















PM MAKES FIVE PLEDGES

- India will increase its non-fossil energy capacity to 500GW by 2030
- India will meet 50% of its energy requirements from renewable energy by 2030
- India will reduce the total projected carbon emissions by one billion tonnes from now to 2030
- By 2030, India will reduce the carbon intensity of its economy by 45% (from a previous target of 35%)
- By 2070, India will achieve the target of net zero

WHAT IS NET ZERO?

Net zero refers to a balance where emissions of greenhouse gases are offset by the absorption of an equivalent amount from the atmosphere. Experts see net zero targets as a critical measure to successfully tackle climate change and its devastating consequences

PLEDGES BY TOP THREE EMITTERS



CHINA: Beijing announced no new pledges on Monday. It previously pledged net zero by 2060.



UNITED STATES: The US touted domestic legislation to spend \$555bn to boost renewable power and electric vehicles. It has pledged net zero by 2050.



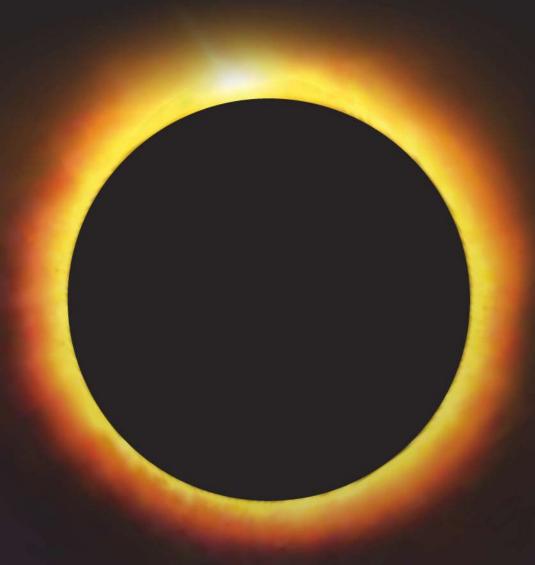
INDIA: The country's economy will become carbon neutral by the year 2070

Credit: Hindustan Times, 2 November 2021.

HI

ARCHDIOCESAN BOARD OF EDUCATION, MUMBAI

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ZERO OUT CARBON

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A magazine for young people in India

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Religion and Beyond...
Tryst of the theist,
atheist and everything
in between



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of the Archdiocesan Board of Education, Mumbai.



he invention of Zero, the most exquisite jewel in India's crown and its biggest ever cultural product, revolutionised the world of science. It was proudly exported to the rest of the world and its impact is seen even today in smart phones and computers (binary language). Aryabhata, credited with the invention of the 'game changer' Zero, is acknowledged as the Father of Indian mathematics as he made major contributions in the fields of trigonometry and algebra. He was also responsible for a new school of astronomy in ancient India. India's first satellite launched in 1975 Aryabhata, the lunar crater Aryabhata, and Bacillus aryabhata, a species of bacteria discovered in the stratosphere by ISRO scientists in 2009, are a tribute to one of ancient India's greatest mathematicians and astronomers.



27 December 2021.

However, one wonders – how did the concept of Zero escape the genius minds of Archimedes and Apollonius? This is best understood by listening to the fable-ous story about Alexander the Great's visit to India shared by the acclaimed mythologist, Devdutt Pattanaik, in his TED talk. The unbeaten young conqueror, Alexander the Great, apparently encountered a yogi, whom he referred to as a gymnosophist (naked wise man), sitting on a rock in deep meditation. Alexander asked, "What are you doing?" The yogi replied, "I'm experiencing nothingness. What are you doing?" Alexander proudly said, "I am conquering the world." Both men laughed because each thought the other was a fool. The yogi must have thought, "What a waste of effort to conquer the world!" On the other hand, Alexander must have brushed off the yogi as a time-waster sitting around doing nothing. The world may applaud Alexander the G.O.A.T. (Greatest of All Time like footballer Lionel Messi) but, for India, he is a goat who did not understand the philosophy of emptiness or *shunyata* which fuelled the invention of Zero (*Shunya* in Sanskrit).

On 1 November 2021, modern India made a bold pledge at COP26 in Glasgow – to give the world another diamond from her crown... Zero Carbon! A very ambitious 2070 target for India because we are the world's third-biggest emitter of greenhouse gases. While India prepares the Zero Carbon roadmap of downward trajectories, it is the duty of every citizen to participate in the decarbonisation journey – from *shunya* India to *shudh* India. On this Quit Carbon Emission pathway of collective global interest, each of us has to be conscious of our carbon footprint. Our schools must be at the heart of this Zero Carbon transformation because schools spark and galvanise community change. They are well positioned to harness the positive and resilient energies of young minds and keep them focussed on the Earth's health each time a decision must be taken. In fact, young people have been the driving force of climate action around the world as they must safeguard their future.

Team EduFOCUS invites all schools to join hands in educating and empowering our students to secure a Zero Carbon India. St. Andrew High School, Bandra has become the first school in India to kickstart a decarbonisation project—Zero Out Carbon through the fifth edition of the 'Yeh-lo Santa' campaign!

His Eminence, in his message, has highlighted another reason why Mumbaikars have a "particular responsibility" towards becoming Zero Carbon schools. Mumbai witnesses a bleak future... flooding and rising sea levels. Time is running out and we have to get our institutions involved in the Mumbai Climate Action Plan (MCAP). Be inspired and see amaz(ero)ing things happen through the Zero Out Carbon campaign.





Here's a guide to some Climate Change related lingo





Definition: Abrupt climate change refers to a large-scale change in the climate system that takes place over a few decades or less, persists for at least a few decades, causing substantial disruptions in human & natural systems.

Translation: A change in climate that happens faster than it normally would

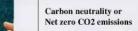
Example: Increase in wildfires, coral reefs dying due to warming of oceans.

Adaptation

Definition: Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

Translation: Making changes to live with the impacts of climate change.

Example: Planting trees to help people stay cooler or building sea walls to protect against floods.



Definition: Carbon neutrality is achieved when anthropogenic CO2 emissions are balanced globally by anthropogenic carbon dioxide removals over a specified period.

Translation: Adding no net carbon dioxide into the air.

Includes using both "mitigation" & "carbon dioxide removal" to avoid a serious climate crisis.

Carbon dioxide removal (CDR)

Definition: It refers to processes that remove CO2 from the atmosphere by either increasing biological or geochemical sinks of CO2 or using chemical processes to directly bind CO2.

Translation: Taking carbon dioxide out of the air.

Example: Planting trees & restoring grasslands.

Mitigation

Definition: Mitigation (of climate change): a human intervention to reduce emissions or enhance the sinks of greenhouse gases

Translation: To stop climate change from getting worse.

Example: Using fossil fuels more efficiently or switching to solar energy/wind power.

Sustainable development

Definition: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs and balances social, economic and environmental concerns.

Translation: Living in a way that is good for people alive today and for people in the future.

Tipping point

Definition: For the climate system, it refers to a critical threshold when global or regional climate changes from one stable state to another stable state.

Translation: When it is too late to stop the effects of climate change.

Example: Collapse of the West Antarctic ice sheet.

Unprecedented transition Definition (Transition): The process of character from our

Definition (Transition): The process of changing from one state or condition to another in a given period of time. It can be in individuals, regions or nations, and can be based on incremental or transformational change.

Translation: Making big changes in a way that has not been seen before.

Example: Quickly shifting the world to renewable energy.

Info courtesy: inshorts app (available for Android and Apple devices)





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Chairman's Message

Then God looked over all he had made, and he saw that it was very good! ... (Gen. 1:31)

am delighted to learn that Archdiocesan Board of Education (ABE) newsletter, **EduFOCUS**, post COP26, is focussing on "Zero Carbon Schools" in the January issue. Becoming a zero-carbon school means that the use of energy involved in the running of the school does not cause carbon emission. Every individual, every institution and every community must be involved in the protection of the environment. Educational institutions have a particular responsibility in this because of their capability to help students imbibe values that will accompany them for life. The editorial team has been choosing topical and relevant themes. Care for creation is a vital issue that needs the attention of all. We, in Mumbai, have a particular responsibility because, if we do not act fast, our city faces the threat of sinking under water in the not-too-distant future.

Pope Francis led dozens of religious leaders on the feast of St. Francis of Assisi on 4 October 2021 in making an appeal to all people of good will to protect the environment, warning that "Future generations will never forgive us if we miss the opportunity to protect our common home."

I congratulate Fr. Magi Murzello, Editor, and his dedicated editorial team for choosing this very appropriate theme. I wish you all God's blessings.

My hearty congratulations to one and all for this unique initiative!

3 February 2022

★ Oswald Cardinal Gracias

Archbishop of Bombay &

President, Catholic Bishops' Conference of India





AUXILIARY BISHOP, ARCHDIOCESE OF BOMBAY
"Blessed are those who protect and care for our common home"

Message

aste segregation and management, recycling, renewable energy use, rainwater harvesting, water and energy efficient appliances, sewage treatment and reuse, native trees and gardens, local and seasonal food, public transport and carpooling, avoiding single-use items - by now most of us are familiar with what we need to do to reduce our carbon footprint and tread lightly on the earth. Enough experts, correct information and pathways for schools to become carbon neutral are available.

Rather, what we need, as Pope Francis tells us, is an ecological conversion that enables us to move past our mental barriers and limitations and live harmoniously while renewing and healing the world, both as individuals and as a community. Without this ecological conversion, we risk not doing enough to avert a planetary crisis - at present our collective global actions to avert catastrophic climate change in this century are inadequate; and commitments and pledges to reduce emissions must be actualised to really make a difference in the global warming trajectory.

What better place to achieve, undergo and demonstrate ecological conversion than our schools? Schools are the loci for transformation, where students understand values, relationships, rights and duties just as much as they learn concepts and subjects. Many of our schools already unearth and impart ecological values, and the possibilities are endless: a Math class doubles as a lesson on economic inequalities and why we have to share, language classes deepen appreciation for the natural world, history shows how important adequate resources are for a stable civilisation, and so on.

In a carbon neutral school, these ecological values are brought to life right from the crucial formative years. A student who routinely disposes waste in segregated bins and gleefully observes compost forming in the campus will earnestly replicate the set-up in society. Children who routinely switch off appliances when not in use and learn under natural lights and well-ventilated spaces are healthier, more tolerant to weather changes and less likely utilise electricity-guzzling air conditioners. Those who ride the school van or bus or cycle together with friends to school are more likely to adapt to public transport and campaign for bicycle spaces in the city. Children who play under trees are keenly aware of the loss of birdsong in sterilised apartments, and are motivated to act against biodiversity loss. Students who are constantly encouraged to find alternatives to paper, plastic and polystyrene for school projects are getting trained in lateral thinking and for exercising their creativity in solving ecological challenges as adults. Ecological practices become the norm, as it ought to be.

As adults, we are guilty of 'stealing' from our children through disproportionate resource use, leaving the next generation an increasingly unequal, chaotic and disordered future. By undergoing and imparting

ecological conversation, we begin to restore right relationships with God, each other and nature.

We may find it difficult to bring about a change because of the challenges brought about by the COVID-19 pandemic, but not committing to renewing the earth is tantamount to condemning our children to abject misery as adults who will spend their lives in a constant struggle for food, water and shelter from climate disasters. The world is much larger than our present suffering, selfishness, greed, pettiness and short-sightedness. Through ecological conversion brought about in our carbon-neutral schools, may we not let our children fall to these fallacies.

₩ Bishop Allwyn D'Silva

Milva

Bishop In-charge of the Archdiocesan Office for Environment Auxiliary Bishop of Bombay

21 January 2022

Bishop Allwyn D'Silva is an Auxiliary Bishop of the Archdiocese of Bombay since 2017 and is in-charge of its Social Apostolate. He has taught Human Rights, Social Realities, Conflict Transformation and Ecology at the diocesan seminary for nearly 40 years, besides publishing and presenting numerous papers on these topics. His extensive hands-on experience in organising and empowering slum people in Mumbai resulted in the establishment of community centres throughout the Archdiocese. Bishop Allwyn was appointed the Chairperson of the Commission of Ecology of the Conference of Catholic Bishops of India in 2019, and



among other honorary posts, also served as the Executive Secretary of the Office of Human Development and the Climate Change Desk of the Federation of Asian Bishops' Conferences. He has been recognised and awarded for his promotion of human rights, social development and universal harmony, and has a post-graduate degree in Political Science from the University of Bombay.



"It is urgent
to develop policies
to reduce emissions
of carbon dioxide
and highly
polluting gases"

Pope Francis





Secretary's Message

e often hear this well-known quote by Mahatma Gandhi – "Be the change you want to see in the world."

People want a change: in our neighbourhood, in our society, in our world. To bring about this change, we must change ourselves. 'Transformation is a goal of education.' Therefore, this transformation must begin with ourselves.

Today, all over the world, the climate change movement to protect our Mother Earth is spreading. People are talking about zero carbon emissions. My first thought was – it is not meant for us. The big business houses, industries and the government should take care of this.

We know we should reuse certain things, switch off lights and gadgets when not in use, use public transport, plant trees, etc.... which most of us do. We are encouraged to do certain other things which are good for Planet Earth. Let me express my opinion on the same:

- 1. Use solar energy in our schools: Well-wishers come to our institutions and offer us government subsidies if we install solar panels on our school terraces. The electricity generated would be used in the school and any surplus would be bought by the electricity company. I request these well-wishers to rent out our terraces for the same: pay us a monthly rental, and let the electricity department install the solar panels and take all the electricity generated. But no one is ready to take up this suggestion. In the long run, the schools lose money solar panels stop working, maintenance becomes expensive, and the panels need to be replaced. Why should the school spend money on these projects instead of the Government?
- 2. Use of electric transport: We are aware of air-conditioned buses in Mumbai. It is a very good project as it reduces pollution. But, because of 'no conductor policy' these buses run empty. Passengers wait at the bus stop but drivers do not allow them to enter the buses. Therefore, fuel is wasted as these buses run empty. It would be better to let passengers travel free rather than wasting precious fuel like diesel and petrol which are non-renewable sources of energy.
- 3. **Plant more trees:** Every year, students request their principal to permit them to plant trees on their playground. I would tell them to plant only flowering shrubs. If we plant trees that grow very big, in a few years, we shall end up with a jungle in place of our playground. The periphery of most school compounds anyway comprises sufficient big trees.

