institutions, in its stereotype mooring, will suffer from myopia and would maim the nation. The academic institution will also suffer from motivational crisis, rationality crisis and the crisis of legitimization.

The thrust area of the National Education Policy is on multidisciplinary. It has been cast as an essential motor nerve of higher education. But, this myth of multidisciplinary needs critical examination. We should understand the concept of multidisciplinary. Multidisciplinary involves more than a single discipline in which each discipline makes a separate contribution. The essence

of multidisciplinary can be analysed in the following three points.

1. Multidisciplinary studies a given subject from the perspective of several disciplines at one time.
2. This implies that multidisciplinary need not comply with various disciplines to integrate their insight for the study of the given subject.
3. Each method and theory used by the discipline and would dominate its own home discipline.

We do appreciate the recognition of the negative effects of rote learning and emphasis has been laid on independent thinking, logical thinking, scientific thinking, creative thinking, problem-solving, and decision-making for students and teachers. The policy has failed to spell out its praxis in order to execute the act of learning. Nurturing of new culture has become mandatory.

The big question is why do we need skills in higher education; because the idealistic concept of higher education has nothing to do with imparting skills and information but to make the learner think deeply, seriously and comprehensibly. But this approach is more effective when we have context-free education. However, our education is based on system and policy; it is context-dependent. When it is context-dependent, the role of higher education changes and focuses on skills and employment.

Skills can be broadly divided into 2 parts: (1) Skills for self-awareness, and (2) Functional skills. The first category represents individuals; sometimes they are gifted or sometimes an individual cultivates a skill. Creative skills, critical skills, self-reflexive skills are part of this. Fundamentally, these ideas are the motor force for new ideas and innovation. The second category represents society skills which provide some capacity to function. Hard

skills and soft skills are part of this. The Central Government has an opulent vision but it is controversial and debatable. Putting stress on functional skills and expecting more start-ups is like creating academic obesity.

Policymakers have divided universities and colleges in 3 categories: Teaching Universities, Research Universities and Colleges. All of them are expected to perform broad-based education, research and community services. Logically speaking, where there is a distinction therein ought to lie the difference. Here, the difference is a smiling taboo. As the policy has mentioned, a committee will be established and will take decisions about the modality and function of the academic institutions. This recommendation is like presenting a budget without any data.

The purpose of this Symposium was to raise awareness about the draft National Education Policy 2019; not just the highly positive aspects but also the negative aspects which could bring about the downfall of the country's education system should certain elements be implemented. As requested by the University Grants Commission (UGC), the outcome of the Symposium was disseminated through different media platforms. It was also forwarded to the Ministry of Human Resource Development as ANDIE's contribution to the National Education Policy 2019.

Like our late President Dr. APJ Kalam said, "When learning is purposeful, creativity blossoms. When creativity blossoms, thinking emanates. When thinking emanates, knowledge is fully lit, and when knowledge is lit, the economy flourishes." Let this policy be the hope of our future.



Timeless Collection: In 1930, Gandhi was named 'Man of the Year' by Time magazine. In 2011, Time magazine named Gandhi as 1 of 25 top political icons of all time.

CareerGyaan 2019

... Launch Yourself!

Sr. Jenny Joseph FC

The annual ABE Marian pilgrimage to the Basilica of Our Lady of the Mount, Bandra took place on 13th September, 2019. Over 800 Catholic students participated enthusiastically in this pilgrimage. Bishop John Rodrigues presided over the Eucharistic celebration along with the priest principals and managers of various ABE schools. The liturgy for the day was conducted by the students of St. Anne's High School, Bandra ably guided by their Manager, Fr. Colman Carlos.

This was followed by a career guidance programme at Apostolic Carmel High School, Bandra. Career guidance is essential for identifying the real potential and guiding students towards a right choice of career. Therefore, to enable our young Catholic boys and girls to choose career that is meant for them, the Diocesan Youth Centre (DYC), under the leadership of Bishop Barthol Barretto and Deacon Ivan Fernandes, organised CareerGyaan 2019. Bishop Barthol welcomed all the students and the accompanying teachers and principals to this programme. He narrated the story of the chicken and the eagle and requested all students to take this opportunity to identify one's potential and personal call. Schneider Mani, a member of the DYC team and the anchor for the morning, welcomed the students and led them in action songs setting the tone for the event.

This was followed by 2 young achievers sharing their life's journey. Ex-Stanislite and former captain of India's national hockey team, Viren Rasquinha, shared how he excelled in sports and made his career in hockey even though he came from a family of doctors and engineers. Vishaal Rasquinha, a freelance master of ceremonies, charmed the entire crowd with his stage presence. He enlightened the young students on how his life had transformed from being an introvert to a master of ceremonies who feels at home before a crowd



of over 10,000 people. The students felt encouraged as they were enthralled with the talks of these wonderful people who had worked hard to make a difference in their own lives. The students interacted with the resource persons during the Q&A session and felt happy that many of their queries were answered.

This was followed by the RIASEC Test conducted by Fr. Godfrey D'Sa SDB of Prafula which helped students discover the career that suits them best



according to their skills and area of interests. Students also had the opportunity to listen and interact personally with the ‘Take Charge’ team of resource persons who have excelled in their respective fields irrespective of whether they chose Arts, Commerce or Science after their SSC Board examination. Spearheaded by Luis Miranda, Anonyo Mitra, Cheryl Pereira, Nicole Braganza, Shammi Hattangdi, Sunanda Braganza and Yannick Colaco took time out from their busy schedules to spend time with the students. Fr. Dennis Gonsalves, the Secretary of the Archdiocesan Board of Education, then proposed the vote of thanks.



The entire programme was well organised and the students returned to their respective schools enlightened and more confident as to what career they wanted to pursue. This entire event would not have taken shape if it was not for Fr. Magi Murzello, Rector of St. Andrew’s College and Principal of St. Andrew’s High School, Bandra, who was the mastermind behind the programme, and Sr. Suchitra Furtado AC, Principal of Apostolic Carmel High School, Bandra who generously offered her school’s premises.

In *Christus Vivit*, Pope Francis speaks about vocation as “recognition of why I was made, why I am here on earth, and what the Lord’s plan is for my life. He will not show me every place, time and detail, since I will have to make my own prudent decisions about these. But He will show me a direction in life for He is my Creator and I need to listen to His voice, so that, like clay in the hands of a potter, I can let myself be shaped and guided by Him. Then I will become what I was meant to be, faithful to my own reality.” Thus, this entire programme was planned to assist and accompany our young students to make the right choices in their lives.



Be With Us, Mary

- Marian Pilgrimage 2019

Hazel Elias Coelho



Come September and we, the teachers as well as the students, always look forward to the annual ABE pilgrimage to the Mount. This year, it was held on 13th September, 2019 at 8.30 am. The theme taken for the special Eucharistic celebration was 'Be with us Mary'. The main celebrant was Bishop John Rodrigues and the concelebrants were the principals and managers of various schools. Bishop John, through his homily, expressed so beautifully to the young minds that we are all on a journey to the kingdom of Heaven and our preparation is to reach our final destination. And so, just like there is excitement in the air when then there is a celebration at home, our lives too should illustrate what Heaven is as we journey along. This preview of life will enable us to live and bring out Jesus' presence wherever we are and wherever we may go, thus making the Eucharistic

celebration a spiritually enriching experience and desire to feel God's presence in our lives. Over 800 children filled in every seat at the Mount and that made a very pleasant sight, to see the young flock of God's kingdom all excited and blessed to be a part of this great pilgrimage.

This year had yet another surprise tagged to it, as the children, at the very onset, were asked to assemble directly at the Mount and after the Eucharistic celebration to walk down along with their school flags and placards to Apostolic Carmel High School for CareerGyaan 2019, jointly organised by the ABE and the Diocesan Youth Centre (DYC). This kind of a platform, offered to the students of Stds. IX and X, will certainly help and inspire them to make a right choice when choosing their careers. The session was simply



remarkable and mind blowing as the speakers viz: Viren Rasquinha and Vishaal Rasquinha, stalwarts in their respective fields, helped open their minds to the various career orbits that lay ahead of them. The personal touch, by sharing their personal experience, added a special flavour to the morning and the children felt at-home with them. Fr. Godfrey D'Sa SDB from Prafula conducted a career counselling session giving each child a bird's eye view that would help them make a conscious choice in choosing a career that would suit them well.

The entire programme concluded by 1 pm. The children were well looked after as they were given

a sumptuous snack before CareerGyaan that would sustain them all through the morning. A big thank you to the organisers for their thoughtfulness.

In conclusion, I must say "hats off" to the organisers for their commendable organisation, dedication and commitment to being the change they want to see – by first invoking God's blessing on the students and then by giving them CareerGyaan for their future endeavours. God bless the fathers and sisters who have taken it upon themselves to bring about a change for the betterment of society.



