



GOOD PRACTICES in Jesuit Schools

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FOREWORD



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The Jesuits have a rich legacy of education, and, once were even called “the schoolmasters of Europe”, because of a string of their colleges and Universities everywhere. But rather surprisingly, it is a historical fact that in the original list of Jesuit ministries education did not find a place. However, once St. Ignatius discerned and decided to establish schools to help souls, the Jesuits have not looked back. They made it one of their important and significant ministries, to serve the Church and world.

Naturally, the Jesuits, who came to South Asia as missionaries, knowing the importance of education to engage, empower and elevate people, established schools. Thanks to their efforts, the Society of Jesus here has about 422 schools with about 4 lakh students today. The unique feature of our schools is that they have been inclusive. While being available to the elite in the urban areas they have also reached the marginalized places

and people and have been busy in forming men and women for and with others.

With the transformation of a person as the objective, the Jesuits have pursued the ministry of education with great creativity. Along with other subjects, they have included humanities and literature to mould the character of their students. In other words, they tried to impart values to students, which would make them better human beings and responsible citizens. This modus operandi made their education effective and impactful. Hence, naturally, they were called the ‘School Masters of Europe’.

To put in today’s categories the core of Jesuit education is holistic education, which attends to the body, mind and spirit ensuring growth in personality, social commitment, and spiritual sensibilities. Together with theoretical inputs, they also provided opportunities for experiential learning. While being with the students in the class rooms they also accompanied them outside in the play field, excursions, social outreach, study tours and spiritual activities. In other words, they made their schools hubs of learning and hence, their students have become well-rounded and interconnected, or as Fr. Kolvenbach put it, men and women of competence and conscience, compassion and commitment.

When we speak of Jesuit education, we should not forget that it is a shared mission, a collaborative venture of Jesuits and host of other teachers and stakeholders, who are partners in a common mission of transforming individuals and society. It is their love and loyalty, devotion and dedication to Jesuit ethos that has produced some of the luminaries, who have grown not only as splendid personalities and but also sensible and sensitive citizens, who offer stupendous service to the nation.

I am happy to learn that JEASA is publishing this booklet, ‘Good Practices in Jesuit Schools’, which in fact, follows the first book, ‘Igniting the Future’, which highlighted leadership in Jesuit schools. As the name suggests, the book, ‘Good Practices in Jesuit Schools’, showcases the stories of eventful experiments conducted inside and outside the classroom by Jesuits and their collaborators, which have become our way of proceeding in Jesuit education in South Asia today. I am grateful to all the Jesuits and the partners in mission for making this monumental contribution in shaping the destiny of the subcontinent.

I offer my special thanks to Fr. John Ravi, the Conference Secretary for School Education, who has ushered in a new culture of learning and teaching in our schools. Through visits to schools, and the accompaniment and animation of principals, teachers and students, he has breathed new life into this significant ministry. In fact, the booklet, ‘Good Practices in Jesuit Schools’ is his dream to offer better pathways for the staff and students of our schools.

I am also grateful to all the writers, who have contributed articles and specially the editor who has collated, corrected and compiled them into a readable book, a tribute to the educational culture in Jesuit schools, which have transformed many lives and communities in South Asia.

No book is worth the salt if it does not reach the hands of the readers. So, I wish that this book, a work of many minds and hands, reaches multiple hands and thus creates new pathways to accompany and assist students and thus, accomplish great things in their lives. So, I invite the readers to procure a copy of this book and undertake the adventure of reading, and be transformed by it, become a messenger of transformation by ushering in a culture of learning to better life within and without. ■

FOREWORD



Fr. John Ravi, SJ
Conference Secretary for School Education

Dear Readers,

It is with great joy and a sense of shared mission that I contribute this message to the book titled Good Practices in Jesuit Schools. The essence of Jesuit education has always been to form men and women for others—rooted in deep spirituality, committed to human excellence, and equipped to respond to the world’s complex realities. The themes highlighted in this book serve as cornerstones in our shared endeavour to offer holistic, values-based education. Let me share my brief reflection on each sub-theme which will enable the readers to understand the working dynamics of Jesuit schools.

The Spirit of Excellence

In Jesuit schools, excellence is more than just academic achievement; it is the pursuit of the magis, a term that St. Ignatius of Loyola often used to signify “the greater good.” This spirit of striving for the highest standards encompasses not just intellectual rigor but also moral, social, and

personal growth. Jesuit education seeks to draw out the full potential of every student, encouraging them to use their talents and abilities in the service of humanity. Our schools are called to foster environments where this pursuit of excellence is nurtured through critical thinking, creativity, and collaborative learning.

Spiritual Formation

At the heart of Jesuit education is spiritual formation, which imbues the entire educational process with a sense of purpose and direction. Rooted in Ignatian spirituality, our schools invite students to experience God in all things and develop a personal relationship with Him. This formation helps students discern their life paths, not merely as professionals but as persons of deep faith and conscience. Our goal is to enable them to live lives of meaning, anchored in a spirituality that is both contemplative and action-oriented.

Human Excellence and Character Formation

Human excellence in Jesuit education goes beyond intellectual achievements. It includes moral integrity, emotional resilience, and the formation of virtuous character. Jesuit schools have always emphasized the importance of forming men and women who act with justice, compassion, and humility. Character formation in our educational spaces includes promoting honesty, respect, empathy, and courage—qualities essential for building a better world.