- 4. Fly Less: Most Indians, out of habit, only travel when necessary. In the villages, the poor walk many kilometres just to save Rs. 5. They do not travel for pleasure or picnics. Most migrate to the big cities or even go abroad to work else their families back home could starve. While we are being told to reduce flying, my request to our Indian brethren is: Please take that flight. You need to look after your families.
- 5. Have fewer children: Even though this is the norm now, I hope we Catholics will not forget church teaching and always maintain our respect for life especially for the unborn. If we do not, one day, the earth may be carbon neutral as there will be no life on it.

There may be many other points that could be made but I will stop here. The common man has a limited awareness and understanding of these terms – climate change, carbon footprint, net-zero carbon emissions, carbon neutrality. While we are aware that industrialisation is causing climate change, we still need to take responsibility to protect our Mother Earth. Let us begin early by educating children in our schools so that future generations may reap the benefits.

Fr. Dennis Gonsalves Secretary, Archdiocesan Board of Education.

Show India your support. Click a photo of you holding up the back cover of this issue of **EduFOCUS**. Email it to us on andreannetwork@gmail.com with your full name and school name. Photos of participating schools will be published in the special issue of **EduFOCUS**.

ZERO OUT CARBON



Becoming Carbon Neutral Schools



arbon neutrality has become a major buzzword is society today. From global conferences called for by the United Nations, to local meetings of business houses and civic bodies, carbon neutrality has become the trendy topic of discussion. But what exactly is carbon neutrality? Is it really achievable? Could our schools become carbon neutral? These are not just questions that need answers, these are decisions that we need to make in order to ensure a safe and sustainable future for ourselves.

Carbon neutrality is defined as reaching a balance between emitting carbon and absorbing carbon from the atmosphere. Or again, carbon neutrality is described as arriving at net zero emissions, as a result of the balance between carbon emitted and carbon absorbed.

Returning to the question I posed earlier, would it be possible for us to have carbon neutral schools? Well, while this would definitely be challenging, it is certainly not impossible. With the right mix of policies and practices, it would be possible to achieve this grand ideal.

The first step in working towards carbon neutral schools would be carrying out a 'Carbon Audit' of the entire school. A term that we need to comprehend in this context is 'Carbon Footprint'. A carbon footprint is the total greenhouse gases (GHG) emissions caused by an individual, event, organisation, service or product. Hence, with regard to a school, it would be the total greenhouse gases emitted by the daily running of the school, through all its activities and events

Calculating the Carbon Footprint of the school

Fr. Savio Silveira SDB

will not only tell you the amount of GHG the institution emits annually, it will also help you understand the sources of these emissions.

Typically, the largest source would be the energy consumed for the running of the school – electricity for lighting and other needs of the school, and fuel used for travel connected to the school. There are several online Carbon Footprint Calculators that are now available, which could be effectively used to get a good picture of the amount of carbon that the school is putting into the atmosphere. There are also professional agencies that can be hired to do a comprehensive and scientific carbon (energy) audit of the school.

Once you have carried out a carbon audit and have a clear understanding of the school's Carbon Footprint, the obvious next step would be to reduce this footprint. The audit process itself will throw up areas of concern and their corresponding solutions. However, let me suggest a few general practices that will help to reduce the school's carbon emissions.

Energy Efficient Products: Lighting of classrooms, offices and other spaces in the school is a major consumer of energy, and consequently a major source of carbon emissions. Hence, using energy efficient products is critical. An energy efficient product consumes less energy without affecting its final output or user comfort levels. Energy efficient lighting implies getting the required illumination level while consuming the least amount of energy. This can be achieved by replacing traditional incandescent lamps with CFL or LED lamps. The same principle needs to be applied to other products used in the school, such as computers, air conditioners, etc.

Renewable Energy: Coal burning is one of the biggest sources of carbon dioxide emissions. It is considered the most environmentally harmful fuel to burn for power generation. Hence, given the fact that 65 percent of India's electricity still comes from coal-fired thermal power plants, moving to cleaner sources of energy is absolutely important. Fortunately, we are witnessing a steady shift

towards renewable energy. Many schools in Mumbai have now installed solar power systems to meet their energy needs. This is easily one of the biggest steps towards becoming carbon neutral.

Reduce and Reuse: It's good to remember that every product we use has its own carbon footprint, i.e., the amount of carbon emitted to produce that item. The carbon footprint of each of these products adds up to the carbon footprint of the school. Hence, reducing the amount of stuff used in the school, or reusing items, obviously helps reduce the carbon footprint of the school. Cutting down on waste is an effective way of cutting down carbon emissions.

Eliminate Single-use Plastic: Single-use plastic items, such as disposable cups, spoons and drinking straws have sadly become very common today. While there is a government ban on these items, they continue to be sold and widely used. These single-use plastic items require energy to produce and to recycle. When these items are used in school, they all contribute to its carbon footprint. A complete ban on the use of all such disposable plastic items is a major step in reducing your carbon footprint.

Walking and Cycling: It's not just what happens in school, but how we get to school, that also adds to its carbon footprint. Walking and cycling are two of the most environmentally friendly ways to travel. And, not only are they good for the planet, but they are also good for your health. If walking or cycling to school is just not possible, then use the school bus or public transport. And talking about travel, the school should also be sensitive about its carbon footprint when planning picnics and other school trips. Unnecessary long travel implies huge unnecessary carbon emissions.

Well, after having taken all the above steps, and also implementing other eco-friendly practices, it is quite unlikely that you would have brought down the school's carbon emissions to zero. Hence, after carrying out a carbon audit and working on carbon reduction strategies, the final area to work on, in order to become carbon neutral, is **carbon absorption.**

Carbon absorption happens through a 'carbon sink'. A carbon sink is anything that absorbs more carbon from the atmosphere than it releases – for example, plants, the ocean and soil. Creating a robust carbon sink, which absorbs carbon from the atmosphere, is a good way of compensating for the carbon emissions of the school.

An effective carbon sink that a school can create and sustain is a 'scattered forest' – a substantial plantation of trees in the school campus and in its neighbourhood. Besides the trees planted in the school campus itself, it is pertinent to get students, ex-students, and other supporters to plant as many trees as possible, so that a robust carbon sink is created, that absorbs significant amount of carbon from the atmosphere. If schools in the city cannot find sufficient space for plantation, it is also possible to find partners in rural areas, who could provide possibilities to carry out plantations.

Becoming a carbon neutral school is certainly an attainable objective. The political will of the management, supported by the active participation of the staff, students and parents, will definitely ensure the achievement of this goal.

And so, it's time to get going! Get down to a Carbon Audit, work on Carbon Reduction strategies, start creating a Carbon Sink... and voilà... you are well on the road to becoming a Carbon Neutral School!

Fr. Savio Silveira SDB is a passionate environmentalist and an expert in environmental education. A staunch supporter of Laudato Si', he firmly believes that "caring for our common home" should be a key global priority. In the typical Salesian manner, he focuses on getting young people involved in environmental action. Fr. Savio holds a Master's in International Cooperation & Development from the University of Pavia, Italy, which has helped him gain a global perspective on various environmental issues. He is currently Provincial, Province of St. Francis Xavier, Mumbai.



Unleashing the Creativity of Teachers to Reduce Carbon Footprint

Berges Santok

Not just a wake-up call but an assertion that education is key to climate change



Is enough being done?

Climate change is a reinforced reality. It is that tragic truth that needs dire attention on a mass scale by not just governments, politicians or bureaucrats, but by every single citizen. As soon as possible. Immediately! Movements, both domestic and international, have created a huge uproar as well as widespread attention. But at the end of the day, ask your friend or family member what their contribution to reducing climate change is (You could also pose this question to yourself!), and the most common response would be — Using different coloured bags for garbage disposal.

Would this huge global concern end with only this practice? Of course, I don't intend to trivialise the use of coloured bags at the grassroots level. The purpose of my question is — Is this all? Is climate change an immediate action item only for those smoky industries and glass buildings. Is it only about keeping ourselves informed of our government's response in international climate sessions? Is climate change an issue only worth being pensive about? In your head, you know that the answer is a 'no'. Then why the collective pondering? It is time for action. RIGHT NOW. And, perhaps, the first hurdle that all of us could cross is ignorance.

Educationists could usher positive steps in the direction of reducing carbon footprint. The Earth has a promising future only if we collectively take a responsible step. Every day, every hour, every minute of our life.



But first, a ready reckoner for the less informed

Ask yourself if you really understand the relationship between carbon footprint and climate change. If you don't then it makes sense to read through this section and apprise yourself. If you fall on the other side of the fence then congrats! Feel free to skip this part and move to the next segment. But a little knowledge refresher would harm no one.:)

What is a carbon footprint?

The total amount of greenhouse gas emissions that any entity — a person, an organisation, an event or a product — has produced. Greenhouse gases are the gases in the atmosphere that produce the greenhouse effect. These gases contribute to global warming and climate change.

Are greenhouse gases only due to human activities?

The U.S. Energy Information Administration states that greenhouse gases keep heat in the Earth's atmosphere. These gases occur naturally, but human activity contributes immensely to greenhouse gas emissions. Your carbon footprint — or your impact on the environment — measures the greenhouse gases that you are responsible for creating through daily activities such as using electricity or driving a car.

Is an individual carbon footprint a reflection of one's lifestyle?

Yes! It measures the environmental impact your lifestyle has. For example, if you drive to work every day, your carbon footprint may be higher than the one who works from home throughout the week.

How is carbon footprint calculated?

Sum up the emissions from all your activities, right from what you eat to how much TV you watch. Carbon footprint is measured in CO2e — carbon dioxide equivalent. In other words, you are taking any quantity or type of greenhouse gas and expressing it in the amount of CO2 that would have the equivalent impact on climate.

How can you know your carbon footprint?

You could refer to online calculators to figure out your carbon footprint. Try the calculator by The Nature Conservancy or the US Environmental Protection Agency. You could even download the Cool The Globe app created by Prachi Shevgaonkar from Pune. Look out for her interview further in this issue.

"Why study for a future that is being taken away from us?"

Greta Thunberg

Empowering the students of 2022 or the leaders of 2052?

Circa December 2018. Greta Thunberg stunned the Conference of the Parties (COP) Climate

Conference in Poland with her profound statements to the UN: "You say you love your children above all else, and yet, you're stealing their future in front of their very eyes."



It is impressive to see a teenager then have such clarity and vocalise the truth. On the other hand, it is a matter of significant challenge for an educationist to convince bright minds like hers that all is not lost yet. But outspoken souls like hers are not willing to hear merely words of assurance. They have clearly pointed out that our posterity can only be fit to live in the world of tomorrow if we understand the criticality of minimising our carbon footprint today. This is the only way forward.

Since it is we humans who have been responsible for the emission of most greenhouse gases and their adverse effect on the environment, we should be the ones who strive to effectively reduce, if not eliminate, their carbon footprint from the planet. The need of the hour is to actively reduce and eventually work towards eliminating carbon footprint as soon as possible to preserve the sanctity of our environment and our planet.

Greta and her friends are students today. Thirty years later, they could be world leaders. They are looking up to their adults today to address this environmental crisis. Who could be better able to mould young minds like theirs with the flight of knowledge, armoury of commitment and spark of creativity than educationists?

Education is key to addressing climate change Education is a critical agent in addressing the concern of climate change.

A research article on 'The role of climate change education on individual lifetime carbon emissions' (published in PLOS One, a peer-reviewed open access scientific journal published by the Public Library of Science) reveals that if only 16 percent of high school students in high- and middle-income countries were to receive climate change education, we could see a nearly 19 gigaton reduction of carbon dioxide by 2050.

Education could help students develop a strong personal connection to climate solutions, as well as a sense of personal agency and empowerment. Teachers can teach students the impact of global warming and ways to adapt to climate change. This knowledge would kindle the light in the air of gloom and mindless fear. The outcome would be a favourable impact on students' daily behaviours that could reduce their overall lifetime carbon footprint. Leveraging the power of education could be equally or potentially more powerful than solely increasing investments in activities that generate a lesser carbon footprint. And where else could the beginning be made than at school?

Schools and colleges must realign their way of functioning to reduce carbon footprint, right at the source. But how? Here are seven ways in which teachers could come to the forefront to tackle the concern and exemplify hope and commitment to young minds.

Teachers know it all; they can do it all 1] Develop a culture of sustainability

Teachers must enquire and discuss what climate action means to their school or college. This charter of awareness must be circulated across all departments — teaching and non-teaching — to get the fundamentals in place. For example, teachers could encourage students to brainstorm in class or outside the school with parents or friends or contacts so that students gain a wider perspective on sustainability. This source of redhot data would give an overview of where on the scale of sustainability does every stakeholder stand. This exercise would be the starting point of reducing the carbon footprint on the campus, as well as lighting the torch for expansive activities outside the campus.

2] Craft the mission and vision for a sustainable school culture

It all begins with writing down. After every stakeholder agrees to the list of activities that spike up the carbon footprint, teachers will structure an agenda to attain a vision. This vision will be black in white, specifying the goal in the SMART format (Specific, Measurable,



Achievable, Realistic and Timely). Consequently, teachers will frame the mission to achieve this vision. This exercise is the cornerstone of credibility and seriousness of the project. It is herein that the students will seriously kickstart the project of reducing the carbon footprint. This is the beginning of undertaking a goal-based project in the real world.

