

**SANGLI MISSIONSOCIETY
(Emblem)**

**POLICY ON EDUCATION
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Introduction

“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela

Today the field of education is undergoing rapid changes due to the technological advances and the resultant globalization and global culture. On the one hand education tools and methods have taken major leaps; on the other hand, educational institutions are being forced to comply with the business managerial ideology lured by the material abundance. The true purpose of education is formation and transformation of individual and society. It is more a learning process for holistic development and growth of an individual than a means for a job and occupation. The Catholic Church has always emphasized the value of education as a primary mission of the Church in forming people. Through its mission of education the Church continues the mission of Jesus Christ to establish the Kingdom of God on this earth. Committed to proclamation of the Good News to the ends of the world, Sangli Mission Society (SMS) too holds education ministry close to her heart.

Sangli Mission Society's Education Policy draws its inspiration from the Catholic teachings on education, the All India Catholic Education Policy (2007) of the Catholic Bishops' Conference of India (CBCI) and the Constitution and Directives of

Sangli Mission Society's Education Policy is an attempt to lay down a programme to make the apostolate of education truly effective and fruitful. To make our apostolate of education truly an instrument for transforming humanity through the power of the Gospel, powerful vision and goals have to be in place to guide our committed and qualified personnel in the field of education. This Education Policy is promulgated to bring about a paradigm shift in SMS's apostolate of education in the present circumstances of India. Our missionary commitment can be fulfilled only if we translate this policy into committed action.

our students, alumni of our institutions, etc. The fund is centrally administered and disbursed to deserving children.

Conclusion

The Catholic Church is at the forefront of education in all missionary fronts, especially in developing countries like India. Missionary schools have contributed a lion's share for the progress of India. In former times, educational institutions were run primarily by missionaries. However, today the state and central governments as well as private individuals and corporations have come forward to provide education. Still missionary schools continue to have relevance as institutions providing quality education based on values, forming future citizens committed to nation building, and promoting human well-being.

As a missionary Society committed to transforming humanity with the Gospel values, SMS considers the apostolate of education as an integral part of proclaiming the Gospel to peoples and cultures. The goal of the educational activities of SMS shall not be just to run educational institutions but to impart God's compassionate love for all, emphasizing the dignity of human life and empowering the younger generation to be co-creators of human destiny and nation building according to the plan and will of God.

Missionary Society of St. Thomas the Apostle (MST) as well as from the decisions, recommendations and policies and programmes proposed by the MST General Assemblies. From her very inception in 1990, Sangli Mission Society was engaged in education ministry. Sangli Mission Society has founded educational institutions and programmes wherever necessary and is marching ahead gloriously.

This policy based on the context of Sangli Mission Society's mission and apostolates is applicable for education anywhere as the general catholic education policy is redefined and fine tuned to the Sangli Mission Society's mission and context. Hence it is specifically intended for the educational programmes and institutions owned and run by SMS, although it could very well be applicable for any educational institution. This document elaborates the education vision, mission, values and strategies. Here the mission and vision of education are highlighted and the administrative guidelines are given as a separate document.

The specific characteristic of the vision of SMS is the establishment of 'a harmonious society through the transformation of the individual and society'. SMS's mission envisages harmony of persons with self, with other persons, with the world, and with God. Harmony in oneself is achieved through a harmonious blending of the physical, intellectual, emotional, and spiritual domains of a person, i.e. a

whole person paradigm – well being of body-mind-heart-spirit. “It is in education, in fact, that the promise of a more humane future and a more harmonious society lies” (cf. *Consecrated Persons and their Mission in Schools*, The Congregation for Catholic Education, 2002, 84). Such a transformation is brought about primarily through education both formal and non-formal. The holistic development of the child requires that s/he be in harmony with him/herself, with the family, with the neighbours and the world. But the education itself is undergoing radical transformation in the present context.

Chapter1

Education: Context and Challenges

SMS vision to work for ‘a harmonious society through the transformation of the individual and society’ makes education one of the major areas of missionary intervention. This is all the more true in less developed areas in India or elsewhere. SMS education ministry is a response to the challenges of the place and time of its missionary action. Some of the major challenges and general contexts of educational ministry today are the following.

will have the discretion to admit students in the school. All Catholics will be admitted in the first place. Admission will be given without discriminating on the basis of caste, creed, tribe etc but certain percentage of seats will be reserved for students from the under-privileged sections of the society. Fee structure will be formulated depending on the area and people and other existing regulations.