Ignatian Spirituality-Centred Education

The Ignatian pedagogical paradigm, which places emphasis on context, experience, reflection, action, and evaluation, is central to Jesuit schools. Our approach to education is distinct because it centres on developing the whole person. Students are invited into a reflective process that allows them to integrate their learning with lived experience.



At the heart of Jesuit education is spiritual formation, which imbues the entire educational process with a sense of purpose and direction. Rooted in Ignatian spirituality, our schools invite students to experience God in all things and develop a personal relationship with Him.

This cyclical process encourages them to not only excel academically but also to become agents of change in society.

Student Accompaniment

One of the unique aspects of Jesuit education is the focus on cura personalis, the care for the individual person. Our schools provide environments where each student is known, understood, and supported in their personal journey. Student accompaniment is at the core of Jesuit pedagogical practices, helping students navigate their emotional, intellectual, and spiritual challenges. Teachers and administrators act as mentors and guides, helping students to grow into their best selves, both as individuals and community members.

Responsible Citizenship

Jesuit education prepares students not just for careers but for life, emphasizing their roles as responsible citizens. The call to be “men and women for others” resonates deeply in our curricula, which promote social justice, peace, and reconciliation. Through service learning, community engagement,

and social action programs, students are encouraged to understand the broader world and contribute meaningfully to society. Our hope is that they will become leaders who are ethical, compassionate, and dedicated to the common good.

Eco-Consciousness

In the face of the ecological crisis, Jesuit schools are committed to fostering an eco-conscious worldview among students and staff. Grounded in the Ignatian principle of seeing God in all things, we educate students to appreciate the interconnectedness of creation. Eco-consciousness is integrated into our teaching, encouraging responsible stewardship of the earth and cultivating a sense of respect for the environment.

Promotion of Life Skills and Leadership Qualities

Education in Jesuit schools is incomplete without equipping students with essential life skills. Through a broad-based curriculum and various co-curricular activities, students develop resilience, problem-solving abilities, and communication skills that will serve them well in life. Leadership development is also prioritized, both for students and staff. We aim to create environments where leadership is not just about authority but about service, ethical decision-making, and collaboration.

In today's rapidly changing world, Jesuit education remains a beacon of hope, fostering individuals who are intellectually competent, morally sound, spiritually grounded, and committed to justice and peace. The practices highlighted in this book—whether related to excellence, spirituality, or leadership—reflect the ongoing journey of our schools to respond creatively and courageously to the challenges of our time. It is my hope that this collection of best practices will inspire continued innovation and renewal in our shared mission. ■



FOREWORD



Fr. Christu Savariraj, SJ
North Zone Co-ordinator

Dear Readers

It gives me immense joy to get involved in the work of identifying and compiling the good practices found in the Jesuit schools across India. It's always fascinating to journey into the world of education ministry of Jesuits. The first Jesuit school to be opened in Europe was during the lifetime of St. Ignatius of Loyola. As he explained to one of his close friends, Ignatius saw in the school an opportunity to do good by initiating the young into secular and human knowledge and simultaneously into spiritual and moral values -- the love of God and human person. The success experienced here encouraged the Jesuit Order to go in for more and more schools and college of every kind, so that soon education came to be considered the primary work of the Society of Jesus. Hence, the Jesuit dictum "Give us a boy and we will return you a man, a citizen of his country and a child of God."

It was during 16th and 17th centuries Jesuit schools were opened all over Europe and in them the newly discovered classics of Greece and Rome were successfully used in the formation of the young. The "Ratio Studiorum" or "Guide to Education" produced by the Jesuits at the end of the 16th century remains an educational classic down to our day. Jesuit education has been evolving down the years. Nothing is taboo in Jesuit education. Emerging trends and thoughts have challenged and transformed educational philosophy of Jesuits. The Characteristics of Jesuit Education have given a new direction and approaches to the Jesuit institutions.

No Jesuit education is complete without attention to the development of the moral and intellectual qualities of leadership: love for the country, integrity, human relations, understanding, hard work, organisational ability, cooperation and teamwork, and the power of expression in speech and writing. All these could become possible due to the Good Practices adopted by Jesuits in their education ministry. This booklet on "Good Practices in Jesuit Schools", attempts to delve into the daily rhythm of every institution.

Good practices of teaching are essential to providing students with a high-quality education and ensuring that they are able to reach their full potential. From creating a supportive and inclusive classroom environment to providing clear and engaging instruction, there are several key practices that educators should prioritize in order to be effective in their teaching. A Jesuit education with its rich legacy and tradition aims to provide nurturing environment to the students through effective and innovative practices that are rooted in tradition as well as contemporary approaches.



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This booklet highlights ten topics that give the readers a detailed and picturesque experience of good practices found in Jesuit schools across India. The more we discuss these practices the more we are pushed to explore and innovate to be relevant to the younger generation. Today we are called to reimagine and restructure our way of educating young minds. The practices mentioned here will certainly ignite the minds of educators to discover more innovation practices. ■

God bless you all.



▶ Ignatius in Barcelona with students of the Master Ardèvol's grammar class.