Tryst With Fridays: Mahatma Gandhi was born on a Friday, India got its freedom on a Friday and Mahatma Gandhi was also assassinated on a Friday.

Cerebration VII



The 7th edition of Cerebration, the in-service training programme for Primary school teachers of ABE schools, had 71 teachers from across Mumbai attending the programme which was held at St. Andrew's Conference Hall, Bandra (West) from 7th June to 7th August, 2019. The programme has been well accepted and appreciated by the teachers. Reproduced here is feedback from some of the teachers who attended the programme.



It was genuinely one of the best training programmes I've attended. I appreciate the insights that were gained. Lots of brilliant ideas flying about. Really worth it! I take this opportunity to thank the organisers from the bottom of my heart.

(Monisha Mohan, Fatima High School, Vidyavihar)



Cerebration training has re-energised my thoughts and motivated my intention of making a difference in the lives of Generation Z. It is a unique platform to interact and share ideas and experiences. Above all, it gives one a sense of belonging.

(Soumya Khosla, St. Dominic Savio High School, Andheri (East))



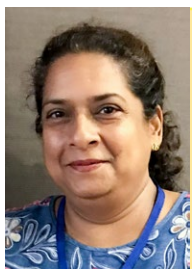
The 10-day training programme helped me discover my inner potential as a teacher. Dealing with students has been a challenging task. The avenues at the Cerebration programme refreshed and renewed me as an educator dealing with young minds. Thank you Fr. Dennis and the entire team at St. Andrew's, Bandra.

(Thelma Fernandes, St. Agnes Primary School, Byculla)



Cerebration was an informative programme and we learnt many new ideas. The speakers were lively and enthusiastic. The activities conducted for us made us vibrant. Numerous and varied aspects of life were touched relating to children's holistic growth. We got to interact with teachers across schools. I must say the food served too was good.

(Regina Vaz, Antonio de Souza High School, Byculla)



At the close of Cerebration VII, I am filled with a sense of immense satisfaction to have completed the 20 sessions. Each session was as informative as the previous one. The resource persons were all excellent and did their best to make sure the sessions were lively as well. A few sessions that really kept me riveted were the ones conducted by Dr. (Fr.) Ajoy Fernandes SDB, Fr. Magi Murzello, Dr. Fabian Almeida and Mr. Amol Parab. This has been a refresher course for me and I am so happy that ABE has taken it upon itself to conduct these courses.

(Vanessa D'Silva, Villa Theresa High School, Cumballa Hill)



On my first day, I was shy as I was the only male participant. The programme was a fun-filled experience. Each day, we learnt something new and enjoyed participating as a group. I appreciated the fact that the lively sessions of the programme were conducted after lunch.

I liked the session on Life Skills by Dr. Swaroop Sampat. Besides this, I appreciated and enjoyed each subject and their respective sessions. Each was well-planned with experienced resource persons. The session by Dr. Amol Parab on Enhance Primary Maths was conducted in an extremely interesting and easy-to-understand manner. He showed us how to apply simple Maths tables as well as simplified ways to teach maths. I conclude with a quote from the Dalai Lama: "The roots of all goodness lie in the soil of appreciation for goodness."

(Gabriel Tusciano, St. Mary's High School (ICSE), Mazagaon)



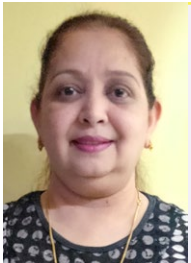
The 10-day refresher course has indeed been an interesting and meaningful experience. It has not only updated us with current affairs but has also created an awareness regarding a child's social, mental and intellectual growth. The activity-based and audio-visual sessions have made us more creative as teachers in the classroom and taught us different ways of looking at situations. It also helped bring out the best in us, thus making learning a delightful experience.

(Juliet Fernandes, Antonio de Souza High School, Byculla)



It was amazing to experience that all sessions were well-planned and the topics chosen were relevant to the overall development of students as well as teachers. Each of the speakers were experts in their respective fields. The topics helped us teachers to reflect, observe and take back various ideas of making our teaching vocation more effective. The sessions also helped us teachers become more aware, creative, emotionally stronger, and showed us clarity in taking decisions related to the wellbeing of our students.

(Cheryl Rodrigues, St. Teresa's Convent High School, Santacruz)



The in-service training programme greatly expanded our understanding and gave us more deliberate ways to help students. The resource persons were innovative and presented their topics with great understanding. The information gave us creative approaches to teaching students how to access their thoughts, emotions and behaviours. The group activities were handled differently which made it interesting. The training programme was beautifully executed to bring together research and current practices. It has been helpful in providing us with self-interventions as well as helping us be more in control and centre ourselves better as teachers through the many techniques demonstrated. Many thanks and God bless!

(Maria A. Soeiro, Holy Cross Convent High School, Thane)



Each resource person was one better than the other. We learnt a lot from Ms. Shailaja Mulay and Dr. Amol Parab – how to make English and Maths easy to teach and learn. Fr. Magi Murzello made the lesson fun and made us yearn to be ‘WOW’

teachers. Dr. Fabian Almeida and Dr. (Fr.) Ajoy Fernandes SDB made us aware of our own mental health and gave us tips on how to deal with the students’ special needs. Dr. Reni Francis was a speaker par excellence on multiple intelligences. Her knowledge and expertise would be valuable to us. Fr. Clifton Lobo’s session was full of humour yet he helped us think out-of-the-box and encourage our children to do so too. Dr. Smita Desai looked as cool as a cucumber but her subject matter was her forte. Fr. Godfrey D’Sa SDB’s session shook us up a bit as we became aware of how much our students need us. Fr. Lawrence D’Souza kept us sportingly on our toes. The teachers/instructors from the Yoga Institute were good and taught us how to stay flexible. Thanks to this initiative of ABE, as teachers who attended the Cerebration programme, we must, in turn, take sessions with our colleagues so that we can share our learnings.

(Lydia Fernandes, St. Xavier’s High School, Fort)



“Gratitude is the fairest blossom of the heart.”

I take this opportunity to thank each and every one who made this in-service training programme a fruitful

one. “Together each one achieves more” and this phrase came to life in the team effort and wholehearted participation of all the teachers present. Each and every session was meaningful and worth it. All the sessions were informative and helpful. I can write volumes about each session as each session and the speaker had a unique topic and I must say they did justice to it. Thank you Fr. Dennis Gonsalves, Fr. George Athaide, Vincent Rodrigues and Annie D’Souza of ABE for organizing a fantastic Cerebration! We will surely implement all that we’ve learnt and make life for students and us a daily celebration.

(Regina Pereira, St. Mary’s High School, Kalina)



Mission Sunshine brightens St. Joseph High School, Wadala (November, 2019)

In the spotlight

100 Glorious Years of St. Mary's, Kalina

Regina Pereira



100 years of Marian pride. Oh! What a great achievement and it is definitely something to be happy about and bask in its glory. The past 100 years were not just years of survival but of growth and blossoming from the Pre-Primary stage to a full-fledged institution of learning; that itself is a reason to rejoice.

The origin of St. Mary's do not appear to be chronicled but official



documents have it that the school was founded in the year 1920. However, 'even as late as 1882, there was a Primary parish school at Kolekalyan (Kalina) teaching through the medium of Portuguese.' (The East Indians by Elsie W. Baptista) There was no independent school building and the classes were conducted in a room or off the corridor of the Church. It seems ironical that while the British were in occupation



It was only by the end of the first quarter of the 20th century that a full-fledged Primary school was established with an independent school building. This is the building that you see standing to the left, immediately as you enter the main gate, a silent sentinel to Kalina's pioneering efforts in the field of education. Kalina will always be indebted to Fr. Phillips Xavier S. De Menezes, Parish Priest from 1920 to 1929, for this priceless heritage. By this time, the medium of instruction had changed to English and, by the year 1942, the number of students had crossed the 160 mark. Out of these, over 60 students were girls. By the year 1956, St. Mary's had classes up to Std. VII with 321 students out of which more than 135 were girls. St. Mary's had contributed in no small measure to the cause of female education. Thanks to the broad-minded approach of the Management, St. Mary's has always been and continues to be to this day a co-ed institution.

of Bombay, the medium of instruction should have been Portuguese. This is explained by the fact that the parish priest of all the churches in Salcette (which included Kolkalyan) were appointed by the Archbishop of Goa. The Goan parish priests knew only Konkani and Portuguese while the inhabitants of Kolkalyan (the East Indians) only spoke Marathi.