Training programmes

In order to maintain the quality of education and to keep abreast with modern developments, teachers shall be given on going training. Every year there shall be training programmes to upgrade the knowledge and skills of teachers. The administrative staff also should attend courses to improve the administrative and leadership skills. Meeting of principals and managers at regional level or central level shall be attended by all concerned.

Education for the poor and the marginalized

SMS educational institutions shall run hostels for students from interior villages where there is no facility for quality education. There shall be special provisions to take care of the educational needs of orphans and other vulnerable children. Certain percentage of seats should be reserved for the children from poor families

A corpus fund shall be put in place for the education of poor children through voluntary contributions from generous sponsors, parents of

coordination and guidance of SMS's central administration. Each particular educational institution is administered as per the guidelines of that particular institution as well.

The education secretary and two members appointed by the Regional Director will assist the administration of the educational institutions in the region under the guidance of the Regional Director. They will perform their duties as per the guidelines of SMS Education Policy.

Every school of SMS shall have a manager who will be a priest. The principal can be a priest or a religious sister or a lay person. The principal should have a minimum teaching experience of five years. The principal is appointed by the President of Sangli Mission Society.

For a smooth functioning of the school, there will be various committees like managing committee, staff selection committee, discipline committee, and executive committee, formed as per the guidelines, taking into consideration the requirements of the respective Board of Education of the state.

Admissions and appointments

All schools shall try to obtain certification as a religious minority institution from the Minority Commission of the Government of India. As a minority institution, the right to the admission of students and to the appointment of the staff shall be the sole prerogative of the administrative body constituted by SMS. Accordingly, the management

Globalization

Globalization is both a boon and a bane to education ministry. On the one hand, it has made a world class education possible anywhere in the world thanks to the modern communication technologies and the resultant exposure and shared understanding of the reality. Educational policies and programmes are undergoing a paradigm shift. On the other hand, globalization has rendered the world flat with invasion of market culture, cultural colonialism, economic pressures, and confusion of values. Consumerism, commercialization, instant gratification and the like are the downside of globalization concerning the new generation.

Explosion of information and communication technology

Emerging communication technologies have ushered in a new era of human history. They have generated new forms of learning and expression and pose many challenges to the traditional mode of education. In this technologically advancing world, we see information explosion as well as new fields of study and job opportunities. Media constitute a major industry in itself. Similarly the audiovisual media and the internet not only provide instant access to information, but also have rewired the way we learn and express ourselves. This demands new educational and pedagogical strategies, beyond mere employment of tools and technologies.

Changing values and systems

Globalization and media explosion have brought a market culture into the family and human relationships. Social and ethical systems and moral and religious values of the traditional societies are challenged by new values of the market economy. Market which is flooded with goods has created unlimited greed and lust. In a consumerist society a person is valued for what he has, not for what he is. For many, the goal of education is to acquire degrees, not wisdom. Degrees become tools for amassing wealth and live a life of luxury. Individualism replaces communitarian dimension and commitment to the society and family is replaced by individual competence. Even children now feel that life is meaningless if s/he has not acquired the desired things. However, the upside of the new market economy remains unreachable for the poor people in the villages. This beckons educators to the rural areas.

Communalism and fundamentalism

Globalization and consequent neo-colonialism and invasion of homes and communities by alien values and culture have given rise to communalism and fundamentalism as a reaction. India is home to many religions and cultures. However, in recent times fundamentalism is increasing and posing a threat to cultural and religious diversity, and thus

authority of SMS, although the school is situated in a particular diocese.

Norms for establishment of institutions

The apostolate of education is one of the major ministries in the work of evangelization. An educational institution may be started only if the demands of the ministry require it. It should not be at the cost of other ministries. Educational institution/s may be started at a place where the needs of the people and of the mission require it. Cooperation and support of the people is vital for the successful functioning as well as long-term sustainability of the school as all educational institutions shall be built and maintained with local resources. However, when the overall development and progress of the people of a particular place requires the establishment of an educational institution, SMS shall not hesitate to do the same without taking financial prospects as the sole criterion. There shall be always a preference for the poor and marginalized people, especially in rural and undeveloped areas.

Administration

Effective running of educational institutions involves a lot of proper administrative systems. They include education secretaries, manager, principal, and staff.