Student Outcomes:

1. Improved academic performance: Developing skills like time management, goal-setting, and critical thinking.
2. Enhanced self-awareness: Understanding strengths, weaknesses, values, and emotions.
3. Better social skills: Building strong relationships, empathy, and conflict resolution.
4. Increased confidence: Developing self-esteem, resilience, and adaptability.
5. Improved mental health: Coping with stress, anxiety, and emotional regulation.

Teacher and Staff Outcomes:

1. Professional growth: Enhanced teaching methods, student engagement, and classroom management.
2. Increased job satisfaction: Feeling more fulfilled, motivated, and supported.
3. Improved teacher-student relationships: Stronger bonds, better communication.

School Community Outcomes:

1. Positive school culture: Fostering inclusivity, respect, and teamwork.
2. Increased parental engagement: Encouraging participation, volunteerism.
3. Better community relationships: Building partnerships, collaborations.

Overall, human excellence programs in schools can have a transformative impact on students, teachers, and the broader community, leading to improved academic achievement, personal growth, and social responsibility.

1. SPIRIT OF EXCELLENCE- MAGIS

The commitment to excellence – in terms of intellectual rigor and all aspects of school life- is at the heart of Jesuit educational philosophy. The Jesuit motto is Ad Majorem Dei Gloriam (God's greater glory) – St. Ignatius was always seeking "the magis" ("the more"). It challenges students to go beyond what is expected. Jesuit schools today promote excellence and best practice and seek to uphold the highest standards and most authentic values in education. The programs in schools aim to foster holistic development, academic achievement, and personal growth in students. Here are some potential outcomes of the good practices of Jesuit Schools:





 **Jesuit
Education**
prepares students
for lifelong
learning.



Good Practices Academic Excellence (MAGIS):

■ Art Integrated Learning/Projects:

Encourages creative expression and cross-disciplinary learning by blending artistic concepts into academic subjects, fostering holistic development.

■ Special Work Sheets:

Tailored worksheets are provided to reinforce core concepts and ensure comprehensive understanding, catering to individual learning needs.

■ Weekly Tests:


As a formative assessment weekly test are conducted every week for a subject. Two or three cycles of tests are conducted before every terminal examinations. This helps the students to revise the lessons taught by the teachers.

■ Periodic and Surprise Tests:

Regular assessments, both planned and unplanned, help track students' progress and enhance exam readiness.

■ PPT Presentations:

Students are encouraged to present topics via PowerPoint, improving research, presentation, and communication skills.



Jesuit Education
emphasizes the view that
each person is a unique
creation of God.



- **Group Discussions:**
Collaborative discussions enhance critical thinking, teamwork, and communication, allowing students to explore diverse perspectives.
- **Quizzes:**
Interactive quizzes stimulate competitive spirit and reinforce subject knowledge in a fun and engaging way.
- **Remedial Classes:**
Targeted support for students who need extra help in specific subjects ensures no one falls behind.
- **Subject-Specific Workshops:**
Workshops led by experts or faculty provide in-depth exploration of complex topics, broadening students' academic horizons.
- **Research-Based Projects:**
Promoting inquiry-based learning through research assignments to deepen analytical and problem-solving skills.
- **Olympiads:**
Subject based olympiads inculcate reasoning and analytic skills in students and deepens their knowledge in specific subjects.





Human Excellence

- **Thematic assembly:**

A comprehensive thematic assembly is prepared for an entire month with a specific theme for every day. The plan includes a speech on the theme, star personality of the day and a thought for the day. This helps maximum participation of students from every section of the class.

- **Inter school and inter house competitions:**

Events in art, sports, music, dance give ample opportunities to students to showcase their skills. Exposure to other schools and institutions enhance their confidence.


- **Formation of Student Clubs:**

Various clubs like Mathlete Clubs, Coding Clubs, Fine Arts Clubs, Performing Arts Clubs, Social Initiatives Clubs, Literary Club are formed in schools to inculcate leadership skills in students and help them grow in specific skills related to their interests.

- **Language Enhancement Programme (LEM):**

Special classes are organized to help students struggling with poor communication skills. Providing facilities like language lab and organizing structured courses help students hone their communication skills.



 **Jesuit Education** explores the intersection between faith and culture.


2. SPIRITUAL FORMATION

(Leading students to God)

Faith formation programs in schools aim to nurture students' spiritual growth, moral values, and faith development. We feel that people are led away from God due to materialistic and consumeristic life style. The secular society keeps God away from people. The present social, economic, cultural, and political situations can disconnect them from the author of life. It is an urgent need to connect students with the source of life. The spiritual practices in our schools evoke a sense of religiosity and spirituality in our students. At this juncture we realise that Ignatian discernment and the Spiritual Exercises of Saint Ignatius show the path to God. Being familiar with God makes for solid faith; it comes from a life of prayer and enters into dialogue with other religions and with all cultures.

The outcomes:

1. Deeper understanding of faith and values
2. Respect for religious and cultural pluralism
3. Spiritual growth and development
4. Moral character formation
5. Positive relationships with peers and authority
6. Faith inspired community service and social responsibility
7. Preparedness for life's challenges
8. Integration of faith and learning
9. Reduced social conflicts and violence
10. Improved mental health and well-being

 **Jesuit Education** is comprehensive and rooted in the liberal arts tradition.




Id-Ul-Fitr, Dussehra, Deepavali, Chhath, Christmas, etc., Dance competitions are held to celebrate cultural diversity in Indian. Marking diverse religious and cultural festivals in schools inculcate in students the significance of each tradition, fostering inclusivity and appreciation for all beliefs.