3] Involve the entire school community

Teachers will involve every stakeholder in this cause. For instance, teachers could begin with mentoring sessions, making students and non-teaching staff understand how to take part in climate action. Principals and administrators would champion the teachers' vision and values for climate action. Additionally, teachers could plan and lead climate action projects at intraschool and inter-school levels.

4] Run an eco-friendlier school system This would mean:

- Conducting sessions and lessons on developing knowledge about climate change.
- Cultivating skills to investigate possibilities for action.
- Urging every stakeholder in school to take part in low carbon footprint initiatives.
- Reinforcing expectations for low carbon footprint-friendly behaviour, such as turning off the computer when not in use.
- Suggesting changes in the school campus to reduce the school's ecological footprint.
- Teaching non-teaching staff and students to sort waste properly.
- Making energy-saving changes to the school's heating, cooling and lighting systems.
- Educating on the plantation of trees in the school garden.
- Conducting tree-plantation drives and inviting admirable personalities to be part of the initiative for larger media traction and inspiration within the student fraternity.
- Adopting and promoting sustainable ways of working. For example, reducing prints, using minimal paper, printing on both sides of the paper, using computers with higher efficiency and less energy consumption, etc.

- Establishing a trust to collect donations to support the school's low carbon footprint projects.
- Inviting experts to educate the students on mitigating climate concerns.
- Making compost trash can for non-animalbased organic matter. This compost can be put to good use in the school garden.
- Involving students in workshops where they
 participate in environmentally friendly
 projects within the school. They can learn
 how to monitor and report energy
 consumption while setting targets towards
 reducing the rate of energy consumption in
 school.
- Recycle more. Recycling is a great way to reduce the carbon footprint in schools.
- Teachers could demonstrate how to separate wastes and identify items for recycling.
- Teachers could make this entire activity interesting and engaging by videodocumenting the entire process and publishing it in the school archives or on the school's social media pages.
- Conducting climate action campaigns in every quarter of the academic year, involving students. Teachers could choose a theme and urge and encourage students to present novel ideas to mitigate the concern.
- Helping students to actively design and lead



projects aimed at curbing and/ or adapting to climate change. For example, students could map and monitor local environmental challenges and design a sustainability plan that addresses the concern. This opportunity could encourage the students to tap into their entrepreneurial temperament to aid climate action.

5] Action, reflect, improve. Repeat.

Teachers will form an eco-action team that will review the school's efforts to reduce the carbon footprint on a daily level. This team will then map the results against the planned objectives to understand any gaps and close them with concrete and constructive feedback. This eco-action team would be committed to ensuring continual progress through meticulous planning, action and reflection. Teachers could have a certain percentage of this team's membership comprising students so that students learn to introspect and improve from an early age.

6] Involve the community

Teachers will encourage students to work holistically with members of society — from all walks of life — to get a comprehensive understanding of climate action. They could introduce students to the rural folk (or the adivasis) who are climate action heroes in their region. Getting the students to engage with these communities at the front line could lend a unique perspective to their efforts. This interface will present students with interesting opportunities to network with like-minded individuals, organisations and communities, and give wider exposure to the school sustainability culture efforts.

7] Inspire students to build partnerships and make new connections

Teachers will encourage students to reach out to and connect with other schools and environmental organisations, locally, domestically and internationally to learn and work together. This feeling of bonhomie will present students with novel challenges and opportunities, and put their learning on an elevated pedestal. These experiences will help inculcate creative, critical and future thinking skills in students. Concomitantly, it will satiate their yearning to make real positive progress on a bigger plane in lowering carbon footprint. Moreover, they will represent themselves as ambassadors of climate control and represent their school as a model of climate action.

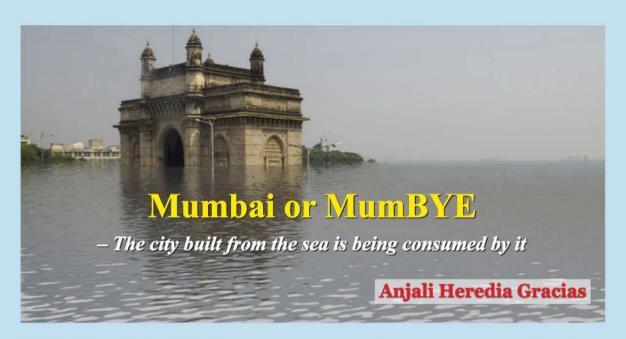
The future is climate change. In the classroom.

Unleashing the creativity of teachers to help students combat climate change through community-based climate action projects — This is what success probably looks like. Such a teacher-led initiative would go a long way in improving the overall quality of education for the 21st century. After all, the real purpose of education is to produce active, engaged citizens, and make our world a better, fairer, more sustainable place to live in.

Teacher intervention is the need of the hour. When done at a scale across the millions of school districts globally, we could be well on our way to achieving net-zero emissions by 2050 and to ensuring a better quality of life for future generations on this planet. With great responsibility comes great power to yield a change more massive than any thought in the world. And, today, perhaps no long-term concern could be as massive as lowering the carbon footprint. The survival of the human race rests upon this outcome; it rests upon the teachers.

Berges Santok loves telling stories and works as a content writer on a freelance basis. He aspires to make movies someday.





Bom Baim - a collection of islands

This city, before it was a city, was a sprinkling of seven islands in the briny waters off India's western coast. In 1661, the islands changed ownership when King John IV of Portugal gifted them to King Charles II of England on his marriage to Princess Catherine of Braganza. Realising these islands were not even eighteen square miles of land and that communication from one island to another was a problem, King

Charles II palmed them off to the English East India Company for a paltry sum of £10 a year. This suited the East Indian Company just fine as it was looking for a new base on the west coast of India.

These islands, named Bombay, Mazagaon, Parel, Worli, Mahim, Little Colaba (or Old Woman's Island) and Colaba, had varied topography – from low hills to tidal flats, and mangrove forests to salt pans. There were three great breaches or inlets through which the seawater gushed in during the high tide in the space between the islands. When the water receded, it left behind swamps of salty water. While it

was possible to cross over from Bombay to Mazagaon during low tides as the sea was very shallow in that area, the gap between other islands was navigated by boats.

Over the next two hundred years, the East India Company built embankments, flattened hills, and dumped the rubble into the marsh to join these seven islands. Building these embankments was no mean feat as it meant

> fighting a battle against the mighty Arabian Sea to give up her land. The resultant island city is what constitutes the present South Mumbai.

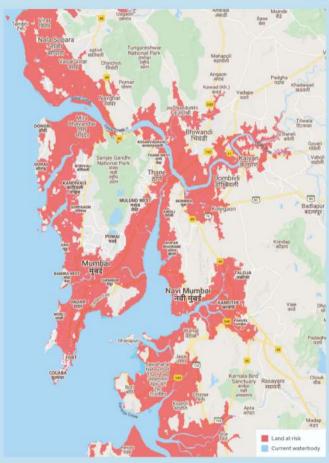
This development was not restricted to just these seven islands. Around 1760, the Portuguese gifted the Salsette taluka to the Oueen of England. To accommodate the burgeoning population of the city, the eighty-four villages of this taluka were also joined together by draining inlets and reclaiming the land. Today, this area is bound by the Vashi creek on the north side and Mahim causeway on the south side. The Arabian Sea is to the west and to the east is the



boundary of Thane district. It forms the presentday Mumbai Surburban District.

Mumbai - a sinking city

As per a study conducted by the World Resource Institute (WRI) India on Mumbai's vulnerability assessment, the city faces two major climate challenges — the rise in temperature, and extreme rain events which lead to flooding.



In February 2020, a report released by McKinsey India predicted that, by 2050, Mumbai would see a twenty-five percent increase in the intensity of flash floods accompanied by a half-metre rise in the sea level. (This projected rise can be seen on a tool hosted by NASA's Sea Level Portal.) This could hit around two – three million people living within a one-kilometre radius of the coastline.

Climate scientists have warned that most of south Mumbai, including Cuffe Parade, Mantralaya, Churchgate, Nariman Point, Umerkhadi, Mohammad Ali Road, Marine Lines, Girgaum, and Breach Candy, will face the worst of the flooding by 2050 as they are all situated on reclaimed land.

All these predictions have been corroborated by data collected by the India Meteorological Department (IMD). Since 2007, the city has seen a constant rise in temperature mainly due to concretization, lack of green cover and housing

density. The average rise in temperature is up by one degree Celsius in these fourteen years.

Meanwhile, rainfall trends for the past ten years show an increase in extreme-rainfall events, resulting in frequent water logging and flooding.

The data collected from BMC departments, state and regional authorities and other agencies shows that, in 2019, seventy-one percent of Mumbai's greenhouse gas emission came from the energy sector which is mainly based on coal. At least twenty-four percent is from transport, and the remaining five percent from solid waste management.

The need for Mumbai Climate Action Plan (MCAP)

Amid warnings of climate change leading to extreme weather events in the city, on 27 August 2021, Iqbal Singh Chahal, Commissioner of Brihanmumbai Municipal Corporation (BMC), launched the Mumbai Climate Action Plan and its website in the presence of Aditya Thackeray, Minister for Environment and Tourism, as well as other dignitaries. He warned that close to seventy

percent of south Mumbai would be submerged by 2050 due to rising sea levels on account of climate change. He said that nature had been giving warnings but if people do not "wake up" then the situation would turn "dangerous". Chahal pointed out that in the past fifteen months or so, Mumbai and the surrounding areas were lashed by three cyclones, leading to waterlogging in many areas like Marine Drive, Girgaum, etc. He warned that not only would the next generation suffer from climate change but also the current one.



He said that Mumbai is the first city in South Asia to be preparing its climate action plan and acting on it. "Earlier, we used to hear about climate change events like melting glaciers, but not directly affecting us. But now it has come to our doorstep," he added.

In December 2020, Mumbai became the sixth Indian city to join the C40 network – a network of nearly one hundred world-leading cities collaborating to deliver the urgent action needed right now to confront climate change. Following which the city's civic body began developing the Mumbai Climate Action Plan (MCAP) using the C40-developed City Inventory Reporting and Information System (CIRIS).

The MCAP looks at climate resilience with mitigation and adaptation strategies by focusing on six areas — sustainable waste management, urban greening and biodiversity, urban flooding and water resource management, building energy efficiency, air quality, and sustainable mobility.

The plan for Mumbai will be carried out in four stages. Stages one and two will focus on establishing a metric for existing vulnerabilities within the city, along with collecting demographic and tree cover data used for post analysis. Steps three and four will focus on building a climate profile for verticals like air pollution, water resources, urban flooding, urban greenery, energy efficiency in municipal buildings, transport and mobility, and waste management.

For the next couple of months, BMC and WRI India will conduct a series of stakeholder

consultations to seek feedback and recommendations from organisations and sector experts for the six key areas.

Accommodations in the Budget

In his Budget speech on 3 February 2022, Mumbai Municipal Commissioner Iqbal Singh Chahal said that the BMC would give a major push to the Climate Action Plan. "Two new schemes have been launched for the health and wellbeing of every Mumbaikar. As a

member of C40, climate change mitigation is what Mumbai is looking at. How to achieve carbon neutral scenario is another aspect of it. In 2022-23, we will give a major push to the climate action plan. Total BEST fleet should be increased to 4000 buses and all will be EV (electric vehicles)," he said.

"The BMC is acutely aware of its environment responsibilities and hence it will continue work on mitigation, adaptation, carbon sequestration, and carbon neutrality to avoid getting closer to tipping point through unprecedented transition and abrupt changes. We will focus on carbon neutrality in various sectors. As a start, BMC has signed a power purchase agreement for Middle Vaitarna mixed power of hydro and solar for 100 megawatts," Chahal said in his Budget speech.

Conclusion

While the entire concept of trying to save a sinking city may sound overwhelming, one needs to bear in mind that this is a long-term goal. It is not a sprint but a well-paced marathon that will get us gains in the long run. The BMC and various state authorities are doing their bit to reduce carbon emissions. Let us, as proud Mumbaikars, do our bit to save this maximum city.

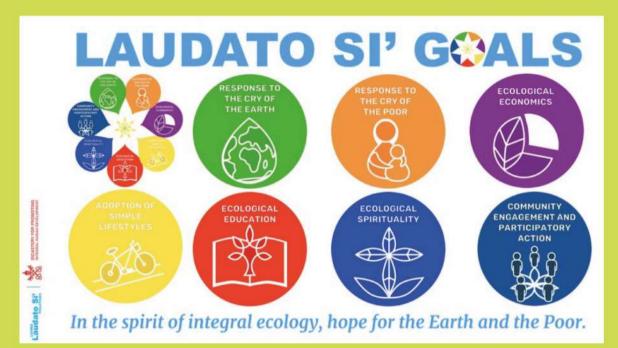
Source: Various internet sites

Scan the QR code to see the projected rise in Mumbai's sea level.



Laudato Si' - Care for Creation

Nirmala Carvalho



s humanity faces its greatest existential crisis, Pope Francis is transforming the way Catholics think of their place in Creation.

Laudato Si', Pope Francis' environmental encyclical, begins by acknowledging that "Many things have to change course, but it is we human beings above all who need to change." The path to change comes through education and spirituality. "We lack an awareness of our common origin, of our mutual belonging, and of a future to be shared with everyone," he asserts. "This basic awareness would enable the development of new convictions, attitudes and forms of life."

The problem is that compulsive consumerism "leads people to believe that they are free as long as they have the supposed freedom to consume," but "obsession with a consumerist lifestyle, above all when few people are capable of maintaining it, can only lead to violence and mutual destruction."

"Yet, all is not lost," believes Francis, "Human beings, while capable of the worst, are also capable of rising above themselves, choosing again what is good, and making a new start, despite their mental and social conditioning." But this requires our taking an honest look at ourselves and changing our lifestyle.

Environmental education is important in developing this spirituality. It should include "scientific information, consciousness raising and the prevention of environmental risks" as well as "a critique of 'myths' of a modernity grounded in a utilitarian mindset (individualism, unlimited progress, competition, consumerism, the unregulated market)."