All educational ministries of SMS shall abide by SMS's education policy and will come under the

follow a principle of inclusive and integral education. There shall be no discrimination or segregation on the basis of religion, caste or social status. Nor shall there be discrimination on learning ability or other qualities of children. Administration, staff and students are to be trained to include all and not to show any discrimination or preferential treatment. Even children with learning disabilities are to be included in the main stream system. Any possible mental barriers or discrimination shall be overcome through conscientization. Schools should have a barrier-free environment which ensures accessibility to all the physically challenged children.

Chapter 6 Management Policies

Collaboration with dioceses

All the apostolates of SMS are carried out in collaboration with the local hierarchs of various dioceses. In education too, SMS shall start and run educational institutions and programmes with proper information, due permission and a written agreement on general matters. There are schools owned and run by SMS. So also there may be schools run by SMS but owned by the diocese. However, SMS schools shall belong to SMS and shall function under the guidance of the legitimate

destroying the secular fabric of India. Good education emphasizing the secular values of the country is needed for building up a harmonious society.

Politicization and commercialization of education

The problem is aggravated by the politicization of religion, social status and even education. Worst of all is the commercialization of education together with its politicization. The market driven economy has found that education too can be marketed and be made a business. Commercialization led to a lack of value-based education and social responsibility beyond acquiring knowledge and skills to climb up the corporate ladder. Commercial interest in education has made education not affordable to ordinary man. The gulf between the poor and the rich can be leveled only through equal opportunities in education. Sangli Mission Society is gearing up to face this challenge of providing affordable quality education based on values.

Chapter 2

Vision and Mission of Sangli Mission Society's Apostolate of Education

“God envisions the well-being of the whole creation and ensures an ongoing healing, wholeness and transformation of our unjust and fragmented world through human interventions.

The mission of Jesus Christ is to restore the integrity of God's original creation, both human and material and thus build the kingdom of God on earth. Our vision is the same as the vision of Jesus- that all may have life and have it in abundance. Education, by its very nature is a transformative process namely, changing human persons, and through them, society and its structures. This activity of transformation is a spiritual, humanizing and liberating activity and constitutes the core mission of education. In the knowledge society that is emerging, 'quality education' serves as the gateway to the socio cultural and economic development of persons and of the country" (AICEP. 2. 1-2).

Vision

Formation of a just and humane society by transforming the individuals through value-based, relevant and quality education based on Gospel values.

Quality education means to form intellectually free and morally responsible and creative persons who can contribute abundantly to the emergence of harmonious and inclusive society.

Mission

- To provide relevant quality education for all sections of the society with special preference to the poor and marginalized
- To strive to achieve the millennium goal of education for all

Cordial

Our educational institutions are not centres of business where people pay and buy knowledge. They shall be temples of learning where relations are built and values are acquired. A cordial atmosphere is necessary for cultivating values. In order to have a cordial atmosphere in our schools, there should be a cordial relationship among the management, the teaching and non-teaching staff and others.

The school administration shall show respect and loving concern to the staff and students as well as the parents and all who are connected to the school. Schools should have a hospitable atmosphere where parents or other visitors are respected and treated with courtesy and cordiality, even in provocative situations. Teachers shall inspire their students with their focused, informed temperament, dignified and respectful approach, regular and committed service, friendly, loving and positive approach. The manager, the principal and staff members should have a loving relationship with their students so that they can feel at home. The cordiality and relationship should be such that the past students shall consider their alma mater as a place where they can visit and feel at home.

Inclusive education

Being a minority institution, SMS schools are primarily for Catholics. However, the schools shall

Participatory

In order to develop a sense of belonging and accepting the institution as one's own, active participation of all stakeholders is necessary. PTA has a positive role in giving suggestions and helping the administration; but they have no executive role. Decisions are taken in the school by the school administration. Meetings have to be interactive and consultative. We should give ear to their grievances and try to solve difficulties as far as possible. Increasing opportunities should be provided for parents and teachers to take a proactive role on school issues. When school faces a problem, parents should feel that it is their problem too, and not only the problem of the management alone. As local people, they will be better equipped to deal with local issues.

Administration should be willing to delegate responsibilities to various persons and committees to elicit better cooperation and participation for the smooth functioning of the institution. Participation of children in school life, the creation of school communities and student councils, peer education and peer counseling, etc. can promote an atmosphere of participation.

Disciplinary proceedings should be promoted as part of the process of learning, creating mechanisms to foster co-operation and mutual appreciation among all members of the school community and thus promoting better relations between teachers and pupils.