■ **Decoration of Bulletin Boards:**

Competitions like decoration of bulletin boards on the occasion of major religious festivals with quotes from different religious scriptures are conducted regularly. Students participate in such activities enthusiastically.

■ **Display of Religious Quotes in the Campus:**

This is one of the good practices of promoting inclusivity in students and teachers. Verses of different religious scriptures are displayed in the prominent of places of the schools.

 **Jesuit Education**
embraces interfaith
engagement
and collaboration.



Good Practices

■ **Daily assemblies:**

Classes are assigned on daily or weekly basis to conduct assembly in the school at the beginning of the day. Students are taught to pray together as children of God. Prayers, hymns, quotes become integral parts of such assemblies.

■ **Inter-Faith Prayer Service:**

This is one way of bringing together students of various religions, fostering a spirit of mutual respect and dialogue. Such prayer-services are conducted occasionally where scripture readings from various religious traditions are recited and hymns are sung. Skits are enacted by students to promote appreciation for religious diversity.

■ **Moral Science and Catechism Classes:**

Regular classes aimed at instilling oral values and ethical principles in students, shaping their character and worldview.

■ **Inter-Religious Seminars:**

Thought-provoking seminars featuring discussions on the commonalities and unique aspects of various religions, promoting harmony and peaceful coexistence are conducted occasionally. Spiritual leaders of different religions are invited to the schools to address students.

■ **Inter-Religious Quiz:**

Activities like inter-religious quiz inculcates in students the quest to know more about other religions and derive meaning their teachings. Literature and materials are provided to students in order to prepare the form quiz competitions.

■ **Celebrations of All Festivals:**

India being a cradle of religions celebration of religious festivals become an essential part of school life. Special assemblies are conducted to celebrate festivals like Makar Sankranti, Pongal,



3. CHARACTER FORMATION

(Walking together with young people to build a hope-filled future)



In today's world, young people, most of whom are poor, face enormous challenges. These include reduced opportunities for employment, increased political violence, discrimination that comes in many forms, and the gradual deterioration of the environment. The digital era poses lots of threat to their moral and mental well-being. Students feel stressed due to academic and career demands. All of these make it difficult for young people to find meaning in their lives. They struggle to discern the right path in life. Walking with the students by forming their character and dreams can instil in them a sense of hope. Character formation programs in schools aim to develop students' moral, emotional, and social skills.

Expected Outcomes:

1. Increased self-esteem: Recognizing strengths, weaknesses, values.
2. Moral character: Integrity, ethics, values.
3. Mental health and well-being: Resilience, coping skills.
4. Better decision-making: Developing critical thinking, problem-solving.
5. Positive relationships: Stronger friendships, improved communication.
6. Improved behaviour: Reduced discipline issues, increased respect.
7. Academic improvement: Increased motivation, focus.
8. Leadership development: Confidence, initiative, responsibility.
9. Improved teacher-student relationships: Stronger bonds, better communication.
10. Positive school culture: Respect, empathy, inclusivity.

By implementing character formation programs, schools can shape students into compassionate, responsible, and successful individuals, contributing to a more harmonious and productive society.



Jesuit Education

pays special attention to values, ethical issues and the development of moral character.

Good Practices

Value-Based Teaching in Classrooms:

Teachers integrate moral and ethical lessons into the curriculum, helping students build a strong moral foundation and practice integrity in their daily lives.

Seminars and Talks on Values:

Regular seminars and guest lectures focus on important values such as empathy, responsibility, honesty, and respect, guiding students toward personal growth and character strength.

Best Student Awards:

This award recognizes students who demonstrate academic excellence, leadership, and service to others, motivating them to maintain high standards in all areas of life.