Education must "promote a new way of thinking about human beings, life, society and our relationship with nature," says Francis. "Otherwise, the paradigm of consumerism will continue to advance with the help of the media and the highly effective workings of the market."

Environmental education must lead to a change in lifestyle, including "avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or carpooling, planting trees, turning off unnecessary lights, or any number of other practices."

"Inner peace is closely related to care for ecology and for the common good because, lived out authentically, it is reflected in a balanced lifestyle together with a capacity for wonder which takes us to a deeper understanding of life," explains Francis. "Nature is filled with words of love, but

how can we listen to them amid constant noise, interminable and nerve-wracking distractions, or the cult of appearances?"

"An integral ecology is made up of simple daily gestures which break with the logic of violence, exploitation and selfishness," but it is also civic and political and "makes itself felt in every action that seeks to build a better world."

"Love for society and commitment to the common good are outstanding expressions of a charity which affects not only relationships between individuals but also 'macrorelationships, social, economic and political ones," he says. This "social love moves us to

devise larger strategies to halt environmental degradation and to encourage a 'culture of care' which permeates all of society." By addressing issues like water shortages, pollution and global inequality in stark terms, Pope Francis calls for us to change our lifestyle.

As Pope Francis pointed out, "those who are suffering the most from environmental degradation are the poor, people on the margins." We are collectively witnessing how the COVID-

19 pandemic has turned the world upside down. A darker reality, however, has simultaneously emerged – one that has always lurked in the background: it is the poorest citizens of India, the ones who already face the brunt of India's massive inequalities, who have suffered the most from this pandemic's lasting effects.

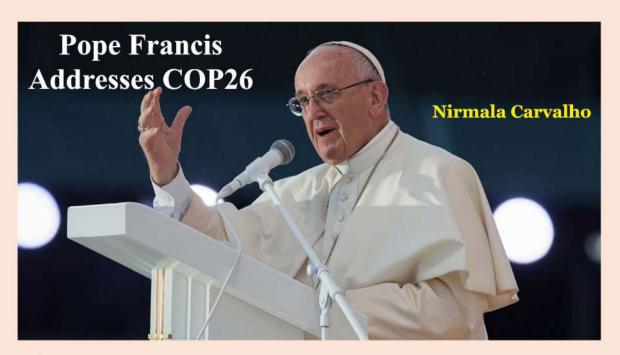
Pope Francis' ground-breaking encyclical, now six years old, evoked the need for "a renewed sense of shared responsibility for our world", adding that "each of us – whoever and

wherever we may be – can play our own part in changing our collective response to the unprecedented threat of climate change and the degradation of our common home."

EduFOCUS, through this issue, is helping school staff and students to think more critically about their role as stewards of creation, challenging our way of life and embracing a less consumer-driven lifestyle, encouraging each one to live sustainably as much as possible. Reusing our belongings, recycling, growing a garden, and using a refillable water bottle are some things students and staff can do. Our everyday choices can make a difference.

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.





round 120 world leaders, tens of thousands of delegates and hundreds of climate activists gathered in Glasgow, Scotland, for the U.N. climate conference known as COP26, held from 31 October to 12 November 2021.

Pope Francis sent a powerful message telling COP26, "Now is the time to act, urgently, courageously and responsibly." The message was read out on his behalf at the meeting in Glasgow, Scotland on 2 November by Cardinal Pietro Parolin, head of the Holy See delegation to the 2021 United Nations Climate Change Conference.

"As the Glasgow Conference begins, all of us are aware that it has the vital task of demonstrating to the entire international community whether there really exists a political will to devote – with honesty, responsibility and courage – greater human, financial and technological resources to mitigating the negative effects of climate change and assisting the poorer and more vulnerable nations most affected by it.

At the same time, we realise that this task has to be undertaken in the midst of a pandemic that for almost two years has devastated our human family. COVID-19 has brought immense tragedies in its wake, but it has also taught us that, if we are to succeed in overcoming the pandemic, there is no alternative: all of us must

play a part in responding to this challenge. And that, as we know, calls for profound solidarity and fraternal cooperation between the world's peoples. Our post-pandemic world will necessarily be different from what it was before the pandemic. It is that world which we must now build, together, starting from the recognition of past mistakes.

Something similar could be said of our efforts to tackle the global problem of climate change. There is no alternative. We can achieve the goals set by the Paris Agreement only if we act in a coordinated and responsible way. Those goals are ambitious, and they can no longer be deferred.

Today, it is up to you to take the necessary decisions. COP26 can and must offer an effective contribution to the conscientious construction of a future in which daily actions and economic and financial investments can genuinely protect the conditions that ensure a dignified and humane life for the men and women of today and tomorrow, on a "healthy" planet. We find ourselves facing an epochal change, a cultural challenge that calls for commitment on the part of all, particularly those countries possessed of greater means.

These countries need to take a leading role in the areas of climate finance, decarbonization in the economic system and in people's lives, the promotion of a circular economy, providing support to more vulnerable countries working to

adapt to the impact of climate change and to respond to the loss and damage it has caused."

Since his election in 2013, Pope Francis has made protection of the environment a cornerstone of his pontificate. In 2015, Pope Francis issued his landmark teaching document on climate change – Laudato Si', the first encyclical to be dedicated to the environment.

Pope Francis noted that the Vatican City State was committed to achieving net-zero emissions by 2050. He recalled that he and other religious leaders signed a Joint Appeal in view of COP26 at the Vatican on 4 October 2021 appealing for countries to achieve net-zero carbon emissions as soon as possible.

Yet, what clearly emerged was a remarkable convergence on the urgent need for a change of direction, a decisive resolve to pass from the "throwaway culture" prevalent in our societies to a "culture of care" for our common home and its inhabitants, now and in the future.

"The wounds inflicted on our human family by the Covid-19 pandemic and the phenomenon of climate change are comparable to those resulting from a global conflict. Today, as in the aftermath of the Second World War, the international community as a whole needs to set as a priority the implementation of collegial, solidary and farsighted actions.

We need both hope and courage. Humanity possesses the wherewithal to effect this change, which calls for a genuine conversion, individual as well as communitarian, and a decisive will to set out on this path. It will entail the transition towards a more integral and integrating model of development, based on solidarity and on responsibility. A transition that must also take into serious consideration the effects it will have on the world of labour.

Especial care must likewise be shown for the most vulnerable peoples, in whose regard there is a growing "ecological debt" related to commercial imbalances with environmental repercussions and to the disproportionate use of the natural resources of one's own and of other countries.

There is no denying this. The "ecological debt" raises in some ways the issue of foreign debt, the burden of which often hinders the development of

peoples. The post-pandemic world can and must restart from a consideration of all these aspects, along with the setting in place of carefully negotiated procedures for forgiving foreign debt, linked to a more sustainable and just economic restructuring aimed at meeting the climate emergency. "The developed countries ought to help pay the ecological debt by significantly limiting their consumption of non-renewable energy and by assisting poorer countries to support policies and programmes of sustainable development." A development in which, at last, everyone can participate.

Sadly, we must acknowledge how far we remain from achieving the goals set for tackling climate change. We need to be honest: this cannot continue! Even as we were preparing for COP26, it became increasingly clear that there is no time to waste. All too many of our brothers and sisters are suffering from this climate crisis. The lives of countless people, particularly those who are most vulnerable, have experienced its increasingly frequent and devastating effects. At the same time, we have come to realise that it also involves a crisis of children's rights and that, in the near future, environmental migrants will be more numerous than refugees from war and conflicts. Now is the time to act, urgently, courageously and responsibly. Not least, to prepare a future in which our human family will be in a position to care for itself and for the natural environment.

The young, who in recent years have strongly urged us to act, will only inherit the planet we choose to leave to them, based on the concrete choices we make today. Now is the moment for decisions that can provide them with reasons for hope and trust in the future."



Nirmala Carvalho supports ZERO OUT CARBON

Let's Cool The Globe Together

Nalini Sorensen



stumbled upon the name Prachi Shevgaonkar purely by chance. But I'm glad I did. If ever there were an inspirational young person, actively doing her bit towards climate change awareness – and action – at an individual level, it is Prachi.

She describes herself on her LinkedIn profile, as – 'Founder & CEO, Cool The Globe – A Citizen Led Platform for Climate Action | Media Professional with a vision to make a difference | TEDx Speaker | Climate Entrepreneur | 4M on Quora.' I was sceptical. I mean we all know about the false hats we wear on social media. But hers is scarily true.

I've interviewed her here, in particular about her role as Founder & CEO of her app Cool The Globe, and her role as a Climate Entrepreneur. Here's what she had to say...

NS: Tell me something about your childhood that would help tie in to the passionate young lady I see today.

PS: When I was in the fourth standard, my school teacher did an interesting experiment. She asked us to write a letter to our future selves, ten years hence.

She asked us to address questions like – Where would I like to be? Who would I want to be?

I wrote that letter, and I completely forgot about it. Ten years later, I happened to find it. In that letter, a young me had spoken about making an impact.

Changing the world.

Reading it was a wake-up call. I was at a very decisive point in my life. I was about to opt for becoming an engineer, like the rest of my family. Instead, I enrolled into a media school which felt more like my calling. And I started looking for ways in

which I could make a meaningful impact. In a way, the vision of my younger self set me on the path that I am today.

NS: What exactly does your app Cool The Globe do? Can you please explain to our readers?

PS: Cool The Globe is a free, citizen led app for climate action. It helps individuals reduce their Greenhouse Gas (GHG) emissions to a target.

When we set out to build this app, we started thinking, to achieve anything at all, what do we need? I realized that first, I needed a clear goal



in front of me, and then, it helped me achieve things if I was able to measure my progress against that goal. So, that is exactly how Cool The Globe works.

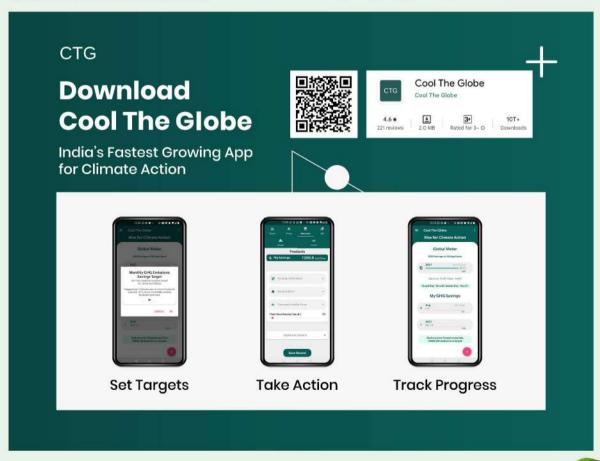
In the app, each user is given a monthly and an annual target to reduce their GHG emissions, and progress is tracked. Then, users can make savings across 100+ customisable climate actions, embedded into their day-to-day life. Most importantly, they can see the GHG emissions they avoided with each corresponding action.

Many people question the difference that one individual can make. We believe that when many people come together, our collective impact can be extraordinary. To embody that, we have a global meter on the home page of the app, which shows in real time, the collective emissions avoided.

So far, our global meter has recorded 1000+ tonnes of avoided GHG emissions. NS: I've heard of counting steps, and sadly, I've heard of counting calories. But I haven't heard of counting my own GHG emissions. How did you hit upon this idea? And why is it important to keep track of the numbers?

PS: Cool The Globe started as a personal quest, from a very simple question: What can I do about climate change? In the journey to answer this question, my family and I took up a simple pledge. We decided to reduce our own GHG emissions by 10% every year. So, we started researching which of our activities were leading to the most GHG emissions. Basically, we chased two questions – How can I reduce them? How can I measure them?

As you rightly said, many people these days count the calories in their food. The thinking was similar – Can we also track the emissions behind our actions? That's what we began to do. Numbers are important, because in order to change anything, we need to measure it first.



When I started measuring the impact of my actions, something interesting happened. It made me happy. It felt good to know, that at least at my own level, I was doing something.

The second interesting thing was, that many of my friends and relatives took notice. People would see me take small initiatives at home and would ask if they could join too.

That's when I started thinking broader – about how I could involve global citizens on this individual quest that I had undertaken. And from this, the idea for Cool The Globe was born.

NS: So, for someone who is severely tech challenged, can you explain in simple terms what were the main steps involved in the development of your app?

PS: The first step was to conceptualize my vague idea into a concrete platform. Designing, storyboarding, mapping out the journey a user will have, drawing and ideating each screen, and brainstorming on every detail for hours on end.

The key challenge was deciding how to quantify individual actions. We considered many options, and finally zeroed on Co2e avoided GHG emissions, as a uniform metric of measuring impact.

Then it came to categorising various forms of climate actions, researching emissions factors, per capita emissions for countries, working on integrating a variety of climate actions under one platform, and simplifying them as much as possible.

Quite a lot of time was spent on the Global Meter, as we had to maintain an external database which could update on the app in near real time.



Finally, it came the actual coding, front end UI/X designing, and testing the app. 200+ students were kind enough to lend a hand in beta testing to make the platform fool proof.

NS: What are the top two biggest hurdles you face currently with your app?

PS: It was an extremely fulfilling experience to receive an overwhelming response to Cool The Globe upon the launch of our campaigns for climate action. Thousands of citizens, organisations, and leaders got in touch wanting to get involved. As a result of this grassroot, word of mouth spread, Cool The Globe turned into a citizen-led movement for climate action.

So, to do justice to the well-wishers and citizen advocates who have rallied with us, our challenge is to scale up, and scale up fast. In response to support from citizens and users, there are many enhancements, exciting features, and on ground initiatives that we plan to bring to

the forefront over the next year. Rallying up the resources and the infrastructure for this, is a key challenge currently.

But, I would say this is a good challenge to have.

NS: What is the most bizarre reason you've received for rejection of your app?

PS: There was a gentleman who kept calling me, trying to convince me that climate change was not real, and that I was wasting my time and my youth working on it.

Admittedly, that was quite bizarre.