During these formative years, education was quite a homely affair. There was a personal relationship between the staff and students. The emphasis was on character building rather than academic excellence. The principalship during the period 1930 – 1942 was shared by the Pereira brothers, Fr. Peter and Fr. Longinus. Fr. Peter was a strict





disciplinarian while Fr. Longinus was simple, soft spoken and kind – a gentle giant who rose to become a bishop. Another stalwart of the time was Fr. Joseph B. D'Silva, Principal from 1942 to 1950. One name that stands out during this period is that of Fr. Ossie Fonseca who came to the parish in 1950 and was the livewire of the parish for nearly 20 years. During his tenure as caretaker principal, Fr. Ossie gave the students a sense of belonging and a sense of unity between the School, the Church and the Parish.

For a short period, we had the sisters of Canossa Convent running the School. That was the first time an element of professionalism was introduced in the management of the School. Mother Dorothy was stern and firm and Sr. Caroline was a sweet, simple, smiling Spanish nun whose practical demonstrations and lively classes were a veritable treat.

With classes only up to Std. VII, students from Kalina had to attend schools outside such as St. Stanislaus, Bandra and St. Teresa's, Santacruz (West) to complete their matriculation studies. The induction of late Msgr. Marcus Gonsalves as Parish Priest and Manager of the School in the year 1954 opened a new chapter in the educational history of Kalina. Immediately after taking over, Msgr. Marcus Gonsalves embarked on an ambitious programme of construction and expansion. Each

year, a higher standard was introduced and, in a short span of 4 years, St. Mary's became a high school with classes up to the SSC examination housed in an impressive and imposing building.

It was only in 1957 that the School, for the first time, had a fully qualified Principal and Headmaster – Fr. Benjamin Sequeira. It was under the stewardship of Fr. Benjamin that St. Mary's started sending up students for the Board examination. It was under the able direction of Fr. Benjamin that the School, for the first time, put up operas like Cinderella, Pearl – The Fisher Maiden, The Royal Jester, etc. Succeeding principals viz. Frs. George Lobo, Gregory Lobo, Henry Menezes and Brian Fernandes, each in his own way, kept the flag of St. Mary's flying high.

During this period, the School made rapid progress. The number of students increased by leaps and bounds and the standard of education greatly improved. St. Mary's had reached a position of pre-eminence in the eastern suburbs and the rush for admissions had become a torrent. The need for more space and an additional school building had become acute. The real struggle by all the 3 Principals i.e. Fr. Gregory, Fr. Henry and Fr. Brian, along with dedicated lay people, paved the way. In these circumstances, the appointment of Fr. John Rumao as Parish Priest and Principal was providential.



Within 6 months of his coming to Kalina, Fr. John commenced construction of the College building. Today, we have a magnificent edifice standing proudly on what was once a paddy field behind the Church. Today, the building houses the Higher Secondary classes and the junior college. From humble beginnings, St. Mary's has risen to become the leader in the realm of higher education in the eastern suburbs. And indeed, we are grateful to God for 100 years of the glorious existence of St. Mary's High School, Kalina.

The inaugural celebration of the Centennial Year commenced on 29th June, 2019. It was a pleasant sight to see the current team of staff members – teaching and non – teaching staff, all clad in blue, and one could witness a strong bond of unity. All good things always begin with God's blessings and so did ours. We had a Eucharistic celebration at 11.15 am with Bishop Barthol Barretto as the main celebrant. We were blessed with the presence of 13 priests to concelebrate which included former managers, assistant parish priests and the current parish team. The Eucharistic celebration was preceded with a procession which was led by the Cabinet Members of our school followed by the staff, lectors, concelebrants and the main celebrant. The School choir was in attendance and it was pleasing to hear them sing in one accord. Apart from the current team of staff members, we also had former staff members, ex – students and parents who joined us in the Eucharistic celebration.

After the Eucharistic celebration, the invited guests proceeded to the College hall for a short programme. The hall was beautifully decorated with streamers. The backdrop had two beautiful damsels brought to life artistically by our very own Primary teachers. The programme began with a prayer dance gracefully performed by the



teachers glorifying our patroness – Mother Mary. Bishop Barthol Barretto was then felicitated by our Manager Fr. Rui Comelo. He then unveiled the Centennial logo and the Centennial theme song. The Centennial theme song was conceptualised and directed by our very own teacher – Priya D'Silva. Bishop Barthol Barretto also inaugurated the first in – house publication of grammar books for grades I and II and Environmental Studies for grade III.

The highlight of the day was a mini-musical, 'The Timeline' (down memory lane) which was staged by our students, put together, written and directed by Mrs. Sabina D'Souza, a teacher from our Secondary section. The guests present for the programme were in awe as they were taken down memory lane through the dialogues and the scenic beauty.

As all good things come to an end, our inaugural function ended with a sumptuous feast. As if that were not enough, 'The TimeLine' was featured on screen in the evening of 29th June, 2019 at 5 pm for students and parents to witness the glorious past.

For everything at St Mary's, all glory and honour go to God and our Patroness Mother Mary!

(Excerpts from the article of Aloysius Aguiar – retired Judge and ex-student).

Glorious St. Anne – Still Marching Onwards

Staff of St. Anne's High School



The church in India has always placed a high value on education and, from the start, Bandra has had several quality institutions. Although, the Parish had a village school, it was during the Centenary celebrations in 1958, that plans for setting up a parish high school were initiated. So, in the year 1960, with Fr. Theophilus Lobo as Rector and Fr. Joe D. Pereira as Principal, St. Anne's High School began. The new school building was solemnly inaugurated by His Eminence Valerian Cardinal Gracias on 31st May, 1960. The inauguration was attended by a large number of parishioners. The Daughters of Mary Help of Christians (Auxilium Convent) along with their Superior, Sr. Bertha, attended the function held in the evening. There was a speech by the Cardinal followed by a few items of song and dance performed by the parishioners.





The School initially started as a co-educational school consisting of Stds. I, II and III (the lower and upper kindergarten began functioning later). The students mostly were from the Parish. The new

School formally opened on 13th June, 1960 with 50 pupils (17 girls and 33 boys) having half-day class. In 1961, Fr. Trevor D'Souza was appointed Principal and, under his guidance, classes began





up to Std. VII. Initially, the School was run as a day school. Later, it was decided to run the School in shifts. Classes for the Secondary section were held from 7 am to 1 pm and for the Primary section from 1 pm to 6 pm. The School also comprises the Kindergarten with 2 divisions – Junior and Senior.

Following the inauguration of St. Anne's High School, every year, new classes were added till the first batch of 4 students attempted the SSC Board examination in 1966. It was a moment of joy as the School secured cent per cent results that year. There were many initiatives taken including vocational guidance and counselling, Scouts and Guides, and other extra-curricular activities like field sports, elocution, dramatics, music and various competitions, excursions and camps.

In the year 1970, Msgr. Malcolm Mendonca took over as Principal as well as Manager of the School. During his tenure, the school structure was extended wherein the hall and the basement were built. Ever since, various dynamic principals, teaching and non-teaching staff have contributed towards the enhancement of the School. Right from its inception, St. Anne's High School has welcomed children from all strata of society with open arms. Thousands of students have completed their schooling in St. Anne's, and remember

their Alma Mater with pride and honour. This is witnessed during the school reunions.

Fr. George Athaide took over as Principal in 1993. During his tenure, the School was made a centre for the SSC Board examination and continues to be so till date. Many structural changes were brought about in the School building including a fully equipped laboratory and library.

Today, the School is proud to cater to 1369 students with dedicated and sincere teachers who facilitate and imbibe knowledge and values with zeal and enthusiasm and who selflessly work in shaping and moulding the young ones entrusted to their care. The teachers spare no effort to guide and help even to the extent of visiting their students' homes. If any student has a learning disability, they receive clinical therapy and counselling too.

Under the guidance of Fr. Colman Carlos, Manager of the School, the inaugural celebration of the School's Diamond Jubilee began on 26th July, 2019 with a Eucharistic celebration. His Eminence Oswald Cardinal Gracias was the main celebrant whereas former Managers and Principals celebrated the Eucharist. His Eminence gave a befitting homily. The parishioners also took part in the Eucharistic celebration which was preceded by a



Guard of Honour by the School Council and the School band for His Eminence and the various distinguished dignitaries.

It was a moment of joy and delight to witness retired teachers and the present staff interacting as the former reminisced about their good old days in the School. After a short fellowship, His Eminence and the other guests were escorted to the School hall. The cultural programme began wherein the Primary and the Secondary section performed various items such as the prayer dance, skits, fusion dance, etc. Keeping in mind Care for Creation, His Eminence planted a sapling as a symbolic gesture. He enlightened and inspired the students to nurture and care for the environment. There was a photo session with the staff members, past and present, which created an ambience of togetherness and led to a feeling of being a complete St. Anne's family.

As the cultural programme concluded, His Eminence and the various dignitaries were escorted to lunch. The teachers mingled with each other and, as a remembrance, photographs were clicked. After a sumptuous meal, the Headmistress and the Headteacher thanked His Eminence and the various dignitaries for gracing the occasion with their presence.