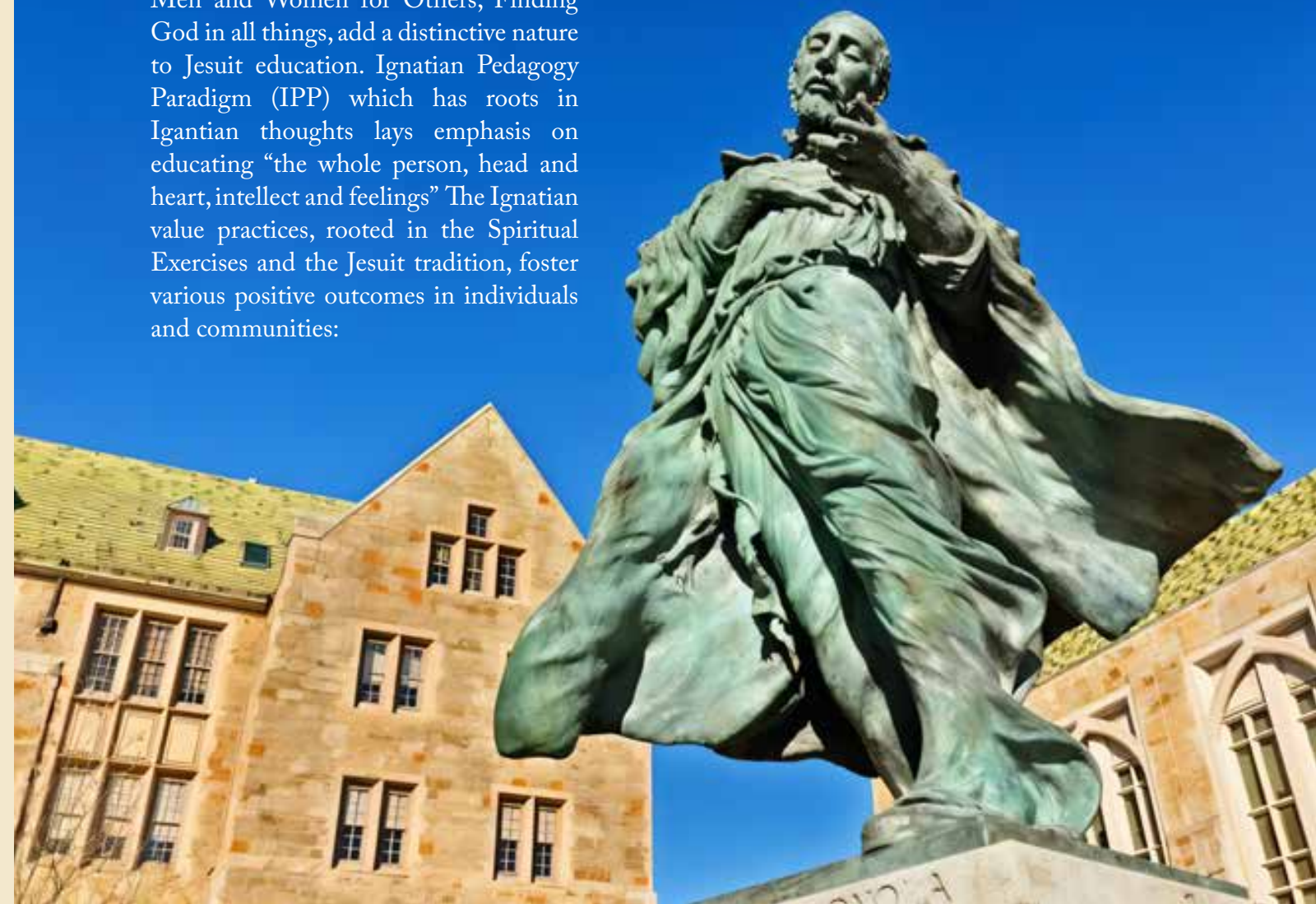
Jesuit Education
Stresses the importance
of social and
environmental justice.



- **Best Character Awards:**
Awarded to students who exhibit exemplary behaviour, kindness, and respect towards peers and teachers, fostering a culture of positive character within the school.
- **Leadership and Responsibility Roles:**
Opportunities such as class monitors, house captains, and student council roles provide platforms for students to take responsibility, lead by example, and develop decision-making skills.
- **Community Service Projects:**
Participation in social service initiatives, charity drives, flood relief services, and environmental projects encourages students to give back to society and develop a sense of responsibility toward others.
- **Formation Programmes:**
Life orientation programmes, motivational sessions, leadership animation programmes are conducted for different classes to equip students with different life skills.
- **Mentoring Classes:**
Students lagging behind in academic achievements are entrusted to the care of teachers for a special care. The teachers mentor and counsel these students periodically and monitor their academic progress.

4. IGNATIAN SPIRITUALITY- Centered Education

Education in the Jesuit tradition has generated from the Spiritual Exercises of St. Ignatius Loyola and teachings of the early Society of Jesus educators. Key themes such as MAGIS, Cura Personalis, Ad Majorem Dei Gloriam (AMDG), Men and Women for Others, Finding God in all things, add a distinctive nature to Jesuit education. Ignatian Pedagogy Paradigm (IPP) which has roots in Ignatian thoughts lays emphasis on educating “the whole person, head and heart, intellect and feelings” The Ignatian value practices, rooted in the Spiritual Exercises and the Jesuit tradition, foster various positive outcomes in individuals and communities:





Expected Outcomes:

1. Deeper knowledge in Ignatian values that constitute Jesuit education.
2. Spiritual growth and deepening faith.
3. Development of a personal relationship with God.
4. Building bridges between faith, reason and culture.
5. Increased self-awareness and introspection.
6. Enhanced discernment and decision-making skills.
7. Greater sense of purpose and identity.
8. Development of the whole person (intellect, heart, and will).
9. Commitment to social responsibility and ethics.

The Ignatian value practices, when implemented, can lead to transformative outcomes in individuals, communities, and organizations.



Good Practices

■ Celebration of Ignatian Week :

A week-long celebration is planned in the schools through various activities. Life history of St. Ignatius is presented through skits, speeches, songs, and dances that reflect the values of unity, service, and selflessness, which are key aspects of Ignatian spirituality.

■ St. Ignatius of Loyola Feast Celebration:

A grand celebration of the founder of the Jesuits, with prayer services, cultural performances, and reflections on his teachings. This event emphasizes the values of leadership, discernment, and devotion to service.

■ St. Ignatius of Loyola Inter-School Sports Activities:

Sports activities A sports event that embodies the spirit of teamwork, perseverance, and excellence. The tournament reflects Ignatian values by fostering healthy competition and camaraderie among students.