NS: Haha I saw that eye roll. That brings me to, how can we bring about a core shift in mindset about climate change? Which age group is the trickiest to convince?

PS: For the longest time, climate change seemed like this larger than life problem, beyond my control. I was hearing big words, but I couldn't see how climate change was really affecting me, or anybody around me. It was only when I met some real voices behind the catastrophic impacts of climate change, that I wanted to do something about it.

As ordinary people, we care about very simple things. We care about our food. Our homes. Our health. Our families, and the people around us. When we start talking about the big problems in the world today – problems like climate change, in the language of people, in the context of the things they care about, things they consider worth fighting for – that's when citizens can be inspired to drive change.

So the idea is to humanize climate change. To make it relatable to the common man. I feel like that's when more and more people would rise up to take action on it.

NS: How can we influence our youth about the importance of climate change and the role we all play in this? It tends to get shelved as something politicians need to put in place, not each of us individually.

PS: During this lockdown, I have been able to talk to inspiring young people from different

corners of the world. One day, a nine-year-old girl emailed me. She said that she didn't have a phone yet to use the app but she still wanted to do something. She asked me what changes she could make in her life to fight climate change.

She taught me an important lesson – Our actions matter a lot more than our words.

Whenever I interact with children in schools, I get asked the toughest questions on climate change. I am very happy to say this – I think more and more young people are already aware, knowledgeable and proactive on climate change. All we need to do is empower them, give them a platform and a voice to bring forward their thoughts and innovations.

NS: Bragging time! Have you won any awards? Has Cool The Globe received any accolades that you are particularly proud of? Tell us!

PS: Haha yes! We have received a good amount of support along the way. We received the Olive Crown Award, from the International Advertising Association, and they were kind enough to name me as the Young Green Crusader of the Year.

I had the honour of becoming the first Indian to be appointed on the advisory board of the climate leadership coalition, along with global leaders, like the former Prime Minister of Finland! And the Rotary Club conferred us with the Taru Lalvani Award for Environment Protection.

But the biggest accolade for me is the ordinary citizens who joined our mission. Through our campaigns, we were able to reach over 2 million citizens from around the world. Today, we have users from over 100 countries coming together to take action.

These awards belong to all these citizens, who have showed courage to make a difference in their day-to-day lives. They have taught me that when we come together to bring change, miracles can happen.

NS: What is the one thing you need the most to make Cool The Globe reachable to more people?

PS: The one thing that we need the most today is support from you, the reader. I have experienced first-hand the power that we hold when we take action. So hit us with your suggestions, feedback and any other way in which you could contribute to the cause. With your backing, we can realise our dream of integrating climate action in the lives of global citizens.

NS: What would be the top three easiest things for each of us to put in place, in our everyday lives, that could help us reduce our own emissions?

PS: That's a great question! The three top categories we have in the app are:

- · Switching to low emission transport.
- Altering our usage of appliances.
- Reducing our usage of materials.

'Easy' would vary from person to person, but it is always great to start with what's easiest for you!

Climate action is meaningful when it aligns with other goals in our lives as well, and climate action can be consistent, when we have fun doing it. So for example, if your resolution is to become healthier, you can start cycling more instead of taking a car. If you want to save

money, you can shop less and save on materials.

The most important part is to start with an action, today. And then find out the emissions you are saving by taking that action.

Then, inspire your friends to follow suit. One action has the power to influence ten other people and create a wildfire of transformation.

NS: Do you have any parting words that you want us to reflect on?

PS: The biggest lesson that I learnt through this journey is that you don't have to do anything alone. There are people who will support you, uplift you and grow with you. Cool The Globe is only the result of thousands of citizens who made it their own.

If a project I started from my dorm room can turn into a global enterprise and a movement then anything can happen.

So to other young people I want to say:

Hold on to your big dreams and the fire inside you.

And together, we will make it happen.

Cool The Globe app is available on the Android platform. The iOS version is currently under review and will launch shortly. Prachi can be contacted at prachi@cooltheglobe.org

Nalini Sorensen is an award-winning children's author, who loves spending time with children and looking at the world through the wonder of their eyes. She believes that life is too short to not laugh and seems to always attract highly humorous situations in her real life. She lives in Mumbai with her husband, two sons and dog.

Nalini has written numerous books, across various age groups, for children, and has been published by several publishers in India. She has contributed to anthologies, to children's magazines, and has written readers for schools in India. She is a TEDx speaker, and has attended and presented at numerous literary events across India.



She's on Instagram (@nalinisorensen) and on Facebook (@NaliniSorensenAuthor).





UPCYCLING

... with Oijaya Pais

Vanessa D'Cruz

e are a part of the environment and not apart from it. We have only one planet that we live on. The population is ever increasing and this puts a lot of strain on the existing resources, resulting in its scarcity. It is therefore unclear what future generations will find, if ever, and what life will be like for them if we exploit all the current resources. Thus, it is the need of the hour that we

find ways and means to conserve our environment. We need all to be mindful about our acts and how it effects the environment.

One such visionary who believes in sustainable living is Ms. Vijaya Pais who believes that we can reduce waste by encouraging eco-friendly and locally produced goods.

I was extremely delighted to interview this





firebrand visionary who, with her simple yet profound ways, is making an impact in the state of Goa. A Mumbai-based girl, she left the rough and tumble of city life and found her calling in the quaint town of Candolim in Goa.

Welcome Vijaya and thank you for speaking to us today.

VD: How would you describe Vijaya Pais to our audience?

VP: I've always been very sensitive towards suffering of all sentient beings.

Environmentalism, conservation, animal welfare have been my areas of interest since I was a kid. It took me a while to figure out what I really wanted to do with my life, to find what really

gave me happiness until I had one of those eureka moments when I realised what truly gave me happiness was not service to self but to be of service to others. I am thoroughly enjoying this journey now living and working with purpose. Though I am quite a procrastinator, I still dedicate 100% of my time and energy to the causes that I support. I run a community-centric initiative called Offbeat Goa under which are multiple initiatives

that promote sustainability like the Good Karma Treasure Shop, New Earth Gathering, Sisterhood of Goa, etc.

VD: That's great. What's special about the name Good Karma Treasure Shop?

VP: As you sow so shall you reap. That's basically what Karma is. The Good Karma Treasure Shop is an opportunity for us to sow well. It's an opportunity for us to share what we have in excess with others, to de-clutter our spaces, to consume second-hand – thereby reducing unnecessary waste that burdens our planet, part of the proceeds raised at the Good Karma Treasure Shop goes towards empowering a different local NGO/ charity every month. Karma is cyclical as is what we do at the shop.



VD: That surely makes sense. But how did you chance about that idea?

VP: The Good Karma Treasure Shop started out as a pop-up back in 2016. The idea germinated when I was clearing out my cupboard. I had a load of fabulous clothes to give away, most of which still had tags on. I had no idea to whom to give them. The orphanage or old age homes would certainly have no use for them. I figured it made sense to sell these clothes to people who would actually want them and give the money to the orphanage instead. That's how the first popup happened. Lots of other friends donated clothes to the pop-up and it all turned out to be a huge hit. I continued to do pop-ups every few months. I would put a post out on my Offbeat Goa platforms and the donations would come in droves. I had amazing people who would volunteer to help out and many people offered space at different locations to host the pop-ups. Hundreds of people would come in to shop. I decided to take it online in October of 2020 with the website www.goodkarmatreasureshop.com Taking it online was a whole new learning experience but I soon realised that we also needed a physical space. That's when I launched India's first physical thrift store at 'Gratitude', a lovely vegan café in Anjuna, Goa in December 2020. The Good Karma Treasure Shop now has a baby and kids' section too at the Assagao Birthing Centre. We are looking to expand to other areas in Goa and to wherever else we are led to expand. The Good Karma Treasure Shop isn't just about shopping. It's meant to break a mindset, it's meant to make you think, it's helping you be part of the solution while also giving back.

VD: What was your motto behind this venture?

VP: We aim to promote sustainable shopping through the use of second-hand/ pre-loved. Why? Because we humans have gone totally over-board with our rampant consumerism. People have gotten used to shopping – not out of necessity but more for retail therapy, a quick dopamine hit. Shopping has become even more easily accessible thanks to the advent of the internet. Fast fashion has become the norm. In

all this excitement, we fail to consider from where these clothes come and we don't think about where they go once we are done with them. Well! Consumers throw away 60% of their clothes in the first year. In 2020, an estimated 18.6 million tonnes of clothing ended up in a landfill. It also means that fashion is a massive contributor to the 1.2 billion tonnes of greenhouse gas emissions released each year.



VD: Whoa! That's some bit of trivia that is handy knowledge. So how important is it to be a part of the environment?

VP: It may not seem like a big problem to most people now but it is going to be catastrophic in the near future. Our choices determine the kind of planet you'll be leaving for your children. It is very important that we make informed, conscious choices now before we deplete all resources.

VD: What is Upcycling?

Upcycling equals giving something that would otherwise be discarded a new lease on life. We upcycle items at the store that do not sell. Old jeans are made into hair scrunchies. Old T-shirts are made into bags. This way nothing ends up in a landfill. The old is recreated into something new

VD: How is the idea of thrifting picking up in India?

VP: We have many cool, young, urban kids travelling through Goa who stop by at the shop. We love it when they tell us that they only buy



second-hand. We also have a lot of locals, settlers, expats and foreigners who are regulars at the shop. Thrifting is the norm in most western countries and it's definitely picking up in India too but it's still quite taboo with the general public who think things are 'jhoota' if they've been used. That's exactly the mindset that we want to break.

VD: What are the challenges you face in a venture such as this?

VP: Our team is still small so managing inventory and all the nitty gritty is sometimes challenging. But it's so rewarding in so many ways, the challenges seem trivial.

VD: If there's one thing that everyone could do today to help at protecting the environment, what would that be?

VP: Please be very conscious and mindful about your choices; from what you eat to how you consume and how you choose to live. I know it's hard with our very busy lives but take some time out to do some research. The onus is on us to leave the future generations a planet with clean water, air, soil and plentiful resources.

VD: What are your future plans?

VP: I'd love to be the change I wish to see in this world! That would entail very many future plans, but for starters I'd love to take the Good Karma Treasure Shop national. I'm super excited to have Schulen Fernandes who was Creative Head for Wendell Rodricks as part our

team. We've got lots of plans and ideas to make thrifting easily accessible and the new normal for shoppers.

VD: What advice do you have for our readers?

VP: Find what truly makes you happy – that may not tick society's clichéd boxes but you'll be living with true passion and meaning. Don't be afraid to live your dream. You'll always be guided and protected if you are truly living in alignment with your purpose.

Thank you so much for having spent your time in sharing your insights and your work with us. It is truly inspirational and I'm sure all our readers including me will be mindful about what we buy in the future. After all, in the end only three things matter; how much you loved, how gently you lived and how gracefully you let go of things not meant for you.

Vanessa D'Cruz has been associated with education for the past 19 years and finds teaching to be a very enriching experience. She currently works as Senior Co-ordinator at Rose Manor International School. She is happy to be a member of the EduFOCUS Editorial Team as it gives her a preview into the latest trends in the field of education, the lives of teachers and students and allows her to interact with different intellectuals and educationists who work to meet the challenges of an everadvancing knowledge-based society and a dynamically changing environment.



Don Bosco High School Matunga Celebrates 80 Years

Fr. Bernard Fernandes SDB



e take you back to 1942, where an article entitled 'Salesian Celebrations in Bombay -Opening of New Don Bosco Institute' featured in The Herald dated 22 February 1942. Here are some excerpts culled from this news.

"Matunga, a name never heard so far in the Catholic life of Bombay, became the scene of a series of interesting Catholic functions held in celebration of double occasions, namely, the solemn blessing and opening of the new 'Don Bosco'

Institution, and commemoration of the First Centenary of St. John Bosco's Works all over the

world.

Two distinguished prelates, the Archbishop of Bombay, the Most Rev. Dr. Thomas D. Roberts SJ, and the Salesian Archbishop of Madras, the Most Rev. Louis Mathias SC, who had come all the way from Madras especially to assist at the celebrations, presided at various functions, which lasted four days.

Thursday, 29 January was set aside as Children's Day for which children of all the Catholic schools in Bombay were invited. The Archbishop of Madras said the Mass at 8 am and addressed the children. This was followed by breakfast for the children and an entertainment.

Friday, 30 January, a procession was taken out along the streets as far as the King's Circle in





which the students and staff of Don Bosco's and the seminarians of the Archdiocese of Bombay took part. The statue of the saint was carried in a decorated car and the relic of

the saint was carried by the Archbishop of Madras.

The grand event of the solemn inauguration of the new Don Bosco School was held on 31 January 1942, which also happened to be Don Bosco's feast day."

On 31 January 2022, the School completes 80 years of its existence. To mark this special celebration, the School's YouTube channel has been exhibiting a series of videos that trace the history of the school from its beginnings at Tardeo Castle in 1928, to the purchase of land at Matunga in 1941, going up to the 80th year! There are 80 episodes (excluding the Prelude, pre-Episode and Finale) relayed via the School YouTube channel daily beginning from 10 November 2021 and ending on 30 January 2022. The episodes chronicle 80 years of the School's existence. For this, every staff member dived into the archives and chronicles of the School to dig into the precious resources to narrate and relive the story of yesteryears.

Our story, like that of any established and renowned institution, is a unique one. Sweat and toil, sacrifice and unflinching dedication, a clear vision and dream of our pioneers and their successors – all added up to create the miracle called Don Bosco Matunga.

On 16 May 1928, four Salesians of Don Bosco – Fr. Joseph Hauber, Fr. Austin Dehlert, Bro. William Haughley and Bro. Michael Devalle took over the management of the educational institution of the Immaculate Conception from Fr. J.S. Freitas SJ. The School was housed in a rented building called "Tardeo Castle". Two years later, in June 1930, the institution changed its name to "Don Bosco High School".