- To form persons of good character who will stand for values and principles and fight social evils like injustice, corruption, consumerism, etc.
- To enable students to imbibe universal values based on local culture and find meaning in life.
- To form students into responsible citizens who will contribute effectively to the process of nation building
- To promote sustainable living through love for nature and culture
- To provide education that nurtures a life of meaning, purpose and personalized values.

Values

- Pride of place goes to values of the Kingdom proclaimed by Jesus
- Justice and Peace are the only way for a harmonious coexistence of all humans.
- All humans are created in the image of God and are worthy of good education.
- Empowering the weak and preferential option for the poor.
- Universal values are embedded in all cultures; respect local culture.

Strategy

- Make centres of learning available for all without any discrimination of race, tribe caste, colour, creed sex or language.
- Open formal and non-formal educational institutions and programmes.
- Make education affordable and accessible to all.
- Imparting a multi-dimensional and holistic human formation to students.
- Protecting and preserving nature and culture.

Chapter 3

Content of Education for Harmony

To realize the above dream and to achieve the desired goals, there should be a holistic plan and integral content to the education imparted. Sangli Mission Society believes that education is essentially a three-fold process: (1) imparting information and knowledge; (2) development of skills to earn one's livelihood and solve problems of day to day life, and (3) cultivation of attitudes and values. All these together should contribute to form

educational institution/programme. It requires an inclusive, participatory and democratic system of functioning as well as a cordial and harmonious atmosphere of education in addition to explicit promotion of harmony through teaching, syllabus and programmes.

Harmonious community

We will be able to form a harmonious society only if we can form a harmonious community in every educational institution of SMS. Peaceful co-existence, mutual support and encouragement, willing co-operation and creative engagement of all staff and students shall be ensured in all schools so that the schools can function as a harmonious community. Harmonious existence shall be cultivated and promoted as a value of choice.

Harmony and peace are fruits of justice, equity and equality. The administration shall show no partiality or favoritism of any kind towards teachers, staff or students. Administration should treat all the members of staff as equal, provide just salary, provident fund and other benefits and ensure safe and proper living conditions. Students shall be treated equals without any discrimination of caste, religion, wealth or status. There should be proper communication at all levels and due respect to the role of each and every member of the institution.

However, there shall be separate (special) schools and programmes for children with severe disabilities. Such schools shall maintain international/national standards and follow the RCI guidelines and get proper license from the concerned social welfare department of the state/central government. Government grants and other public schemes shall be sought for running special educational programmes. Other educational institutions of Sangli Mission Society shall be involved in running these institutions and by sharing their financial burden, thus making these sustainable as well as rendering them as symbols of social commitment. SMS's special education programmes shall aim at empowering and enabling persons with special needs to claim their slot in the mainstream society and to earn a living for themselves and be as self-dependent as possible.

Chapter 5 Climate of Education for Harmony

Sangli Mission Society envisages education for harmony as the leading vision of any educational programme or institution run by SMS. Hence each educational programme shall always promote harmony, and function within a climate of harmony. Harmony shall not be just a concept that is taught or proclaimed; rather it shall be a lived reality in every

an individual who is happy and content in his/her life, be able to lead a peaceful social life and contribute to the betterment of humanity. Education, thus, means communication of knowledge, skills and attitudes and values.

Intellectual formation

Sangli Mission Society's educational institutions will follow a syllabus of studies of the highest excellence as per the current standards of education in India. Our educational institutions should impart to our students the latest information and content in all topics prescribed for the specific level of education. It is not just about teaching the content of the textbooks but also cultivating habits and aptitudes of critical and creative thinking with special reference to the context and culture of each place. Thus a contextualized and up-to-date information and knowledge in various subjects and fields of study would constitute the content of education.

Skills development

Education is not just acquisition of certain levels of information of abstract knowledge. Success in examinations is not the only criterion of a good education. Success in one's future life as a knowledgeable and skilled person is also important. Education should endow an individual with sufficient skills to earn a satisfying and decent job with sufficient economic benefits for a decent living. This

means the development of several life skills for social interaction in family, society and the public sphere as well as technical and management skills. All necessary skills for a successful life shall find place in the education imparted by Sangli Mission Society.

Value education

The intellectual formation and development of various skills form only one of the aspects of the integral formation of a human being. The values learned make the ultimate difference in one's life. Character emerges from values.