Today, as we move into the 60th year – the Diamond Jubilee of our School – we are proud to say the School has, to its credit, successful professionals, chartered accountants, doctors, actors, businessmen and women, politicians and many more who gratefully acknowledge that they owe it all to the motto of the School, “Valiant and Resolute”. This, in itself, gives us a sense of fulfilment that our mission is being achieved.



Walk The Talk: Mahatma Gandhi walked almost 18 kilometers a day throughout his lifetime which is enough to walk around the world twice over. Walking, he said, “is justly called the prince of exercises”.



THANK YOU!

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Thank you for your continuous support of EduFOCUS over the last one year. Your contributions have made the magazine livelier and all the more interesting to read. We hope this inspires many more schools to chip in with their own interesting snippets of information.

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Editor

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| 3 | Convent Girls' High School | Prabhadevi | Edina Mascarenhas |
| 4 | Dominic Savio Vidyalaya | Pantnagar, Ghatkopar (E) | Vinaar Deepak Kottari |
| 5 | Don Bosco High School | Matunga | Christina Mascarenhas |
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| 7 | Holy Family High School | Pestom Sagar, Chembur | Mini David |
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| 9 | Mary Immaculate Girls' High School | Borivali (W) | Virginia Rebello/ Sushma Murli |
| 10 | Our Lady of Nazareth High School | Bhayandar | Clare Victoria |
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| 24 | St. Joseph's High School | Wadala | Sunita D'Souza/ Pavita Fernandes |
| 25 | St. Jude's High School | JariMari | Rowena D'Souza |
| 26 | St. Jude's High School | Kalyan (E) | Sherline Sexton |
| 27 | St. Mary's High School & Junior College | Kalina | Regina Pereira |
| 28 | St. Pius X High School | Mulund (W) | Cheryl D'Souza |
| 29 | St. Xavier's Boys' Academy | Churchgate | Marilyn Rebello |
| 30 | St. Xavier's High School | Fort | Lydia Fernandes |
| 31 | St. Xavier's High School & Junior College | Vile Parle (W) | Alien D'Mello |

Suha Wins Gold at Maruti Art Academy's IX All-India Art Competition 2019



I'm Suha Khan, a Std. X student at **Apostolic Carmel High School and Junior College, Bandra**. Besides painting, my hobbies include playing the guitar and dancing. I try to express my views through my paintings and usually pick social issues as my topic. As a young person, I dream of a developed country. This is only possible if we pick the right candidate during the voting process. I feel voting is a medium of expression as it allows every citizen to have a say in matters of importance by voting for the candidate who shares the citizen's concerns. While no one can predict the outcome of an election, by not casting one's vote, we give up on our right to be heard. While we can still choose whether to vote or not, there are times when we are forced to vote because of bribery, bogus voting, threats to voters' family members, etc. We need to understand the advantages of voting – better buildings, better education, space development and equality. I expressed these views in a painting I submitted in the Maruti Art Academy's IX All-India Art Competition 2019. And I was awarded the gold medal!



Gracian Science Exhibition

Shiela Ajay

Cardinal Gracias High School, Bandra (East) organised the Gracian Science Exhibition on 18th September, 2019. The theme was 'Science and Technology in the Living World'. The Headmistress, Mrs. Loretta Pinto, inaugurated the Exhibition. In her address, she pointed out that the purpose of the exhibition was to enable students to be inventive and creative, thinking outside the box and enjoying science. The judges were Mrs. Vijaya Bhushan (an alumna with a post-graduate degree in Physics and recipient of the Dadsaheb Phalke award), Mr. Joy Jacob (a



The Exhibition focused on ingraining a scientific attitude in the minds of young students and enabling them to comprehend the interdependence of science, technology and society through hands-on experience. The participants displayed their class-wise self-designed working models and projects. The Exhibition provided a platform for students to explore their knowledge, creativity, skills and talents.

senior teacher from St Francis D'Assisi High School) and Dr. Yashodhan Morye (MBBS and an alumnus).





We like to move it, move it!

Aruna Pinto

The Zumba fitness craze is on! Who says only adults like to get their groove on? Zumba, the spicy workout, is a fun dance form for pre-schoolers as well. Zumba, which literally means “moving quickly and having fun”, is the perfect way to incorporate exercise into children’s fitness which is an essential part of their health.

The academic year 2019-2020 saw the management of **Dominic Savio Kindergarten, Nerul** introducing Zumba for children between the age group of 3 to 5 years. The choreography is kept simple and gives the children an outlet to jump, dance, shake and swing their hips; it is the perfect recipe for fitness fun. The tone is also kept light since Zumba should feel more like a party than a lesson.



music selection and dance moves are designed for their level of gross motor development and coordination, attention span and high energy levels.



Zumba is a dance fitness form that provides a great way to bond and also incorporates key childhood development elements like leadership, respect, teamwork, confidence, self-esteem, memory, creativity, coordination and cultural awareness. The


A unique element of Zumba is that the students receive very few verbal cues. The teacher shouts encouraging words and a few basic instructions, but mostly students watch and mimic. Described as a “dance-and-play party for little feet”, our pre-schoolers are getting into the action, learning, singing, and playing along the way.



I appreciate the Management’s initiative of Zumba classes which has changed the health culture of our school children. What a welcome change!

A Lesson for Life

Joanna Sanju (Head Girl)



The students of Std. X of **Don Bosco Senior Secondary School, Nerul** were taken on a mission to help the tribal community (Katkaris) of Lonavala. A 1-day trip to Lonavala was organised on 3rd August, 2019 by the Manager, Fr. Barnabe D'Souza SDB, the Principal, Fr. Donald Fernandez SDB, Supervisor Mrs. Vivena Rodrigues, Scout Master Dnyaneshwar Ingulkar and Guide Captain Jyotsna Chavan. The day started with a trek to Tungarli dam. The students were all set to climb with the spirit of a scout and a guide accompanied by their teachers. Each student helped another while climbing up and coming down the hill during the trek putting to practice the main quality of scouts and guides. At the top of the hill, the teachers conducted Baden Powell's 6 exercises which are beneficial to one's health.

The second and the most important part of the trip was a visit to the tribal villages of the Katkaris. The outreach programme was organised to sensitise students to the lives of the underprivileged. Students went around spreading awareness of diseases caused due to unhygienic living conditions and government benefits available to these backward tribes. The students of Std. X A were sent to village Karandoli and the students of Stds. X B and X C were sent to village Vakshy. The students had prepared water filters using plastic containers, charcoal, sand and pebbles to give to each house in the village. They worked in pairs and went to each house distributing the water filter. They also conducted a survey of the tribes living there. They collected information about their basic needs, facilities provided by the government, sources of income, education facilities, etc. The functioning of the water filter was also explained so that the people could drink safe and purified water.



This community service trip was indeed a remarkable step taken by our school to help the vulnerable tribal community. This trip would not have been possible without the assistance and the support extended to our team by Don Bosco School, Lonavala. This experience undeniably developed more confidence and a sense of responsibility in the heart of each Boscoite.





Medical Camp at Our Lady of Remedy High School

Jovita D'Souza

A free medical health check-up camp was organised on 13th July, 2019 during school hours at **Our Lady of Remedy School, Poinsur, Kandivali** for the students of the Secondary section. This camp was organised by the ex-students of our school who came together with dedication and motivation to do something for their school.



There were 30 doctors and 15 volunteers on the team which included ophthalmologists, dentists, neuro-surgeons and general physicians along with other ex-students who joined as volunteers. The team of doctors conducted an eye and dental check-up along with a general examination. A detailed report of each student was prepared

and handed over to the respective student. Preparations began a day prior to the camp when students' height and weight were checked. The detailed report included the medical history, background of any allergies, vitamin deficiencies, skin and nail check-up, gynaecological complaints, vision and external examinations.



It was a matter of great pride to have our ex-students return to serve their school in the little way they could. The team managed very well, handling 1600 students in a single day. It was also a great experience for the students of our school; a majority of whom come from the lower economic strata of society. The message that success follows those who work hard even in difficult situations was delivered by the Headmistress, Mrs. Annie George, to the students to motivate them to follow the example of our ex-students.



The medical health camp was successfully organised with the support of Manager Fr. Vijay Drego, Headmistress Mrs. Annie George, Asst. Headmaster Mr. Prakash Rodrigues, and Supervisor Mr. Butrand Pereira along with the support and co-ordination of the Remedian teaching and non-teaching staff and council members who were applauded by the visiting team.

Parents, You Are Our First Steps

Carmeline Fernandes



The Parents' Day celebration and prize distribution ceremony for the academic year 2018 – 19 of **Our Lady of Salvation High School, Dadar** and **Our Lady of Dolours, Primary section** was held on 26th July, 2019 on the feast of Sts. Joachim and Anne, the parents of the Blessed Virgin Mary.



