

## **The Journey and the Destination**

### **Universal Apostolic Preferences on the Runway of Ignatian Pedagogical Paradigm**

#### **Universal Apostolic Preferences (UAP)**

The Universal Apostolic Preferences (UAP) is a response to the global context by the different Jesuit schools and colleges. It is a unifying string which ties together the local socio-cultural differences, the scholastic perspectives and bind everyone together under the common theme of Universal Apostolic Preferences (UAP). The timeline for achieving its goals are 2019-2029. The different preferences are not only about spiritual development but also that it can be actualized in our education system, in our different programs as they are goal-oriented and based on achieving certain objectives and outcomes. The UAPs are written as objectives and goals.

Their vision despite the differences from one institute to another in the global context, there are common goals and objectives which can be achieved worldwide. The goals are thus not limited to a particular community, religion, caste or creed nor to only the Jesuits, but they are the goals and objectives of the humankind aspiring for service to God and man. The 4 UAP are

- To show the way to God through the Spiritual Exercises and discernment.
- To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.
- To accompany the young in the creation of a hope-filled future.
- To collaborate in the care of our Common Home.

#### **VISION of the UAP**

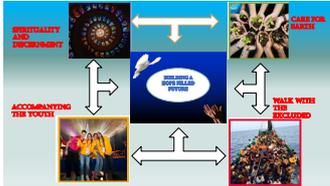
The vision of the UAP is need-based and understanding which are the main goals that we as a part of the Jesuit Institutions must face together, what is it that can help us to make this world a better place, to support each other for the higher goals of life.

The preferences or our callings can show the institutions of the Jesuits how they can contribute in their own way to reach God through discernment, reflection and through empathy towards the excluded, to the condition of the earth and in this process how we can journey with the youth. The UAPs are not just actions or outcomes but also the means to reach the higher goals. Thus, they are ends and means both. They are orientations not priorities, they are not just doing things but being those things.

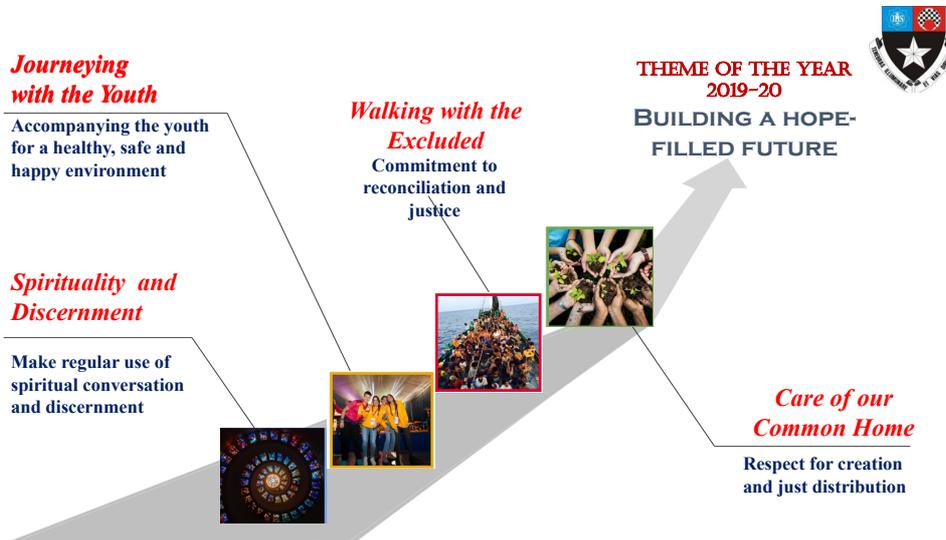
The UAPs require Institutes like SXIE require our students to discern, reflect and find our way to God, to be equip through our different programs to be sensitive to the excluded, to look after the earth, nature.

## UAP with IPP

For the Institutional distinctiveness the UAP are disseminated through different curricular and co-curricular way . The connect or approach of UAP is through the 5 elements of IPP – where we understand the local context, its challenges and strengths and weakness. The context of different societies are different thus after interpreting the understanding for our Institution, certain experiences were envisioned, planned and implemented in both curricular and co-curricular programs. These experiences were reflected upon , like students through guided reflective questions could express how they felt and experienced the integration of these values in their theme based lesson plans, in their core courses, community work, student council activities, even in the college



fest- prayas. The crux of the UAP through **Building a Hope-filled Future** as a theme for the decade was accepted by the institute



These UAPs are goal oriented and through the approach of Ignatian Pedagogical Paradigm (IPP) one can achieve the goals and can be a means for further goals.