- **IPP based lesson plan and strategies:**


Jesuit education system is deeply rooted in the Ignatian Pedagogy Paradigm (IPP). The five elements of Ignatian pedagogy – context, experience, reflection, action, and evaluation constitute the teaching and learning experience of teachers and students. Teachers prepare lesson plans and tailor their instruction along the IPP model so as to provide a deep and transformative learning experience.

- **Examination of conscience:**

The Daily Examen is a technique of prayerful reflection on the events of the day in order to detect God's presence and discern his direction for us. Students and teachers are guided to go through this exercise in the school for a short period of time before they go home. Such a prayerful and meditative exercise helps them to calm their mind and reflect upon the daily life.

- **Display of Ignatian themes on the campus:**

Characteristics of Jesuit education and quotes from the teachings of St. Ignatius are displayed in the prominent place of the school campus so that visitors and students become familiar with them.

 **Jesuit Education**
encourages critical,
analytical and creative
approaches to solving
problems.



5. STUDENT ACCOMPANIMENT- Care for the entire human person

Jesuit education emphasizes the view that each person is a unique creation of God. Cura Personalis (meaning 'care for the whole self' in Latin) is demonstrated by personal attention in the classroom, a deep respect for diversity and difference and an emphasis on holistic care for the mind, body and spirit. Through the curriculum, co-curricular activities and the environment of the school, our mission is to help each child grow holistically and lay the foundations for life-long growth.



Jesuit Education
Maintains an optimistic view of human nature and of its possibilities.

Jesuit education emphasizes the view that each person is a unique creation of God. Cura Personalis (meaning 'care for the whole self' in Latin) is demonstrated by personal attention in the classroom, a deep respect for diversity and difference and an emphasis on holistic care for the mind, body and spirit. Through the curriculum, co-curricular activities and the environment of the school, our mission is to help each child grow holistically and lay the foundations for life-long growth.

Expected Outcomes:

1. Improved self-esteem and confidence
2. Improved grades and academic performance
3. Better attendance and reduced absenteeism

4. Enhanced academic engagement and motivation
5. Improved teacher-student relationships
6. Increased mental well-being and happiness
7. Continuous assessment and improvement
8. Reduced stress and anxiety in students

By implementing a Student Accompaniment Programme, schools can provide targeted support, fostering students' holistic development and long-term success.

Good Practices

Personalized Attention in Classrooms:

Teachers focus on the individual needs of each student, offering guidance, support, and tailored instruction to help every student thrive academically and personally.

Counselling and Guidance Services:

The school provides professional counselling to address students' emotional, psychological, and academic challenges, ensuring their overall well being.

Health and Wellness Initiatives:

Programs such as regular health check-ups, mental health awareness sessions, and physical fitness activities ensure that students' physical and emotional health are nurtured.

Mentoring Classes:

Students lagging behind in academic achievements are entrusted to the care of teachers for a special care. The teachers mentor and counsel these students periodically and monitor their academic progress.



6. RESPONSIBLE CITIZENSHIP



Jesuit focuses on making students as responsible citizens of a country. Responsible citizenship means acting responsibly towards peace, justice, human rights, good values, and social justice


Responsible citizenship also means being an active member of the society who fulfils his/her duties towards the country and its people. It involves participating in civic activities, obeying laws and regulations, paying taxes, and contributing to the overall well-being of society. 'For God and Country' is the motto of many Jesuit schools and with that spirit they contribute to nation building.



Expected Outcomes:

1. Cultivation of love for the nation.
2. Promotion of social harmony and tolerance.
3. Commitment to protection of rights.
4. Participation in social cause initiatives.
5. Obeying laws and regulations.
6. Respect for religious and cultural diversity.
7. Increased civic knowledge and awareness.
8. In-depth knowledge of the constitution and one's rights and duties.
9. Belief in democratic and secular values.
10. Developing a sense of gratitude for the freedom fighters.

By implementing Responsible Citizenship Programs, Jesuit schools empower students to become informed, engaged, and responsible citizens, prepared to make a positive impact in their communities.

 **Jesuit Education**
Develops responsible citizens who are sensitive to the needs of our time.





Good Practices

- **Patriotic Week (Assembly on Patriotism):**

The school organizes special assemblies focused on the values of patriotism and national pride, encouraging students to understand their duties and responsibilities as citizens of India.

- **Highlighting Great Personalities of the Day in Morning Assembly:**

Each day, the morning assembly features the lives and contributions of great personalities who have significantly impacted society, inspiring students to emulate their sense of responsibility, leadership, and civic duty.

- **Civic Awareness Programs:**

The school conducts programs that raise awareness about civic responsibilities, such as voting rights, and active participation in community service.

- **Commemorating National Days:**

The school celebrates national events such as Independence Day, Republic Day and birth/death anniversaries of leaders with enthusiasm, teaching students the importance of these occasions and their roles as responsible citizens.

- **Recitation of the Preamble:**

Celebration of Constitution Week in the schools with recitation of the Preamble during the morning assembly. Cultural activities are organized on 26th November, the Constitution Day.