This is the first time the School celebrated Parents' Day with the support of our Principal, Sr. Romana Fernandes. Parents accepted the invitation and turned up in large numbers to encourage and cheer their wards. We, the staff, students and parents, felt fortunate to be a part of this celebration. The programme began with the lighting of the ceremonial samai by Principal Sr. Romana Fernandes, PTA members of the School, Secondary Supervisor



Mrs. Meena Padwal and Primary Headteacher Mrs. Venita Fernandes. The programme proceeded smoothly with a prayer service followed by a short entertainment programme. This gave the parents an opportunity to take a break from their routine chores, feel at ease and enjoy their children's performance. According to the children, this was the time to acknowledge and appreciate their parents for all that they do for them.

Later, the prize distribution ceremony provided an opportunity to reflect on the preceding year's academic performance of Grades I to IX. It was also an opportunity for both, the School and parents, to be proud of their brilliant students. In appreciation and gratitude for them, the students presented their parents with handmade cards and flowers. As the Ceremony drew to a close, the Vice-President of the PTA, Mr. Chandrashekhhar Shetty, spoke about right parenting and congratulated all the prize winners for their achievement.

The programme concluded with an inspiring speech by the Principal. She shared 3 important messages with the parents: to trust and have faith in their children, to spend quality time despite busy

schedules, and to bring their children closer to God. To conclude, "Parental love is the only love that is truly selfless, unconditional and forgiving."





Let It Begin With Me

Shireen Rodrigues



Conservation and preservation of nature is the need of the hour. We, at **St. Anthony High School, Malwani, Malad (West)**, believe that it is the responsibility of every individual to protect our Mother Earth as it is so rightly said, “The greatest threat to our planet is the belief that someone else will save it”.

To combat air pollution and help reduce global warming, a tree plantation programme was organised in the month of August 2019. Both, students and teachers, actively participated in it and thoroughly enjoyed the activity. The fact that they regularly water the plants and add the required manure proves that they have become aware of their responsibility to protect and preserve nature.

On 31st August, 2019, the students of Std. X along with few of their teachers took up the responsibility of cleaning Madh Beach. They joined hands with Madh Ocean Array and Beach Warriors; groups of enthusiastic youth who have committed themselves to cleaning Mumbai’s beaches. The beach clean-up drive was titled ‘Painting the Beach Silver’. In the past, Madh Beach was known as Silver Beach because of its scenic beauty

and beautiful stretch of silver sands. But it has lost its beauty over the years.

These local youth have committed themselves to restoring the beach to its former glory and conduct cleaning drives every weekend. Our students joined them and helped them get rid of the litter that pollutes the sea. The very fact that most of the youth who have initiated this noble cause are alumni of St. Anthony High School makes us feel so proud! Our students have proved “Never doubt that a small noble thought/ deed by committed citizens can make a difference – can help save our planet”.



Independence Day at St. Bonaventure

Melinda Manorkar



At St. Bonaventure High School, Madh Island, the theme for Independence Day was 'Children's Rights'. The celebration began with a rally on the School grounds in which the students enthusiastically participated. They chanted various Independence Day slogans as well as those on the rights of children. The parents then took an oath to prevent child abuse in all its forms. After this, the national flag was hoisted by the Manager of the School and the SSC topper. This was followed by the singing of the national anthem and flag song. There were dance performances by the children of the Pre-Primary, Primary and Secondary sections. Speeches in Marathi and English were given by students Biwas Surpanda and Bhopi Sacheta respectively. They spoke of struggles related to the British rule as well as struggles in our daily life. As citizens of India, we should follow rules and regulations if we want to avail of our rights as citizens.





The Josephite Festival Turns Four – To Greater Heights We Soar!

Sunita D'Souza



The most awaited 3-day mega event, the Josephite Festival, was conducted from 13th to 15th September, 2019 on a grand scale in the splendid campus of **St. Joseph's High School, Wadala**. The host school set a phenomenal, new record with 5800 entries from 82 schools participating in more than 70 competitions. This was the best platform created to explore talent and promote arts and culture.

Students from schools all over Mumbai were judged in various competitions like spell wiz, English elocution, mono acting, mimicry, clay modelling, fancy dress, greeting card competition, story telling, drawing, craft, quiz, debate, Indian classical dance, Indian classical music, folk dance, etc. The mesmerizing talents of the multi-faceted students ranging from categories I – IV were mind blowing!

The Chief Guests on the 3 days – Fr. Charlin Chandran (Asst. Parish Priest and Youth Animator, Our Lady of Dolours Parish, Sonapur), Fr. Godfrey D'Sa SDB (Director, Prafula Counselling Centre) and Fr. Magi Murzello (Rector, St. Andrew's College of Arts and Commerce and Principal, St. Andrew's High School, Bandra) were super thrilled and inspired with the marvellous creative skills of the students. Fr. Charlin advised the students, "Life is an experience. Winning and losing are essential to grow well." Fr. Godfrey D'Sa SDB was ecstatic to witness his brain-child, the Josephite Festival created in 2016, soar to greater heights. He congratulated the staff of St. Joseph's for the overwhelming response

received from the participating schools proving that the bond of friendship between them grows stronger every year. Fr. Magi expressed his heartfelt sentiments with the words, "Wow! It's amazing! I'm a Salesian at heart. The Salesians love to encourage the youth. Hats off to the staff for the well-organised event!" Master Umang Achalia, Asst. Head Boy of our School joyfully expressed, "I'm happy to see many bright minds with innovative ideas, filled with enthusiasm, with the will to bring glory to their school."

The winners were given certificates and prizes by the Chief Guest in the prize distribution ceremony. Every student received a participation certificate. Their talent was specially recognized and appreciated. The schools that received the highest number of prizes were St. Joseph's High School, Wadala, Dadar Parsee Youth Assembly High School, Dr. Antonio da Silva High School, Canossa Convent High School, Social Service League High School and Don Bosco International School, Matunga. Fr. Diego Nunes (Principal), Tr. Sangita Bhattacharya (Headmistress) and the Core Committee comprising teachers and parents along with Mr. Harikrishna, a parent and alumnus of the School, played a significant role in engineering the Josephite Festival to greater heights.

Happy to turn 4! Watch out for guaranteed 'high – 5' surprises in store!



Budding Young Gardeners

Marilyn Rebello

On 9th August, 2019, St. Xavier's Boys' Academy, Churchgate conducted its second session of the Nature and Science Club from 1 pm to 2.15 pm. The aim was to teach young people to grow simple herbs in their homes and derive pleasure from watching a living thing grow under their care. Our resource person, Mr. Rajendra Pethe, worked at Anupam Agro Tech earlier and has now started his own firm, Greenlands, which is a garden and farm consultancy. He has been involved in creating landscaped gardens and plantations at various places in and around Mumbai and Vasai and has planted more than 2,00,000 plants.



how many in a pot, how much water, when should it be watered, when would the coriander and fenugreek stalks be seen and so on. It was heart-warming to see them gently making holes for the seeds and then patting the pot-mix carefully over it. They were eager to get their pots home and excitedly wait for the first shoots to break through the surface.



To begin, the boys planted fenugreek and hybrid coriander seeds in pots. They were extremely curious about the process and care required and peppered Mr. Pethe with questions, anxious to get it right the first time: how deep must the seeds be put into the soil, the distance between the seeds,

In this age of smartphones, it is important for today's children to spend time away from phone screens and immerse themselves in gardening. It will not only sensitise them to the plight of farmers facing floods and drought but also give them a sense of accomplishment from growing fresh herbs that can be used in their own kitchens.

58 members of the Club attended the session along with Ms. Neharika Vaz, Ms. Marilyn Rebello, Ms. Teresita D'Gama, Mr. Brian Rebello and Mr. Adelbert Cardoza.





Events at St. Jude's

Rowena D'Souza

The students at **St. Jude High School, JariMari** conducted several activities during the first term of academic year 2019 – 20.



Contribution to Cancer Day Care Society:

“Charity begins at home and school is our second home” was the message conveyed by our young Judeans as they made a huge contribution to the Cancer Day Care Society on 3rd August, 2019. Our Judeans were awarded for their great effort by contributing and utilising their valuable time for a good cause.



Tree Plantation Day (Let's make our planet green): Our students and staff celebrated Tree Plantation Day on 17th August, 2019 in the School. By planting saplings and displaying banners with messages, they raised awareness about the dire need to save the environment.



Life skills programme: A life skills programme was held on 26th and 27th August, 2019 for the SSC students. It highlighted time management, patience, tips and tricks to refresh oneself as well as how to focus while studying.



Teachers' Day programme: Teachers' Day programme was held on 7th September, 2019. The students expressed their love for their teachers through the enactment of dramas, songs and dance.