In 1937, Fr. Aurelius Maschio SDB was appointed Rector. Gifted with rare foresight, dynamism and a drive to convert his dreams into



reality, he realised that the rented building would not suffice in the long term. Fr. Aurelius found a spacious plot at Matunga – a landscape of marsh, water-filled pits and slime – which he proposed to buy.

With notice to quit Tardeo Castle by 1 October 1940, the entire school was shifted to a place called "Hilltop" on Carmichael Road at Cumballa Hill in September 1940. On 19 March 1941, the foundation stone of the new building at Matunga was blessed and laid by Archbishop Thomas Roberts SJ.

By 31 October 1941, "Hilltop" was vacated and the School moved into the partially completed building at Matunga. On 31 January 1942, the premises were completed and solemnly inaugurated. Today, this portion forms the Secondary section of the School. The foundation stone of the Primary building was blessed on the feast day of Don Bosco, 31 January 1951. The building of the Shrine of Don Bosco's Madonna was begun and completed by Father Maschio in 1967.

The School, to this day, continues to be much sought after due to its emphasis on all-round



education. The large playgrounds, the wellequipped auditorium, the science laboratories, the computer laboratories, the cyber library and the artificial turfs, amply testify to the attention given to games, sports and cultural training besides academic development.

In 2017, the School celebrated its Platinum Jubilee year with a grand finale in November

with the Rector Major of the Salesians, Fr. Angel Fernandez Artime SDB, the 10th successor of Don Bosco in attendance. The curtain raiser to the yearlong Platinum celebration was held on 16 November 2016 with our Provincial Fr. Godfrey D'Souza SDB releasing the souvenir specially prepared for this occasion. Interspersed were many activities, inter-school events and programmes to mark the

jubilee; these included two annual days and the release of a unique coffee table magazine.

Newspapers and magazines reported on the glorious history of the School and the Platinum Jubilee celebrations while thousands flocked to witness history.

The celebration of 80 years is the braiding together of micro narratives traced through our

chronicled history. It is a moment to reminisce and yet move on with lessons of the past and dreams for the future.

Our school YouTube channel: Don Bosco High School Matunga DB. You can scan this QR code to go directly to the channel.



Fr. Bernard Fernandes SDB is Principal, Don Bosco High School, Matunga



Sophia Senior Secondary School

Meerut, Uttar Pradesh.

Air-preciation Day

Dear Father Magi,

"Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well."

As soon as we received a recent copy of the 'EduFOCUS', we loved the concept of air-preciating our teachers so much, that we incorporated it in our own school celebration of Teachers' Day.

The best teachers teach from the heart. To reciprocate and applaud the unceasing efforts and the hard work teachers put in, day after day and year after year, we the Sophians, put in our heart and soul, to make our teachers feel special in our small way, though we can never thank them enough for all that they do for us.











We extend our heartfelt and sincere thankfulness to you Father, for helping us in making this Teachers' Day an extraordinary one, for both, the teachers as well as the students. It was indeed a grand success.

We 'air-preciate' you for creating this 'all-new way' of expressing appreciation for others.

Paper planes fly, holding our words within, dear teachers to you, You catch them and smile, on knowing what love students hold inside for you.

With warm regards,

and admired the same.



with this innovative way of conveying our gratitude to them and appreciated

Tanya Jaiswal (Head Girl)



Khushi Goel (Vice Head Girl)



Khushi Chadha (President)



Santa was glum. His home, the North Pole, was melting from climate change

SAVE YEH-LO SANTA!



Why is coal-our-worry, coal-our-worry, dear? (2)

Our future colour-uh black-uh black-uh
Earth's fate is sad-uh with carbon emission-aa
World-uh India third-biggest-uh carbon emitter-uh
That's why coal-our-worry, coal-our-worry, dear (2)

Our future is dark-uh dark-uh. It is not right-uh.

But we have choice-uh to make-uh

We can change our ways

That's why coal-our-worry, coal-our-worry, dear

That's why coal-our-worry, coal-our-worry... aaa you see

Planet Earth we all love her
So let's take a vow vow-uh
Reduce-uh your carbon-aa footprint-uh
Pa pa pa, pa pa pa pa pa pa pa pa

Come let us pledge, pledge together ... ZERO OUT CARBON Then coal won't be our worry, be our worry, dear (2)

Come on... let's all pledge to Zero Out our carbon emission

(With apologies to Dhanush's Tanglish hit song in 2011 - Why this Kolaveri Di)

Do visit the YouTube channel of St Andrews High School Bandra for the video of the Zero Out Carbon anthem - Why is Coal-our-worry Dear?





Save Yeh-lo Santa

Anjali Heredia Gracias

n December 2021, St. Andrew High School, Bandra proudly presented the fifth edition of **Yeh-lo Santa**. While the Red Santa gives gifts to children at Christmas time, the Yellow (Yeh-Lo) Santa collects gifts from children after Christmas and distributes these gifts to the underprivileged in the community.

Every year, the programme sees a new theme. While in 2017 (Yeh-lo Santa) and 2018 (Santa Car-a-van) focussed on underprivileged children, 2019 (Santa SurpRice) saw sacks of rice generously given to the poor and 2020 (Santa Kaunspiracy) had students and their families reaching out to the community to ensure basic necessities for all during a COVID Christmas.

The theme for 2021 was Save Yeh-Lo Santa! Zero Out Carbon! Post COP26 at Glasgow, world leaders have armed their countries with new strategies to counter carbon emissions. India, the third-largest emitter of greenhouse gases, made the boldest pledge of them all – to achieve net zero carbon emission by 2070. (See page 2 for India's 5-point action plan.) While 2070 may seem too long term a horizon for most adults, for today's children, it is their future at stake. Keeping this in mind, Principal Fr. Magi Murzello chose the theme for the campaign. He also twisted the lyrics of the catchy 'Why This Kolavery Di' to 'Why Is Coal-our-worry, Dear' with apologies to Dhanush.

The students at St. Andrew's are now learning strategies to reduce and even neutralise their carbon footprint. They have already learnt the first basic rule – Reduce, Reuse, Recycle – via a pedal dustbin designed specifically for garbage segregation. These dual bins were gifted to the students in a specially designed



reusable bag that folds into a small pouch – very easy to tuck inside a handbag/ purse while out shopping. There was also a Zero Out Carbon folder with three green leaves and a special marker pen. Students were requested to write down their personal strategies to reduce their carbon footprint and return them to the School.

On 26 January 2022, students took a pledge to Zero Out Carbon and hung the leaves on the 'Tree of Promises'. This tree, made from

recycled plastic bottles and waste products, stands outside the School lobby. Continuing with the '26' theme, on 26 February 2022, the School will collect empty tetra packs to hand over for recycling. The benches made from these tetra packs will be sent to a rural school. On 26 March, students will collect old newspapers and, on 26 April, empty plastic bottles will be collected for recycling. On 26 May, the School will document success stories from students' homes – how the bins have helped recycling, how students have reduced their use of plastic, etc.

St. Andrew High School, Bandra is perhaps the first school in India to join the country's offensive against carbon emission. Will your school join in too so we can make this a national movement? Don't make sacrifices; make a choice... change your lifestyle! Be a

Zero Carbon Hero.



















Nobel Prize Teacher Summit

"The battle for this generation will be the battle for truth."

- Maria Ressa (Nobel Peace Prize 2021)

The Swedish Consulate organised a hub for 'Nobel Prize Teacher Summit' for Mumbai teachers as part of the Sweden India Memorial Week 2021

- International conference themed 'In the Flood of Facts' by Nobel Prize Museum and supported by Swedish Institute
- Participation from academic heads/ teachers of close to 50 educational institutes across Mumbai including several school leaders from ABE schools.

Mumbai, 7 December 2021: The world is facing severe threats such as climate change, war and conflicts, lack of human rights, inequalities, science denial and extremism. But the Nobel Prize shows that brilliant ideas, science, compassion and hard work can improve the world. Teachers, the profession of teaching, are crucial to promoting this. The Nobel Prize Teacher Summit is an international teacher conference by the Nobel Prize Education Network and supported by Swedish Institute. The initiative builds on the ability of the Nobel Prize to inspire people to seek out knowledge, to ask questions and to attempt to understand and improve the world. At the summit, teachers from 30+ countries meet Nobel Laureates, top scientists and peace activists to discuss a theme of great importance in education.

Fast newsflashes, complex disputes, disinformation and polarised values can make the flood of facts difficult to assess. The 'Nobel Prize Teacher Summit 2021' themed 'In the Flood of Facts' is aimed at providing teachers with strategies to help their students navigate towards knowledge between scientific facts, personal values and conspiracy theories. As part of the Sweden India Nobel Memorial Week 2021, the Consulate General of Sweden in Mumbai in association with Idobro Impact Solutions organised a local hub for the summit which saw participation from close to 50 academic heads and teachers from schools, colleges, educational institutes across Mumbai. Special Guest Prof. Ravindra Kulkarni (Pro-Vice Chancellor, Mumbai University) also attended the summit.





Anna Lekvall, Consul General of Sweden in Mumbai said, "Teachers play a crucial role in helping students fight disinformation and uphold the right information. Through this hub on 'Nobel Prize Teacher Summit', we are happy to have the opportunity to engage with teachers on a topic that is very significant in today's information age. We continue to nurture the long-standing tradition of deepening relations between the two countries through the Sweden India Nobel Memorial Week 2021."

In preparation for the summit, the teachers shared their opinion about the current situation of disinformation and how they deal with it at a professional and personal level. The summit included a live screening from Nobel Prize Museum, Stockholm addressed by Nobel Prize Winner Saul Perlmutter, eminent international professors and experts from University of California, Swedish Royal Academy of Sciences, Swedish Academy, Stockholm University. The summit aimed at helping teachers prepare students to distinguish facts from values, teach strategies to debunk lies and use methods to encourage curious questions and critical thinking.

Karon Shaiva (Chief Impact Officer - IDOBRO) said, "Today, the youth are turning to social media and digital channels to source information. In the process they are also increasingly being exposed to fake news and misinformation. The Nobel Prize Teachers

Summit is focused on providing tools and solutions that will help teachers deal with knowledge resistance. It will also enable teachers to guide students through "the Flood of Facts" and create awareness based on scientific approaches and personal value systems."

More details:

https://nobelprizemuseum.se/en/online-teachersummit-in-the-flood-of-facts/

Nobel Prize winners 2021

Physics - Syukuro Manabe, Klaus Hasselmann, Giorgio Parisi

Chemistry - Benjamin List, David W.C. MacMillan

Physiology or Medicine - David Julius, Ardem Patapoutian

Literature - Abdulrazzak Gurnah

Peace - Maria Ressa, Dmitry Andreyevich Muratov

Economic Sciences - David Card, Joshua D. Angrist, Guido W. Imbens



Congregation for Catholic Education

Vatican News has been taking an inside look at the history, objectives and "mission budgets" of the various Vatican offices assisting the Pope in his pastoral ministry. Featured here is the Congregation for Catholic Education with an interview with its Prefect, Cardinal Giuseppe Versaldi.



ens of millions of children in the world are experiencing an "educational catastrophe". They are excluded from the scholastic community. The Global Compact on Education proposed by the Pope seeks to contribute to heal this profound wound. About thirty people are working toward this behind the scenes; following, directing, supervising and promoting scholastic and academic formation in Catholic institutions throughout the world.

Cardinal Giuseppe Versaldi tells us about the mission of the Congregation for Catholic Education.

Education is one of the central themes of Pope Francis' pontificate. In October 2020, he relaunched the proposal of a Global Compact directed to all the educational entities in society responsible for the future of the younger generations. In what way, has the Dicastery been involved in sustaining and implementing the campaign the Pope inspired?

From the beginning of his pontificate, following his previous pastoral style, Pope Francis has

Gabriella Ceraso

insisted on the necessity of investing everyone's talents, above all those of the younger generations, to foster a new universal solidarity and a more welcoming society. With the launch of the Global Compact on Education, he renewed the invitation to forge an alliance toward a global convergence of education that knows how to unite every people, with all

their components, so as to discover solutions to the problems created due to the ongoing epochal transformation, to initiate processes of transformation without fear and to look to the future with hope. This invitation was directed to everyone: teachers, students, parents, society; every field and discipline; the various intellectual, scientific, artistic, athletic, political, economic, entrepreneurial expressions, in support of young people.

Entrusted with the task of accompanying the implementation of this project, the Congregation for Catholic Education, in addition to promoting a series of conventions and events to develop the various components of the educational pact (undertaken immediately after the Holy Father's first message of 12 September 2019), began to follow and gather the most significant experiences in place in Catholic schools and universities and in many other educational institutions in many countries throughout the world. Given the proliferation of initiatives and perspectives which will be constantly evolving in

the next years, a committee was created with the Pontifical Foundation Gravissimum Educationis, LUMSA University (Rome) and the Catholic University of the Sacred Heart (Milan). This allowed the preparation of a vademecum for educators and a volume containing guidelines for universities. While the former, the objectives of the Global Compact indicated by the Pope are developed, the guidelines expand on five thematic areas in which the Compact can be applied to develop academic, scientific and cultural initiatives: human dignity and rights; fraternity and cooperation; technology and integral ecology; peace and citizenship; culture and religion.

Keeping in mind that the proposal of an educational compact aims at finding a global convergence in a "common home" for the Earth's inhabitants, and an alliance that generates peace, justice, acceptance between all peoples and dialogue among religions, the Dicastery's work is carried out in fruitful and productive collaboration with other entities in the Holy See.

What types of formative institutions fall under the Congregation's competence and what tasks are assigned to it at the level of organising, directing and promoting their activity? The Congregation has the task of deepening, developing and promoting the fundamental principles of Catholic education, as proposed by the Magisterium of the Church, both regarding the People of God, as well as society at large. In this sense, it is committed to ensuring that the faithful can fulfil their obligations in this area, and that society at large might also recognise and protect their rights. In that context, constructive dialogue undertaken with national institutions and international organisms is significant.