7. ECO-CONSCIOUSNESS – Caring for the Common Home

The world is charged with the grandeur of God' (G.M. Hopkins SJ). God is at the heart of his creation, which shares in his mystery, and God is at work in human history. Jesuit education therefore facilitates the discovery of and encounter with God in the world around us. We are called to find "God in all things." At the same time creation today is crying out as never before, labouring to be set free. Today's environmental crisis is impacting all of us. By embedding eco-consciousness into the curriculum, Jesuit education helps teachers and students to understand environmental issues, develop problem-solving skills, and take action to improve the environment.





Good Practices

■ Eco-consciousness Education:

The school integrates environmental awareness into its curriculum, teaching students about the importance of sustainability, conservation, and responsible use of resources.

■ Taru Mitra Club:

A student-led environmental club that actively engages in eco-friendly initiatives like waste management, composting, and creating awareness about environmental conservation among students and the local community. Making students Green Warriors or Green Ambassadors instils in them more responsibility towards nature.

■ Plantation Drives:

Regular tree plantation drives are organized by the school to promote afforestation, improve the local environment, and instil a sense of responsibility for nature in the students.

■ Clean and Green Campus Initiatives:

The school promotes cleanliness and greenery on its campus, encouraging students to maintain a litter-free environment and care for the plants and trees within the school grounds. Concept like Green Classroom of the Month makes students conscious of cleanliness.

■ Project-Based Learning (PBL):

Socially Useful Productive Works (SUPW) competitions like Best Out of Waste provide hands-on activities to students develop practical skills, social responsibility, and community involvement.

■ Nature Walk:


Creating a nursery or a herbal garden with medicinal plants in the school campus and taking students for nature walk provides them ample opportunities to know more about plants.

■ Visit to Botanical gardens and Wildlife Sanctuaries:

exposure of students to such visits bring them closer to the nature. Activities like wildlife safari and bird sighting provides them with experiential knowledge of flora and fauna of those localities.

Expected Outcomes:

1. Connection with the nature.
2. Fostering eco-friendly mindset and lifestyle.
3. Increased sense of responsibility.
4. Sustainable lifestyle choices (reducing, recycling and renewing).
5. Comprehensive understanding of environmental issues.
6. Practical knowledge on topics like waste management, energy conservation, and climate change.
7. Care and protection of biodiversity and wildlife.
8. Strive for conservation of natural resources (water, energy, land).
9. Efforts in improving air and water quality.
10. Ability to see the divine presence of God in nature.

 **Jesuit Education**
Stresses the importance of social and environmental justice.

8. SOCIAL CONSCIOUSNESS (Care for the Uncared)

Social consciousness is a core value of Jesuit education and one of the characteristics of Jesuit education is to make students 'Men and Women for others'. Jesuit schools make a preferential option for the poor. Students are taught to empower the marginalised and the disadvantaged by caring for them and to help them discover the joy of giving. They are taught to become aware of the institutionalized injustice in the society. Jesuit education includes social involvement programs that teach students how to give back to society.



Expected Outcomes:

1. Critical thinking and reflection on the unjust structures in the society
2. Empathy and compassion towards the
3. Conviction to reduce social inequalities
4. Awareness of human rights
5. Social responsibility and collective action
6. Promotion of justice and equality
7. Empowerment of socially disadvantaged and marginalised
8. Awareness of God's active presence in human life

The outcomes of social consciousness can be far-reaching and transformative, impacting individuals, communities, and society as a whole.



Good Practices:

- **LTS (Leadership Training Service) Club:**
A club dedicated to community service, where students learn leadership skills through activities aimed at helping the underprivileged, fostering empathy and social responsibility.
- **Visiting Old Age Homes:**
Regular visits to old age homes allow students to interact with the elderly, offering companionship and support to those who often feel neglected, thereby nurturing compassion and care for the marginalized.

- **Donations During Crises (Domestic or National):**

The schools organize donation drives during times of natural disasters or crises, encouraging students and their families to contribute generously, and instilling a sense of solidarity and responsibility and sensitivity towards society.

- **LAMP Collection:**

- **Charity Day:**

A day is fixed in a month where students are asked to contribute from their savings. The collected money is spent on a charity work like feeding the hungry, helping students from disadvantaged communities, etc.

9. PHYSICAL AND MENTAL WELL BEING



Focus on physical and mental health once again highlights the thrust of Jesuit education on “care for the person” and holistic development. Regular physical activity improves mental health by reducing stress, anxiety, and depression. It can also improve mood, self-esteem, and sleep. Education on mental health is important for students because it affects how they think, feel, and act. It also helps them to determine how they handle stress, relate to others, and make choices. Mental health problems can increase the risk of repeating a grade, truancy, and dropping out of school. That’s why Jesuit schools ensure that physical and mental health becomes part of the curriculum and regular classes are being allotted for such activities in the daily routine.

 **Jesuit Education**
inspires students to
change society and the
world for the better.

Student Outcomes:

1. Sound body and sound mind
2. Improved mental health and well-being
3. Enhanced focus and concentration
4. Reduced stress and anxiety
6. Improved academic performance
7. Increased self-esteem and confidence
8. Better sleep quality and hygiene
9. Improved nutrition and dietary habits
10. Regular attendance





Good Practices:

■ Health Camps and Medical Check-up

Health camps in schools are important for students' health and learning, and can help prevent health issues and promote healthy habits. Health camps provide students with essential screenings, ensuring potential health issues are identified and addressed promptly. Alumni associations and Parents Teachers Associations take lead in organizing such camps.