Gandhi Jayanti:

The Gandhi Jayanti programme was held on 1st October, 2019. "Let's make a difference and live a life of brotherhood, equality and simplicity" was the message given to all through plays, speeches and songs.



The Prodigal Country: Great Britain, the country Gandhiji fought against for India's independence, released a stamp in his honour 21 years after his death.



Interschool Chess, Carrom and Table Tennis Tournament

Cynthia Noronha



As part of its Centennial celebration, **St. Mary's High School, Kalina** organised an interschool indoor sports competition for the very first time. The preliminary rounds held on 25th July, 2019 witnessed tough competition as 140 boys and girls across 12 schools competed in chess, carrom and table tennis matches in the under-12, under-14 and under-16 age categories. A total of 121 matches were played that day. The Chief Guest, Ms. Bernadette D'Aguiar (Vice-Principal), was warmly welcomed along with coaches, PT teachers, teachers, parents and participants. She, along with the coaches, was felicitated by Mr. Sandeep Alphonso, our Sports

Director, after which she wished the participants all the best and declared the tournament open.

At the finals held on 10th August, 2019, our Principal, Madam Jasmine Lobo addressed the attendees. Our Manager, Fr. Rui Comelo, too shared inspiring and motivating thoughts with all the participants. The winners were then awarded their certificates and medals. The event ended with a vote of thanks to the management, staff, teachers, coaches and participating schools for their support.



IncrEDIBLE Art

With a special gift for learning
And with a heart that deeply cares,
You add a lot of love
To everything you share.

The month of September was dedicated to teachers. We, at **St. Mary's High School, Kalina**, organised several interschool competitions for teachers; including IncrEDIBLE Art – a vegetable and fruit carving competition for teachers to show off their talent on 26th September, 2019. The judges were Mr. Jugvit Lobo, an executive chef who worked in the hotel industry in the Gulf countries, and Fr. Joel Fernandes, former chef-turned-priest currently serving at Our Lady of Salvation Church, Dadar.

The amazing talent that was showcased before the live audience made the decision tough for



the judges. Our audience went around awestruck at the pieces of art being created right before their eyes. It is a rare moment to hear kids use words such as "WoW" and "awesome" to describe vegetables.

Ms. Dipika Shigwan (St. Teresa's Convent High School, Santacruz) bagged first place while Ms. Anishka Pereira (St. Joseph High School, Kurla) was 1st Runner-Up and Mrs. Lorna Kinny (Fatima High School, Vidyavihar) was the 2nd Runner-Up.



Sa... Re... Ga... Ma...

Sangeeta Vartak

To encourage students to showcase their talent, **St. Mary's High School, Kalina** organised Marian Voice – an interschool Hindi solo singing competition – on 29th September, 2019. We began by invoking God's blessings through a prayer song. The competition was judged by the very talented musician and singer, Mr. Sagar Devrukhkar, and singer, Ms. Komal Chavan. The competitors presented a variety of songs. The audience was extremely appreciative and supportive of all the participants. The judges were impressed with the confidence shown by the students while singing with karaoke tracks. They also gave their valuable suggestions to help the children perform better in future. The winners were felicitated with certificates and trophies in each category.



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Fancy-Dress Competition 2019-20

Beverly Remedios



As part of the English Week celebrations, **St. Pius X High School, Mulund (West)** held a fancy-dress competition on 15th July, 2019 for the students of Stds. V and VI; the theme being 'Renowned Authors and Writers'. Students dressed as William Shakespeare, Theodor Seuss Geisel, Munshi Premchand, Rabindranath Tagore, Swami Vivekananda, etc. and were judged for their costume, expression, content, voice modulation and overall presentation.



The competition concluded with some encouraging words from our Principal, Fr. Gavin D'Souza, and our Secondary Supervisor, Mrs. Ninette Coutinho, who lauded the performances of the participants, and efforts of the parents and the teachers for the success of the event. The competition not only blended learning with fun but also allowed the students to develop the confidence to speak in front of a large audience.



A Purposeful Debate

Sunetra Raje

A demand for a purposeful debate was finally happening. Students of the 4 houses at **St. Pius X High School, Mulund (West)** geared up for an inter-house debate competition, the finals of which were held on 20th July, 2019 between the Red house and the Yellow house. This was preceded by the semi-final rounds on the days prior where, by a draw of lots, the Red house battled the Blue house and the Yellow house debated against the Green house.

Red house boys winners because of their remarkable debating skills armed with correct facts and statistics. The students from Stds. V to X enjoyed this debate which gave them an insight into what debating was and how one could improve their public speaking skills.



The whole School witnessed the finals via their class smart boards. The topic was, "Are social networking sites good for students?" 4 participants in each house were present with their statistics and newspaper cutouts. The session was opened by the Red house leader, Master Brendan. After 30 minutes of argument and heated discussion, the judges declared the



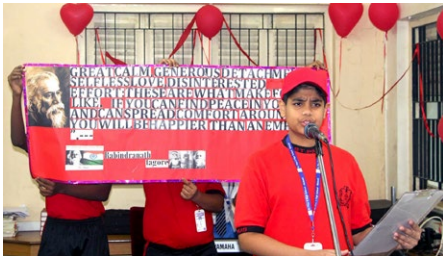
Tagore Day and Red Day Celebrated with Great Fervour

8th August, 2019 saw a great deal of excitement at St. Pius X High School, Mulund (West) for the School was celebrating Red Day and Tagore Day. The premises looked vibrant with the red-coloured accessories put up by the Red house students. Through the accessories, the importance and significance of red in our daily life was highlighted. The students also distributed red satin bows to all staff and students.

To commemorate the birth anniversary of Rabindranath Tagore, the students displayed charts on his childhood and his important works. At the morning assembly, they recited a few of his poetries and read out his ideologies too. The students also chose to highlight the issue of global warming during the assembly. A 2-minute clip on

the hazardous changes in nature was shown followed by a project made by students of Stds. IX and X. The students were enlightened on climate fluctuations caused by global warming and the need to save nature by banning the use of plastics and planting more trees. Finally, the students performed a short musical on saving Mother Earth. In the short span of a half-hour assembly, the students celebrated Red Day and Tagore Day, and learnt the effects of global warming.

Sunetra Raje



Celebrating the Feast of St. Pius X

Florina Sequeira

St. Pius X High School, Mulund (West) celebrated the feast of its patron saint on 21st August, 2019 with great pomp and enthusiasm. The day commenced on a solemn note with a beautiful prayer service conducted by the Primary section. The life of St. Pius X was presented through an impressive tableau by the students of Secondary section. The prayer service ended with a sweet message delivered by our Manager, Fr. George Athaide.

This was followed by various activities and competitions held under the guidance of our Principal, Fr. Gavin D'Souza. From mono acting and instrumental music competitions to food fest competitions, comprising biscuit, brownie, doughnut and cake decorating competitions, sandwich making competitions and chaat making competitions, the students actively participated. This most memorable morning ended with the declaration of the winners of the various competitions.





50 and Fabulous

St. Pius X High School, Mulund (West) lit up with joy and excitement on 12th September, 2019 as we celebrated the 50th birthday of our dear Principal, Fr. Gavin D'Souza. Each section expressed their love and fondness and conveyed their best wishes and blessings through flowers, cards, meaningful words and broad smiles.



The celebration began with a beautiful prayer service in church thanking God for Fr. Gavin and praying that God continue to bless him with good health so he may carry on his good work. The School Manager, Fr. George Athaide, in his speech,

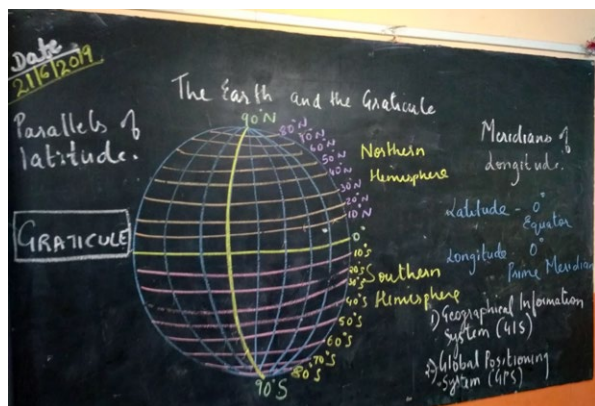
Cheryl D'Souza

spoke of all the wonderful qualities that Fr. Gavin possessed especially his dedication and selfless service in his roles as priest and principal.