In particular, the Congregation establishes guidelines for Catholic schools, many of which were founded by and are managed by religious Congregations. It assists Diocesan Bishops in their role of supervision over the quality of service these schools provide, the training of formators, religious education and the pastoral care of students. In addition to schools, the Dicastery follows Catholic universities and assists the Bishops in the formulation of norms for the application of the Constitution Ex corde Ecclesiae so that they might accompany these academic institutions in developing the various disciplines while taking into account Christian inspiration, and in promoting various forms of pastoral care at the university level.



Another specific task entrusted to the Congregation concerns Universities and Institutes of ecclesiastical studies. Implementing the Apostolic Constitution Veritatis Gaudium (approved by Pope Francis on 8 December 2017), the Dicastery ratifies the statutes of these types of institutions, maintains a high level of direction regarding them to ensure the quality of the doctrinal teaching offered and to safeguard the integrity of the Catholic faith. There are approximately 217,000 Catholic schools in the world, with over 60 million students. Catholic Universities number 1,360; there are 487 Ecclesiastical Universities and Faculties, including Institutes affiliated or connected with them. Students attending these institutions for higher education number about 11 million.

How many people are on staff at the Dicastery and how is their work organised? What are the areas of the Dicastery's mission that absorb the majority of its budget?

Twenty-nine people who come from twelve different countries work in the Dicastery. They are distributed between the Office for Schools. Office for Universities, the Department for International Organisms and various other services: treasurer, protocol, archives, library, IT, porters. The largest expense is the payroll, then IT services which have recently become absolutely essential so as to accompany the work of the educational institutions throughout the world. We have publishing expenses (the Dicastery's journal and various documents), as well as the consultation costs stemming from work entrusted to a group of consultants. Part of our budget goes toward the organisation of particular events conventions, study seminars or congresses organised for a variety of circumstances - which are subsidised in part by third parties. For the past six years, the Congregation has housed the Papal Foundation Gravissimum Educationis, established by Pope Francis to support the area of research and new projects in the field of education. There are four people who work there.



The Holy See ensures a "diplomatic" presence in the cultural and academic fields at the international level through the Dicastery and the agreements and initiatives it has adhered to at various levels. What principles inspire this aspect and what are the most significant results?

Besides collaborating with numerous international scholastic, university, parent and alumni associations, the Dicastery, in close collaboration with the Secretariat of State, is in contact with international organisations such as UNESCO, the Council of Europe and the European Union. Constant relations are maintained with these organisations through the Holy See's Observers from whom the Congregation receives information regarding the strategies developed, topics of study and events being promoted. On some particular occasions, in addition to the internal work of the officials who follow these activities, we choose qualified experts to send to meetings who represent the Church's position and who learn about the orientations that might have an obvious impact on the work of Catholic educational institutions as they are developed.

After adhering to the Bologna Process, the AVEPRO Agency was established in 2007. What role does it fulfill in promoting a culture of quality within academic institutions? What are the tasks of the International Center for Recognition, instead?

In September 2003, in one of the periodic meetings of the Ministers of Universities of the countries already participating in the Bologna Process, the Holy See also gave its adhesion and

was welcomed into this important collaborative process launched initially at the European level and now present in other continents. Its goal is to facilitate the international movement of teachers and students of higher learning. A series of criteria has been adopted to facilitate the recognition of studies among the countries who have adhered to the Process. In terms of ecclesiastical institutions, it represented an important step that, under the Dicastery's leadership, led them to re-evaluate various aspects of academic life, especially the quality of education.

One of the objectives inherent to the Bologna Process has been the commitment to create an agency monitoring the quality of education in every member country. In the Holy See as well, Pope Benedict XVI created such an Agency, called AVEPRO (Agency of the Holy See for the Evaluation and the Promotion of Quality in Ecclesiastical Universities and Faculties), to emphasise not only its task of evaluation, but primarily that of helping to promote the development and the quality of ecclesiastic studies. As has happened in all other countries, so also in every institution of higher studies, the Church has undertaken the creation of an internal auditing system that would monitor the consistency and effectiveness of academic life. Every five years, AVEPRO, an organism independent of the Dicastery, undertakes an external evaluation of every institution, and produces a final report.

As far as the International Center for Recognition is concerned, all the countries who adhere to one of the UNESCO Conventions in this area are required to have a particular office to promote recognition and awareness of the national educational systems. This includes a database of all the educational institutions of higher learning that have been recognised. Having signed four regional Conventions, and having committed itself to promote the recently adopted UNESCO's Global Convention, the Holy See created the International Center for Recognition (ICR) within the Congregation for Catholic Education. Its

competence embraces the world, and it has the right to make binding decisions and to manage the database of all the educational institutions of higher education founded or approved by the Holy See. This database is accessible online.

The pandemic has profoundly affected the learning experience on a global level, penalising networks of personal relationships and impoverishing resources and sources of support that educational institutions relied on. How will this situation influence the formation of the young generation? What has the Congregation suggested and prioritised in this area?

The pandemic accelerated and amplified many of the emergencies that were already present and revealed many others. This includes the field of education. We are facing a sort of "educational catastrophe" due to the fact that about ten million children were forced to leave school. This is in addition to the 250 million school-age children who are excluded from any educational activity. Computer-based education was rapidly put in place to respond to this emergency. But the marked disparity of access to technology, together with other deficiencies, made the educational divide more obvious everywhere.

The Congregation suggests two things regarding this situation, which will not be resolved quickly: on the one hand, the emergency needs to be dealt with as soon as possible with technological tools and teacher updating so the effort can be made in the direction of educational accompaniment to heal the new marginalities that have been created. On the other hand, efforts need to be made to produce a new cultural model to change the current model of development and to adopt pedagogical paradigms capable of safeguarding the dignity of the human person, of promoting adequate socialisation processes within the perspective of universal fraternity, and to promote a transdisciplinary approach to knowledge to form the younger generations as protagonists of the common good.

Source: www.vaticannews.va

Religion and Beyond...

Tryst of the theist, atheist and everything in between

Dr. Omkar Bhatkar

t. Andrew's Centre for Philosophy and Performing Arts (SAPP) launched the Dhi series in June 2021, an online course that explored faith and cinema. The success of Dhi I led to a collaboration with Somaiya Vidyavihar University. In July 2021, Dhi II explored interfaith and cinema. The success of Dhi I and Dhi II resulted in Dhi III which dealt with



culture care and cinema. In this way, the Dhi series which was a confabulation on subjects of contemporary concern in the milieu of cinema reached participants from diverse backgrounds across India. Along these lines, SAPP launched the *Religion and Beyond* series in December 2021.

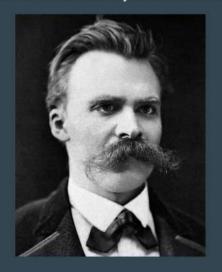
The *Religion and Beyond I* lecture series examined the contingent nature of religious belief systems and how theism and atheism are intertwined in the living cultures of the world. The series was an attempt to look at religion and investigate the nebulous space of faith and doubt, the vacillation from atheism to religiosity, from agnosticism to devotion, from spiritual to a-spiritual.

Over a span of three weeks, the course attempted to address the ideas of God and its

existence with reference to the writings of: Christian Wiman, Dorothy Day, B.R. Ambedkar, Rainer Maria Rilke, Kabir and Friedrich Nietzsche. The course followed an unconventional lecture series which borrowed its tools of study from various diverse disciplines, the major ones being philosophy. sociology, religion, poetry, history, literature and political science. Each session was organised around key ideas of a thinker and their lived experience. Religion and Beyond I was conducted from 14 to 30 December 2021 every Tuesday and Thursday evening and was attended by participants from across the country. The course was facilitated by Dr. Omkar Bhatkar, Co-founder and Head, St. Andrew's Centre for Philosophy and Performing Arts, Mumbai along with Dr. Amita Valmiki, Head, Department of Philosophy, Ramniranjan Jhunjhunwala College.

Day One

Dr. Amita Valmiki introduced the participants to Friedrich Wilhelm Nietzsche; a German philosopher, cultural critic and philologist whose work has exerted a profound influence on modern intellectual history. Friedrich Nietzsche



(1844 – 1900) challenged traditional morality and orthodox religion, in his case, Christianity. But it applies to all the religions of the world. He was interested in the present world, then the world beyond. The individual needs to think about how s/he ought to live this life, this particular existence, and therefore he denied the possibility of Absolute Knowledge. According to him, this world is without any objective order there cannot be objectively true or false values, each person now must go away and find his/ her own way (This is mentioned in his work, 'Thus Spoke Zarathustra' [1883 –1885] and the session was largely based upon this text). Nietzsche infamously proclaimed, 'God is dead'. He was deeply interested in improvement of individual and cultural health; so he emphasized creativity, innovation, potentiality and matter-of-fact reality and transvaluation of values.

Day Two

Dr. Valmiki examined the works of Kabir [c.1440 – 1518], a great mystic, who spoke of the only 'Real', 'the Truth' ('the God'). For him, rituals and practices of different religions had no use 'if the purpose of mental one-pointed concentration on God was forgotten'. Kabir forewarned people about the stratification of society in the name of religion, caste, race and gender too (though we find contradictory verses

in his poems regarding gender and feminism). In fact, Kabir looked forward to democratizing religion. He was a mystic because of his nondualistic approach towards the 'real' and that made his path more humane. Kabir spoke of 'subjective inwardness' that was elaborated by his predecessors and popularized further by him. Dr. Valmiki stressed upon the nirguni [attributeless] approach of Kabir which leads to communal harmony. The session also examined the idea of 'existence' and 'becoming' through the lens of Kabir and bhakti traditions.

Day Three

Dr. Omkar Bhatkar delved into the spiritual quest of the American poet, Christian Wiman (born 1966). The session grappled with being

religious in a world that is trying to be scientific, modern and consumerist. Dr. Bhatkar examined the works of Christian Wiman as he voices the hunger and challenge of being religious now. Wiman



had a charismatic Texas Christian upbringing and was later agnostic. He became actively religious again as he found love in his mid-30s

The images are all lifeless, they cannot speak: I know, for I have cried aloud to them. The Puranas and the Koran are mere words: Lifting up the curtain, I have seen. - Kabir [2010, pp. 14-15]

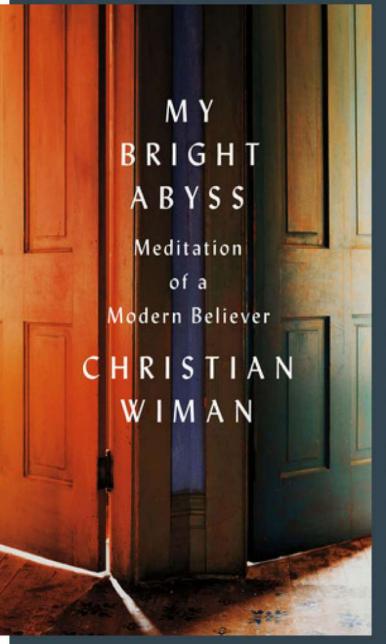
The quote reveal that the thinker champion of deconstruction of organized religion.

But this is also followed by reconstruction.





and was diagnosed with cancer. The session was exclusively based upon the text My Bright Abyss: Meditation of a Modern Believer by Wiman. One of the prolific quotes from the book is "Sometimes God calls a person to unbelief in order that faith may take new forms." The session was an in-depth exploration of this thought.

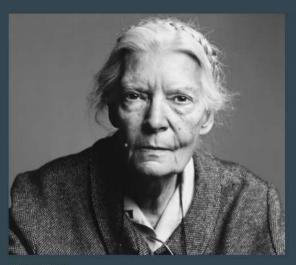


Day Four

Dr. Valmiki discussed the ideas of Dr. B.R. Ambedkar (1891 – 1956), who revolted against and then renounced Brahmanical Hinduism to

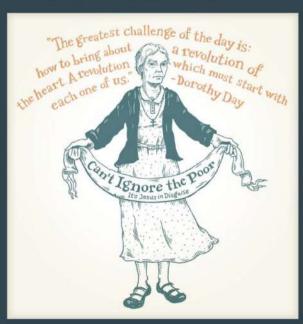


accept Buddhism. Instead of accepting Christianity or Islam, Ambedkar consecrated himself to Buddhism that befitted the Indian contextual situation critiquing the popular Brahmanical Hinduism. He believed that "Religion, if it is to survive, it must be in consonance with reason, which is another name for science." [Journal – Buddha and the Future of His Religion. Mahabodhi Society. 1950.] Therefore, his intention was not to displace the traditional by the new, but to take a co-existing religion, Buddhism, and place it on par with the existing Hinduism in a popular framework. This act of his would become an eye-opener not only in India but across the world. He kept his secular ideology intact throughout his life and propagated an egalitarian and nondiscriminatory approach. This is discernible in his philosophy of maintaining 'uniform civil code'. The session dwelt upon Dr. Ambedkar's philosophical ideology and it's need in the contemporary times.



Day Five

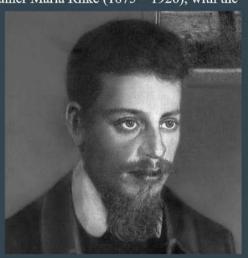
Dorothy Day (1897 – 1980) was an American journalist turned social activist who, along with Peter Maurin, founded the Catholic Worker Movement. She became known for her social justice campaigns in defence of the poor, forsaken, hungry and homeless. She espoused nonviolence and hospitality for the impoverished and downtrodden. Her commitment to social justice spanned most of the twentieth century, including her support of the Russian Revolution in 1917, then turning around in 1971 and accusing the Soviets of mistreating Alexander Solzhenitsyn. Dorothy



Day fused spirituality with reaching out to everyone around who was in need. This session was conducted by Dr. Bhatkar and rested on the premise of love as spiritual action. As Dorothy Day put it, "We cannot love God unless we love each other, and to love we must know each other. We know Him in the breaking of bread, and we know each other in the breaking of bread, and we are not alone anymore."