■ Yoga Sessions

Regular yoga sessions in the schools are conducted during the assembly or sports periods. Yoga helps students inculcate strength, endurance, confidence and a great mind-body-soul connection. One of the most significant advantages of yoga classes in schools is its stress-relief capabilities. The relaxation and mindfulness techniques used in yoga, such as deep breathing and meditation, are effective tools for reducing stress and anxiety among school children.

■ Meditation and Mindfulness Sessions:


Experts are invited to the schools to train students in meditation and mindfulness so that students learn the art of emotional and personal management. Various techniques and tips are given to students which can be practised by them at home.

■ Games activities and Sports Days

Physical education is part of the curriculum where theory as well as practical classes are conducted for all students. Inter-house competitions and sports days are major attractions in the Jesuit schools where maximum number of students participate enthusiastically. Maintaining health records of students is an important work carried out by sports teachers with the vision of promoting physical health of students.

■ Bagless Day:

A bagless day is a day when students attend school without their regular bags and textbooks. The purpose of bagless days is to give students a break from the weight of their bags and to help them learn in different ways. Schools organize fun-filled and creative activities involving arts, quizzes, music, dance, sports, and skills to help students reduce stress and increase joy of learning.

 **Jesuit Education**
Incorporates a global and international dimension for growth and learning
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10. GLOBAL CITIZENSHIP


Global Citizenship Education empowers individuals to engage with global issues, respect diversity, and take action for a more just and peaceful world. It is about teaching and learning to become global citizens who live together peacefully on one planet.

It is to provide knowledge about the world and the interconnected nature of contemporary challenges and threats; it is about instilling values that reflect the vision of the world and provide purpose, such as respect for diversity, empathy, open-mindedness, justice and fairness for everyone; it is about adopting behaviours to act on their values and beliefs: participating actively in the society to solve global, national and local challenges and strive for the collective good.



Expected Outcomes:

1. Development of global literacy and awareness
2. Peacebuilding and conflict resolution
3. Reduced prejudice and stereotypes
4. Cultural competence and understanding
5. Development of global leadership skills
6. Increased cultural exchange and understanding
7. Adaptability in diverse cultural contexts
8. Effective cross-cultural communication
9. Global issues and problem-solving education
10. Preparation of globally competent graduates

 **Jesuit Education**
Incorporates a global and international dimension for growth and learning.





Good Practices:

■ Organisation of/Participation in Model United Nations (MUN)

Model United Nations (MUN) is an extracurricular activity where students act as delegates to the United Nations. Students participate in simulations of UN committees, where they learn about the UN, diplomacy, and international relations. MUN conferences help students develop skills like: Public speaking, Writing, Research, and International affairs.

■ Youth Parliament

Youth Parliament is an activity that helps students understand the functioning of India's parliamentary system. Schools organize such activities in order to provide a common platform and foster for a healthy discussion on welfare activities, social justice, social reforms, economic development, communal harmony, education, welfare schemes of the govt, health, students' discipline etc.

■ Exchange Programmes

Some Jesuit schools organise student exchange program where students are taken to a foreign school or at a partner university. The goal of the program is to provide students with a cultural and educational experience that broadens their perspectives and enhances their personal development.

■ Educate Magis

It is an online community of Jesuit and Ignatian educators that offers resources and opportunities for collaboration, learning, and teaching. By becoming part of this venture Jesuit educators collaborate globally, serve the Jesuit mission, and empower the Jesuit Global Network of Schools.

DISCERNING FOR A HOPE-FILLED FUTURE

Four Strands of Jesuit Education

EDUCATING FOR FAITH

Prayer is a channel that brings us closer to God and help us look at the school and mission with the perspective of FAITH. Educating for Faith explores how we educate our students in faith and bring

this dimension to life across the curriculum. What are the challenges of educating for faith in an increasingly secular world? How do we share a compelling and powerful faith narrative to bring students into a closer relationship with God? It is time for us to animate and make faith explicit and show students the way to God through the Spiritual Exercises and the practice of discernment.

EDUCATING FOR DEPTH

Educating for Depth invites us to remember our Ignatian pedagogical paradigm and the importance of reflecting deeply on experience and then being called to action. Educating for depth is not about having deep knowledge in a niche field. Nor is it about being overly introspective, to the point of being incapable of action. Rather it is more about the attention we give to forming our students' inner persons. To equip our students with the ability to "decide from the inside" and produce people of discernment who come to see God operating in the world is our goal.

EDUCATING FOR RECONCILIATION

The children face serious crisis in this modern world with its noise, selfishness and consumeristic and materialistic mentality as they come from diverse cultural and religious backgrounds. "Educating for Reconciliation" brings to mind the many relationships we encounter that need restoration. Students need to be taught to accept and appreciate the differences of identity and diverse backgrounds of their peers. They also need to be trained to stand with the excluded and lend a helping hand to the poor and the marginalized in order to bring them to the main strata of the society.

EDUCATING FOR GLOBAL CITIZENSHIP

Students need to be given a global perspective of education and life experience. They need to be exposed to global awareness and global consciousness, thereby nurturing a strong sense of civic-mindedness in them. That's how they will make positive contributions to the community around them and the world that they live in.