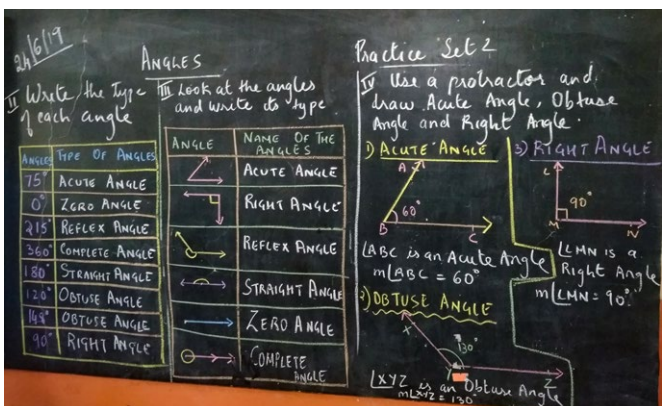
He was surprised when the staff of Victoria High School, Mahim and Fatima High School, Sewri where he was Principal earlier conveyed their wishes through a PowerPoint presentation. The School also organised a short cultural programme with music and dance to honour the day. Fr. Gavin expressed his joy and gratitude to all the teachers and students in his speech. It was indeed a memorable day for the entire Institution.



Fun with Colours



Cheryl D'Souza



School becomes fun for students when they are taught with love and enthusiasm. The teachers at **St. Pius X High School, Mulund (West)** simplify difficult concepts by adding colours to their board work. Mrs. Cheryl D'Souza has managed to capture the attention of her students with her fine board work and teaching skills. The good rapport that she shares with her students in the class has helped her to connect with her students and this has in turn helped the students enjoy the teaching-learning process.

Catharsis: When Your Soul Cries Out

Berges Santok

SAPP's 'Catharsis' course is truly an initiative that helps people meet themselves and discover their unchanneled abilities. It encourages and enables self-expression through the mediums of painting, poetry and physical theatre.

What do we mean by art?

Art. What is it? Its myriad manifestations – writing, design, music, drama, singing, etc. – what significance do they assume? Is art critical to human evolution and society's progress or is it merely a form of passable entertainment best defined as a discipline of triviality?

Let's picture this scenario – You have a pressing concern with a partner or an authority and simple, formal communication is just not helping you. What do you do then? Here's another scenario – Your mind is clouded by a wave of gigantic fallacies making it impossible for you to focus on your necessary tasks and you have no reliable soul to ease you. What's your next step then? Well, in both the scenarios, expression i.e. bringing out your thoughts in the best possible form, could be the solution. Sounds right? Well, that's art!

Conceptually, art may seem esoteric, confounding and exclusive but, in reality, it is nothing more than application of imagination and social observation in the most effective manner to evoke the desired outcome. Art is expressing yourself; it is emblematic of you. Art is devoid of any fear; it is indicative of trust in your emotions. Art is analogous to a channel that lets go of bottled-up thoughts. In art, you find catharsis!



Catharsis – an endeavour

In the July of 2019, St. Andrew's Centre for Philosophy and Performing Arts (SAPP) launched a course that aimed to help individuals develop





skills in all aspects of expression. The course, rightly titled ‘Catharsis’, was constructed to help individuals investigate philosophy, painting, poetry, cinema and physical theatre. It is the first of its kind in Mumbai to guide and mentor participants via discussion and analysis through rubrics, self-reflection, group reflection, participation and performance.

**“Art is not what you see, but what you make others see.”
Edgar Degas**

This course spanned two modules. Module I laid emphasis on the art of writing, solitude, understanding of aesthetics, poetry of faith and existence, Japanese art and literature, self-reflection, visual art and poetry, grief, and faith. Module II focused on theatre appreciation, melancholy, death, correlation of walking and writing, and faith.

Module I

The course began with participants’ introduction to selected letters of Van Gogh, Mother Teresa and Keats. These letters served as a window to their minds. Participants discussed the fading practice of letter writing over time and gathered its merits. Consequently, they had the opportunity to revel in the beauty of solitude through reading and discussion of prose and poetry of luminaries such as Kamala Das, Sylvia Plath, Eckermann and Elizabeth Bishop among others, and Kieslowski’s cinema.



Aesthetic understanding, both from the western and eastern cultural perspectives, shaped an important part of this module. Herein, participants dived into the works of Aristotle, Nietzsche, Tagore and Toshihiko Izutsu among others. A study of Japanese art and literature also formed an integral part of this module. This sub-module introduced participants to Nihonga painting, painting on clay, and contemporary Japanese prose, poetry and cinema.

The subsequent study of illness and grief in art evoked reflective comments from the participants, naturally paving way for topics related to self-reflection and faith.

To put it in a single sentence, this module kindled a rare relationship with self, making one reflect upon one’s thoughts, beliefs and actions culminating in self-realisation.

Module II

One key aspect of the Catharsis course was not just to present a theoretical understanding of self-expression but to give participants a hands-on experience. Towards the end of the course, participants would receive opportunities to perform or work with Metamorphosis Theatre Inc., a Mumbai-based theatre company that works in the genres of absurd theatre, surreal theatre, existential plays and poetry, and visual stories.

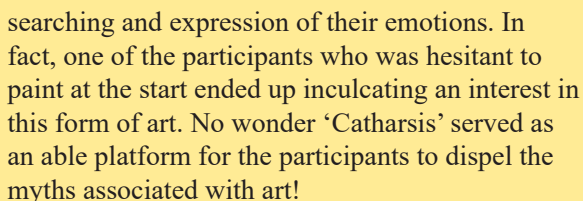
Naturally, module II focused heavily on theatre appreciation. Participants had to watch plays at different theatres. This would be followed by a discussion with eminent faculties. Clearly, this module was an eye opener of sorts, presenting technical aspects of drama, staging and story-telling.

Module II took a philosophical route with discussions on the essence of life and death, darkness, melancholia, faith and existence. It is said that to truly experience life, one must lose the fear of death. A look into Montaigne’s ‘Understanding Life’ and Simone De Beauvoir’s ‘A Very Easy Death’ gave a refreshing perspective of life. This topic was rounded off with a screening of

One of the high points of this module II were Georgia O’Keeffe’s captivating paintings of sky and her personal letters written to her dear friend. Subsequently, haptic poetry of withering flowers and a detailed understanding of melancholia deepened the gravity of this module.

Key takeaways from ‘Catharsis’

If one were to argue the validity of this course, it would be the painstakingly-researched, novel and well-crafted content by SAPP's co-founder – Dr. Omkar Bhatkar. The beauty of this course was the manner in which it was conducted. It defied the traditional routes of information dissemination by employing the modern and fruitful blended approach of learning. Not only was it bi-directional with respect to communication, it also presented the participants a number of opportunities for soul



83

To 'Cher With Love



*Teachers teachers everywhere
Mum's a teacher, Dad's a master
School is home and home is school
Seems to me like a big disaster*

I wonder if this is what children think of us as teachers – always correcting, lamenting, admonishing, punishing? And it could be a nagging thought. But, thanks to ANDIE (Andean Network of Dynamic and Inspired Educators) for felicitating teachers on the occasion of World Teachers' Day on Saturday, 5th October, 2019. They brought us "true to life" experiences of a teacher's journey in educating young minds and made us feel so good and special.

*It seemed like a blast from the past
Seated on the other side of the fence
Like humour when I'm not a part
But then – to me it made no sense*



Maria D'Souza



It was the imagination and direction of Dr. Omkar Bhatkar that brought back to us those bitter-sweet memories through a collection of poems written by students and teachers from world literature. It reinforced teaching and learning as two sides of a coin. 'No pain no gain' that promised greater value rewards but had its downside in encouraging stiff competitiveness. The poems set my mind racing to find where I placed myself. Was I strict, was I overkind? Did I make learning fun? Did I inspire my students to think for themselves or did I feel outwitted by their 'Googlical' research?

*Dr. Omkar Bhatkar and his theatrical team gave us
a super performance
Showed us shades of unpredictable classroom
action*

*A teacher touches eternity – no way to stop her
influence,
A teacher is a teacher – not by profession but by
vocation*

At fellowship after the performance, we got to meet the cast over tea and snacks. We got to know the passion that brought them to the stage and the fondness with which they remember their teachers. Thank you Fr. Magi Murzello for being the inspiration behind ANDIE.



To 'Cher with Love

That was a WOW feast for us 'chers
The new and the old you got together

I was taken back down memory lane
To see where I had failed or gained

I thought I saw myself in the stern one
And could still make learning fun

Was I the one with no class control?
Paper balls across the floor?

Did it matter whether 2+2 made four?
Or they could find it out on their own?

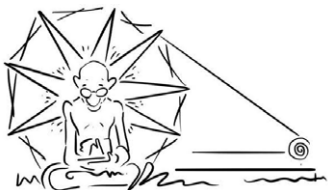
It takes all types to make a teacher's day
That's what Dr Omkar projected in his play

A teacher is always a teacher
She touches eternity – and I wonder
How she is fresh at the end of day
To continue the other roles she plays

Thank you Dr. Omkar and Fr. Magi for your
appreciation of us
And the chai and take aways, we say God bless



Maria D'Souza is a retired educator. She taught for 21 years at St. Stanislaus High School, Bandra (West) followed by a 3-year stint at a municipal school run by an NGO. She is currently involved in civic and environmental issues in Mumbai. She is also a musician.