Day Six

The last session was dedicated to poetry and paintings. Dr. Bhatkar brought alive the poems of one of the twentieth century's greatest poets, Rainer Maria Rilke (1875 – 1926), with the



paintings of one of the most important painters of the nineteenth century, Caspar David Friedrich (1774 - 1840). The session was based upon Rilke's Book of Hours and Friedrich's romantic landscape paintings. While visiting Russia in his twenties, Rainer Maria Rilke, was moved by a spirituality he encountered there. Inspired, Rilke returned to Germany and put down what he felt were spontaneously received prayers. *Book of Hours* is the invigorating vision of spiritual practice for the secular world and a work that seems remarkably prescient today, one hundred years after it was written. It shares with the reader a new kind of intimacy with God, or the divine — a reciprocal relationship between the divine and the ordinary in which God needs us as much as we need God.



The course looked at spectrum of belief and non-belief, spiritual and material, acceptance and rejection of God, omnipotence and helplessness of God, fear of God and even death of God. It was an attempt to explore the undefined, unsettled nebulous space between theism and atheism.

Religion and Beyond II... A Dialogue through Cinema and Poetry, a six-week series, began on 18 January 2022.



This lecture series was one of its kind which explored religion through the writings of great thinkers. The in-depth understanding indeed brought in diverse perspectives on the plate. It was a very enlightening and thought-provoking course.



- Aakanksha



Religion and Beyond helped me find answers related to how I see religion and God. The course included a brilliant mix of perspectives. It gave me an insight into individuals like Nietzsche, Rilke, Kabir and Ambedkar who seem so different in their ideologies but studying them together is like piecing a large infinite puzzle together which may never be complete but each piece that fits gives you an immense understanding and perspective of how to make sense of the world.

What I liked the most about the course was the diversity of the content taught which made each student take away something personal. The course had a fine blend of academic and personal narratives that helped us learn the ideology of the thinkers but also helped us go deeper in our own understanding of big words like 'Religion' and 'God'.

- Nitya Narasimhan





Dr. Omkar Bhatkar

here are days when nothing is going the way you imagined. There are moments when you're upset about just about everything. And there are times when you're burdened with commitments and a zillion things to do; such is the state of teachers when they have to submit marksheets, organise annual days, present reports to the institution's management or prep students for a science exhibition. The list is endless. Therefore, here's a list of handpicked songs just for you to get you through the day.



ENGLISH PLAYLIST

Run by Snow Patrol
Hello Hurricane by Switchfoot
There Goes the Fear by Doves
Dream On by Aerosmith
A Sky Full of Stars by Coldplay
You Only Live Once by The Strokes
Three Little Birds by Bob Marley
Lose Yourself by Eminem



Louis Armstrong

You Learn by Alanis Morissette
Happy by Pharrell
Livin' on a Prayer by Bon Jovi
Let it go by Idina Menzel
Learn to Fly by Foo Fighters
Roll With It by Oasis
Dancing Queen by ABBA
Fly On by Coldplay
Head Above Water by Avril Lavigne

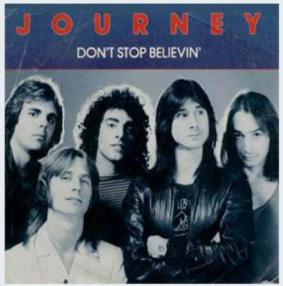


Coldplay

What a Wonderful World by Louis Armstrong
Higher Than The Sun by Primal Scream
Walking on Sunshine by Katrina and the Waves
Drive by Incubus
Live Forever by Oasis
Don't Stop Believin' by Journey
Love Is Your Name by Steven Tyler
Don't Worry Be Happy by Bobby McFerrin



The Psychedelic Furs



Lovely Day by Bill Withers

You've got a Friend by James Taylor

Just the Way You Are by Bruno Mars

I'm a Believer by Smash Mouth

Hey, Soul Sister by Train

Put Your Records On by Corinne Bailey Rae

Déjà Vu by Giorgio Moroder ft. Sia

I'm Like a Bird by Nelly Furtado

That's the Way It Is by Céline Dion

Love My Way by The Psychedelic

Take On Me by A-Ha
Rise Up by Andra Day
Sweet Thing by Rufus and Chaka Khan
Good Life by One Republic
The Final Countdown by Europe
Imagine by John Lennon and Yoko Ono
One Day by Matisyahu
I Don't Wanna Wait by Paula Cole
Light On by Maggie Rogers
Stone Mountain" by St. Beauty



Corinne Bailey Rae





I prefer to listen to multilingual songs more often as what matters is not the language but how the music makes you feel, the emotions it stirs up. Often, multilingual songs transcend notions of cultural boxes while reaching for something much more universal like love. Try this one too. I like to listen to them in no particular order, without any language preference or dominance.

MULTILINGUAL PLAYLIST

Ilusion by Julieta Venegas feat. Marisa Monte (Spanish and Portuguese)

L-O-V-E by Nat King Cole (English, French, German, Spanish, Italian, Japanese)

Goonja Sa Hain Ek Tara by Amit Trivedi, Amitabh Bhattacharya and Kavita Seth (Hindi)

Bongo Bong by Manu Chao (French and English)

Dhundi Kalyana by Sudhir Phadke, Asha Bhosle (Marathi)

La Isla Bonita by Madonna (Spanish)

Yaha Ke Hum Sikander by Jatin Pandit, Lalit Pandit, Sadhana Sargam, Udit Narayan (Hindi)

Hanoï Café by Bleu Toucan (French)

Dil Hain Chota Sa, Choti Si Asha by A. R Rahman and Minmini (Hindi)

Je Te Promets (I Promise You) by Zaho (French)

Ek Nanhi Si Jaan Nikal Padi by Shankar Mahadevan (Hindi)

Allah Ke Bande by Kailash Kher (Hindi)

Demain C'est Toi (Tomorrow It's You) by Zaz (French)

Avgha Rang Ek Zhala by Kishori Amonkar (Marathi)

Waka Waka (This Time for Africa) by Shakira (English)



La Femme

If That's What It Takes / Pourque Tu M'aimes Encore by Celine Dion (French and English)



Nazia Hassan

Yuhi Chala Chal Rahi by Kailash Kher (Hindi)
La Vie Est Belle (Life Is Beautiful) by Nassi (French)
Dil Chahta Hai by Shankar Mahadevan (Hindi)
Mentirosa by Mellow Man Ace (Spanish and English)
Phite Andharache Jaale by Sudhir Phadke, Asha Bhosle (Marathi)
Mogam Aso Borem by Mollie (Konkani)

As-Tu Déjà Aimé by Louis Garrel, Gregoire Leprince-Ringuet (French)

Comme Dab (As Usual) by Vitaa (French)

Latinoamérica by Calle 13 (Spanish and Portuguese)

Männer by Herbert Grönemeyer (German)

Somos Sur by Ana Tijoux featuring Shadia Mansour (Arabic)

Sumahama by The Beach Boys (Japanese and English)

99 Luftballons by Nena (German)

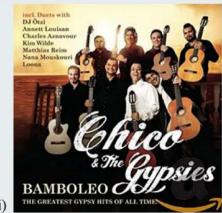
Le Vide (The Void) by Slimane (French)

J'ai Cherché (I Searched) by Amir (French)

Extraordinary Rendition/ Une Américaine à Paris

by Rupa and the April Fishes (English, French, Spanish, Hindi)

Khoob Shod by Homayoun Shajarian (Persian)



Ginete by Pantelis Pantelidis (Greek)

Folie Arcadienne (Arcadian Madness) by Arcadian (French)

Stirb Nicht Vor Mir (Don't Die Before I Do) by Rammstein feat. Sharleen Spiteri (German and English)



Nikos Vertis

Lili Marlene by Marlene Dietrich (German)
Czerwony Korale by Brathanki (Polish)
Monahos by Triantafillos (Greek)
Shabe Royaei by Aron Afshar (Persian)
7th Element by Vitas (Russian)
Nathalie by Julio Iglesias (Spanish)
La Copa de la Vida by Ricky Martin (Spanish)
Ya Ravah by Rachid Taha (Algerian)

Ala Bab Souika by Faouzi Ben Guamra (Arabic)

Wind (바람) by Lee Seung Gi (Korean)

Don't Leave Me (Ne Me Quittes Pas) by Regina Spektor (French and English)

Coco Jamboo by Mr. President (English)

Eisbär by Grauzone (German)

We Are One (Ole Ola) by Pitbull (English, Spanish and Portuguese)

Tombe La Neige by Adamo (French)

Roobaro by A. R Rahman and Naresh Iyer (Hindi)

Bailando by Enrique Iglesias (Spanish)

Come to Me by Clazziquai Project (Korean)

Manike Mage Hithe by Yohani and Chamath Sangeeth (Sinhala)

Yaar by Zeb Bangash and Shamali Afghan (Afghani)

Bamboleo by Chico and The Gypsies (Spanish)

Aazadiyan (Pairon Ki Bediyaan) by Amit Trivedi, Neuman Pinto and Amit Bhattacharya (Hindi)

Behet Ghol Midam (I Promise You) by Mohsen Yeganeh (Persian)

Tanha Nazar by Sirvan Khosravi (Persian)

Comme Toi by Jean-Jacques Goldman (French)

Samba Mambo by France Gall (French)

Mujhe Ishq Hai Ishq Se by Alisha Chinai (Hindi)



Marlene Dietrich



France Gall

Shukho Hin Nishidin by Monomoy Bhattacharya (Bengali)

Yeh Honsla by Karsan Sargathiya, Salim-Sulaiman and Shafqat Amanat Ali (Hindi)

Ekla Chalo Re by Rabindranath Tagore, Shreya Ghoshal/ various (Hindi)

Kahaani (Aankhon Ke Pardon Pe) by Amit Trivedi, Joi Barua, and Neuman Pinto (Hindi)

Oh My Heart by Usha Uthup, Tabun Sutradhar (Hindi)

Jao Pakhi by Shreya Ghoshal, Pranab Biswas (Bengali)

Meri Zindagi Mein Aaye by Sonu Nigam and Sunidhi Chauhan (Hindi)

Aao Na by Sadhna Sargam (Hindi)

Où Va Le Monde by La Femme (French)

Podaruj Mi Troche Slonce by Bemibek (Polish)

Ya Ya Maya Ya by Remo Fernandes (Konkani)

Boom Boom by Nazia Hassan (Hindi)

Rangilo Maro Dholna by Shubha Mudgal (Punjabi, Hindi)

Thelo Na Me Nioseis by Nikos Vertis (Greek)

Ae Zindagi Gale Laga Le by Suresh Wadkar (Hindi)

Binazire Eshgh by Evan Band (Persian)

Anewala Pal Janewala Hai by Kishore Kumar (Hindi)

Maria by Ricky Martin (Spanish)

Jazzab by Ragheb and Hamid Hiraad (Persian)

Ruk Jaana Nahin by Kishore Kumar (Hindi)

Kalya Matit Matit by Anuradha Paudwal and Suresh Wadkar (Marathi)

Ho Mando Goencho by Big City Band (Konkani)

Baadal Pe Paon Hain by Hema Sardesai (Hindi)

Thaye Yashoda by Mani Sharma, Sudha Raghunathan (Carnatic Fusion)



Mohsen Yeganeh





Kishori Amonkar



Regina Spektor

You are invited to WhatsApp us a playlist of 7 favorite songs on 97692 96630 or email us at andreannetwork@gmail.com. We look forward to hearing from you.



Recycled

What kind of plant grows on your hand?

Palm tree



Why did the leaf go to the doctor? Because it was feeling green

How do trees settle a disagreement?

They sign a tree-ty

What does a tree drink?

Root beer





Why are pirates so eco-friendly?

They always follow the three arrrrrrs

How do the Americans plan to fight record high temperatures? By switching from Fahrenheit to Celsius



Why didn't the dendrochronologist get married?

He only ever dated trees

What is a tree's least favourite month? Sep-timber

What did the tree wear to the pool party?

Swimming trunks

How can you tell the ocean is friendly?

It waves



What do you call a soldier who hates recycling?

General Waste

Why didn't the chef waste time at the sardine store? He had bigger fish to fry



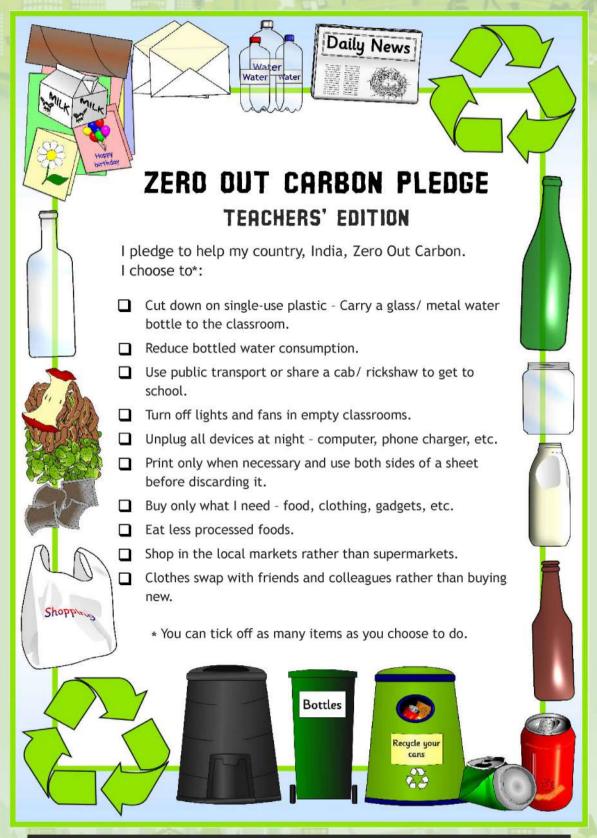
How does coal turn into diamonds?

It coal-lapses under pressure

Why didn't the miner like his job?

He found it bOREing





ZERO

OUT

CARBON