Globalization has affected not only economic life of the people, but also the value system in the society. The refusal to accept age old values and traditions, and a lack of awareness and respect for eternal values of kindness, respect for human life, justice, and fraternity are symptoms of a formation without value education. The NCERT document (*National curriculum framework for school education New Delhi 2000, 1.4.7*) says "value based education would help the nation fight against all kinds of fanaticism, ill will, violence, fatalism, dishonesty, avarice, corruption, exploitation and drug abuse". Unlike the older generations, young people acquire values from the media and peer groups. This necessitates a systematic education in values by parents, teachers and other elders in the society.

Sangli Mission Society will also establish colleges for higher education and will network with universities in India and even abroad, to provide quality education. One futuristic initiative could be distance education for various fields of study. Another such option to be explored is community college.

Special education

Education is basically for the empowerment of the person; hence no educational programme can ignore the need of empowering the weak and the disadvantaged persons in society. Realizing this truth, SMS lays special stress on special education to cater to the needs of children with special needs such as mentally and physically challenged children, those with learning disabilities, and those children who need special attention on the basis of psychological or social grounds.

The normal procedure shall be inclusive education as per the national education policy which states that all educable children will have to get opportunities to study together with other children of the neighborhood. This will help to reduce exclusion and segregation of children with disabilities and integrate them into mainstream education. Likewise, learning together with a disabled child can help other children to become more empathetic and develop an attitude to support the weak.

change when they are in professions later in life. The alumni who are models in social responsibility may be involved in this area of education.

Chapter 4 Mode of Education

Sangli Mission Society's apostolate of education is accomplished in various modes like formal schools and colleges, non-formal education programmes and special schools. Our educational activities will comprise of any or all of the above, depending on the need of the people of the locality. However, the non-formal and special education are considered at par with formal and vocational schools and programmes in view of the special missionary commitment of Sangli Mission Society to make the Gospel present to the areas untouched by the Gospel.

Formal education: schools and colleges

Schools under central, state or local bodies constitute major part of the apostolate of education. There will be English and vernacular languages as medium of instruction. Formal schools consist of Kindergarten to higher secondary (10+2) as per the needs of the place and shall maintain the highest standards of quality and performance so that our students will be at par with national and international standards.

Value education is distinct from religious education, which is primarily about rituals, pious practices, doctrines, rules and regulations. Value education is more general and it inculcates universal values such as justice, peace, love, brotherhood, equality, freedom, forgiveness, sensitivity etc. which are also taught by all religions.

Values are not taught but caught and, hence, the students need witness of values. Parents and teachers play the most important role in the value formation of a child. The above mentioned NCERT document further says "every teacher has to be a teacher of values". Hence all educational institutions will take into consideration the character of the teachers together with their academic qualification. Similarly parents will be involved in character formation. Both parents and teachers may be given ongoing formation in value-based living and attitudes. In every school there should be a professional counselor who will be able to help solve problems of students.

Citizenship education

Educated citizens constitute the greatest strength of a nation. Citizens with good character are the secret of the well being of a nation. Diligent citizenship education includes patriotism or true love for the nation, respect for the constitution and all other laws and regulations, spirit of tolerance and peace, respect for social, cultural and religious diversity, civic and ecological sense and above all

the ability to stand for common good and work for the development of the nation. We have to train the young for leadership so that India can have good leaders with integrity of character.

The secular nature as well as and the social, cultural and religious plurality of India demand a balanced citizenship education. As a developing nation, Indian citizens should have a sense of common good and contribute to nation building. Citizenship education includes cultivation of civic sense and responsibility together with an appreciation and respect for the other. It includes appreciation for local culture, language, customs and traditions. English education does not mean adopting the western culture. In a multi-cultural, multi-religious nation like India, students should imbibe a perspective of unity in diversity. Hence citizenship education becomes a top priority in good education.

Human rights education

The knowledge of freedom and rights, of oneself as much as of others, is considered as a fundamental tool to guarantee the rights for each and every person. "... Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms." (Art.26- *Universal Declaration of Human Rights*, UN 1948). Human rights education implies the learning and practice of human rights. A holistic approach to human rights

and simultaneously with respect to the good of the society of which he is a member." Every person has the duty to make the society a better society. For that a proper understanding of the dynamic of the functioning of the society is required. Students should get opportunities to know the social reality around them.