Religious Unity: When Gandhiji formally opened Congress House on Lamington Road in 1925, a Maulvi, a Parsi, a Christian priest, a Sikh and a Sanatanist offered prayers.

Poetry Retreat

St. Stanislaus Villa, a quaint establishment in the heart of Lonavala, was where the poetry retreat took place from 2nd to 4th September, 2019. Dr. Omkar Bhatkar had explained the importance of place and solitude in stirring up creativity; but it wasn't until we settled into the villa that we realised what he meant. We reached the villa around noon, quickly settled into our respective rooms and went straight to work. I was quite nervous considering I had never written poetry before. But then something told me to just surrender to the process and I'm glad I did.

The first thing we were introduced to was 'Blackout Poetry' where you choose random words on a page of a magazine preferably, highlight them and paint the rest of the page black. Those random words seamlessly come together to create a poem. Dr. Bhatkar explained the use of this technique for inspiration when feelings get saturated.

For the next part, we changed our location and went upstairs to a long, wide balcony. It was raining heavily by this time; something that continued for entire duration of our trip. Standing there, one could witness the miracles of nature. Dr. Bhatkar read out a poem and as soon as he finished, he asked us to start writing whatever came to us, whatever we felt. And we all, somehow, I don't know how, wrote our first poem.

Post lunch, we were introduced to 'Haptic Poetry'. We were asked to walk around the villa and pick up objects that spoke to us, made us feel something. We stuck those objects on a piece of paper

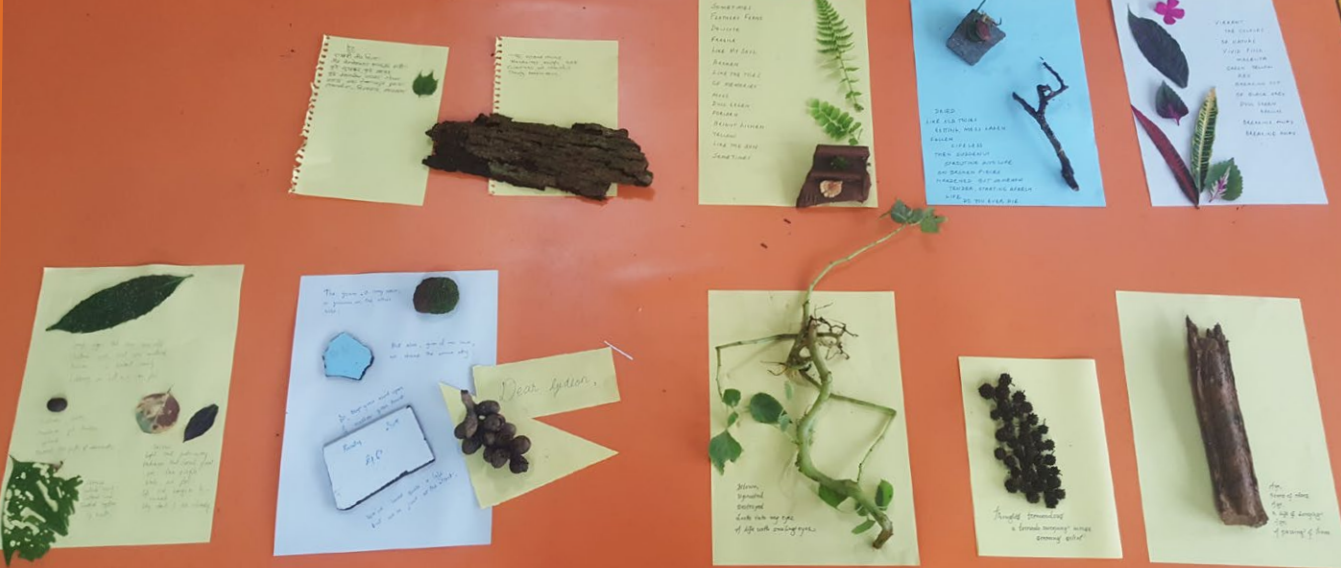
Siddhant Mahajan



and wrote poetry inspired by them. It was therapeutic. This was followed by a sort of poetry jam where all of us were involved in creating pieces. There was a guitarist amongst us and poetry was created on the spot based on melodies he played. We broke for tea around 4.30 pm and, by this point, each of us had a few completed poems. It was a bit unbelievable to be honest. During the evening session, Dr. Bhatkar introduced 'Ekphrastic Poetry', poetry that is inspired by works of art. Each time a new form was explained, my only thought was if it were possible for me to be able to do that. We wrote one poem and then another.

We continued with Ekphrastic Poetry on day two and, needless to say, we wrote one more poem. Post lunch, we started working on performance poetry. Here is where we understood how poetry has rhythm and each poem has its own rhythm. It is possible for one to pause in different places each time the poem is performed but the rhythm and feel of the poem stays intact. We performed our own poems as well a few other poems chosen by Dr. Bhatkar. For me, as an actor, it opened up a whole new space of performance.





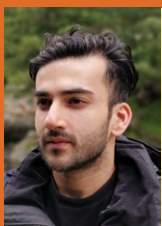
On the morning of the third day, we found ourselves back in the balcony and, this time, Dr. Bhatkar asked us to focus on how we had been impacted by our surroundings, by the incessant rains, and by nature and asked us to write from that space. We all did and shared our poems, performing them, of course.

We never realised how the Poetry Retreat came to an end. It was a lot of learning that I did not expect when I ventured on this journey. Exposure to so

many myriad kinds of poetry was a learning that I shall take with me further in my life and possibly even bring them to stage. The Poetry Retreat also made me realize that poetry comes on its own when the rhythm is right, be it the rhythm of self-amidst nature.



Flowers,
Uprooted,
Destroyed
Looks into my eyes
A life with smiling eyes.



Siddhant Mahajan is an actor, chartered accountant, traceur (parkour athlete) and a mixed martial arts enthusiast. He has acted in films, television serials and advertisements. He believes his 'who am I' to be innocence.

In a Lighter Vein

1. How many tickles does it take to get an octopus to laugh?

Ten-tickles.



14. What's the best thing about Switzerland?

I don't know but their flag is a big plus.



2. What happens to a frog's car when it breaks down?

It gets toad away.



15. Why can't you trust atoms?

Because they make up everything.

3. Why don't ants ever get sick?

Because they have little anty-bodies.



16. Why did the banana go to the hospital?

He was peeling real bad.



4. Why aren't koalas actual bears?

They don't meet the koalafications.



5. What do you call a pile of kittens?

A meowntain.



17. Which rock group has 4 guys who can't sing or play instruments?

Mount Rushmore.

18. Why does Humpty Dumpty love autumn?

Because he had a great fall.



7. What did the beaver say to the tree?

It's been nice gnawing you.



8. What did the nose say to the finger?

Quit picking on me!

9. What do you get when you cross a snowman with a vampire?

Frostbite.



19. Which building in New York has the most stories?

The public library.

20. What did the left eye say to the right eye?

Between you and me, something smells.



21. What do elves do after school?

Their gnome work.

22. Why is no one friends with Dracula?

Because he is a pain in the neck.

23. Why were the Dark Ages so called?

Because there were lots of knights.

24. What's worse than raining cats and dogs?

Hailing taxis.

25. What did one toilet say to another?

You looked flushed.



10. What time do you go to the dentist?

At tooth-hurty.

11. What's a writing instrument's favourite place to go on vacation?

Pencil-vania.



12. What's orange and sounds like a parrot?

Carrot.



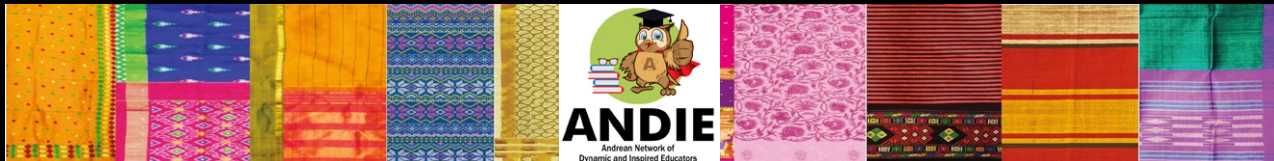
13. How does NASA organise a party?

They planet.



St. Andrew's High School, Bandra at the "I CAN" summit in Rome





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6TH, 7TH AND 8TH MARCH, 2020

6th March, 2020

SHE-lympics

at St. Andrew's School Quadrangle
and Turf Ground, Bandra West



7th March, 2020

SHE-roes Conclave

St. Andrew's Conference Hall,
Bandra West

8th March, 2020

SHE-nanigans

at St. Andrew's School Quadrangle,
Bandra West



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