Social sensitivity has to be cultivated through systematic education. This includes education to social responsibility and welfare through personal involvement and personal contribution of time and money. Students have to be encouraged to contribute their mite for the welfare of the disadvantaged, which they can continue once they earn for themselves. They should get direct experience of the sufferings of the poor through involvement in social development programmes like education of the poor and disadvantaged children. Interaction with children with HIV/AIDS, mentally and physically challenged children, child labourers and street children will help them understand their problems. To achieve this, the social service departments of Sangli Mission Society's missions shall work in close collaboration with the schools. Students shall be encouraged to participate in relief programmes during natural disasters and regularly contribute to the education of the poor and marginalized children.

When the students have a sense of social responsibility, they can develop policies for social

human habitat. But the greed and the consequent indiscriminate exploitation of natural resources have created an ecological imbalance. Lush green forests have disappeared. Rivers with crystal clear water is now filled with industrial waste. The air is polluted and human and animal life on earth is threatened. Students will have to be made aware of the dangers of environmental degradation through proper education on ecological issues and made aware of the importance of protecting nature for the future generations.

Ecological education implies empowering children to take decisions in favour of the environment sacrificing the human greed. Children will be encouraged to enjoy the beauty of nature and to live in harmony with nature and to contribute to the preservation of nature through social forestry programme, waste management, conservation of energy and avoidance of pollutants. Likewise, the school campus and systems have to be eco-friendly and energy efficient.

Education for social change

A good education aims at not only formation of individual students but also brings about social changes. Vatican II Declaration on Education states (*Gravissimum educationis Vatican oct.28,1965 art.1*) that “A true education aims at the formation of the human person with respect to his ultimate good

education means that human rights are implemented at all levels of education system, and that they are taught through both content transmission and experiences.

Human rights education implies that each student is aware of the rights of the child as well as their duties. Accordingly, the students are to be treated with full dignity and with proper sensitivity towards physical, intellectual, psychological, emotional, social and religious existence. Any disciplinary action or punishment should take into consideration the self-respect and the socio-cultural context of the child. It should be carried out through loving correction and without causing physical harm or emotional distress. Students have to be made aware of the rights of fellow students and be trained to accept the equality of all irrespective of sex, religion, caste or culture.

Education for social harmony

When human rights are accepted and honoured, social harmony is achieved. It is important to enable students to construct, together with their peers, their own peace ideal. In the school itself, students have to learn to live together, accepting and respecting differences and similarities through dialogue and harmonious co-existence. The school shall promote values and attitudes of non-violence such as autonomy, responsibility, co-operation and

solidarity. School authorities have to make sure that there is no space for groupism on the basis of language, religion, caste or any other factor. Rivalry and aggression have to be identified and dealt with in time and stringent measures are to be taken to prevent any incidence of ragging, bullying or sexual harassment and abuse. The team of management and staff has to be an example of harmonious living.

Schools shall positively help children to find non-violent solutions to their conflicts and to experience conflicts in a constructive way, using mediation and conflict resolution strategies. This is specifically true of respect for religious freedom. Everyone has to accept that each person has the right to practise the religion s/he believes in. In the school children should have opportunities to learn about various religions. As a minority institution, the school itself has certain rights like the freedom to display Christian symbols and pictures, promote values inspired by the Gospel. No one can demand to have non Christian religious worship, symbols and pictures in our schools.

Media education

Today media exerts a decisive influence in shaping the society. It plays a great role in forming the mindset and value system of children. Hence media education is the need of the hour. Schools must provide media education to students to ensure that the students grow as critical and creative consumers of the media and not blind followers of

the culture and values promoted by various media. Media education implies, above all, an awareness and appreciation for the modern technologies of communication and their use for human growth and development. It comes through media literacy education in which students are made aware of all the available technologies of communication and their potential for education. Secondly, students are to be trained to be discerning consumers and users of media in their personal lives. This implies creating in students the ability to differentiate between what is right and what is wrong, accepting that which is right and fair and rejecting all that is unjust and wrong.

As part of it, schools have to provide access to various media appropriate to the age and level of students. They should be exposed to the immense potential of the media for the benefit of human life and action. They should also be made aware of the many dangers lurking in the cyber world, chat rooms and other social networking sites. Children should be encouraged to have real life friends or relationships together with the virtual friendships.

Ecology education

Respect for nature and awareness of the exploitation of nature have to find a place in education in order to preserve the earth for the future generations. God created a beautiful world as