The UAP are based on understanding the context, providing and gaining the experiences, reflecting on those experiences and developing for an action plan for the changing for betterment and again as one evaluates the experiences, reflects on the same and continues the cycle. The interplay of experiences, reflection and action are in continuous spiral and cyclic manner as given by St Ignatius in his philosophy.

There is a connect between achieving the goals of UAP and the means through IPP approach can make it more concrete. The global Jesuit society is unified with the UAP, but the challenge is whether it can create that outcome or impact in educational Institutes. Thus, it becomes a doubly important responsibility for our college of education that they understand how the UAP works.



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To collaborate in the care of our Common Home.



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<https://www.educatemagis.org/living-tradition/ignatian-pedagogy-a-practical-approach/>

### The Thrust

The thrust area in this distinctive feature was through need- based and context-based understanding to chart down all the programs which can lead to understanding and realizing the orientations of the UAP. They can be understood as the philosophy as well as the achievable goals.

The academic year revolved around the UAPs, the philosophy was first acquired by the Management , the Principal and some senior teachers. The philosophy was then disseminated to the students and the faculty through assembly as well as through the induction programs. It was introduced in the IQAC meeting also , such that these values and orientations can enhance the conscious and deliberate steps to improve the quality in different approaches and programs of the college

The faculty then planned all the curricular and co-curricular activities with the orientations towards the UAP as an epicenter of the programs.

The approach used was Ignatian Pedagogical Paradigm

The IPP is the path leading to the orientations of the UAP, as well is the means to reflect upon the context and experiences of the UAP. These reflections indicates towards further direc

The UAP was reflected in the theme-based lessons, during internship, in the best practices, in the courses in the college fest, in the community work and also in the Co-curricular activities.

The priorities of the UAP are involved in the different programs of the Institute.

The essence of IPP and UAP can be internalized as we integrate the two. The framework for internalizing the dynamism of the IPP can be based on the different themes of UAP like discernment, walking with the excluded, journeying with the youth and care for earth.

**CONTEXT:** What is the context regarding the theme of the UAP? How does the context affect my role as a teacher? How does the context of the UAP theme mobilise me towards reflection and action?

**EXPERIENCE:** What experience I have been exposed with regards to the theme at cognitive, affective level?

What are the different feelings stirred within me that connects me to the UAP?

What are the experiences around me that have challenged me to think about the UAP?

**REFLECTION:** What is my response towards what I have experienced?

What are the implications of what I have experienced about the UAP like witnessing child labour/ unjustified discrimination?

Is it directing me towards an action?

Is there a desire in me to know more, research and reflect more on the experience of the UAP?

**ACTION:** What can I do to bring about some change in achieving the goals of UAP? What collaborative, community, individual steps can we take to fulfill the goals of UAP

**UNIVERSAL APOSTOLIC PREFERENCES (UAP) THEME BASED ACTIVITIES AT SXIE**

| <b>Area</b>   | <b>DISCERNMENT</b>                                | <b>Walking with the excluded, underprivileged</b>   | <b>Journeying with youth</b>   | <b>Care for Earth</b>  |
|---|---|---|--|--|
| Manager, Principal, Faculty and students  | Orientation, input and Deliberations              | Orientation, input and Deliberations  | Orientation, input and Deliberations   | Orientation, input and Deliberations   |
| Assembly  | Assembly – Prayer and Reflections                 | Assembly – reflection and actions -   | Assembly and follow up activities  | Assembly and follow up activities  |
| Best Practices Waste Mgt  | Self-awareness Reflection                         | NGO collaborations for awareness amongst excluded   | School Assembly awareness  | School Assembly awareness  |
| Library as a hub for community work   | Self-awareness and civic responsibility awareness | Library books, journals themes on less privileged, excluded and their concerns                    | Conducting activities and programs for the excluded with the basis of the library books and articles | Conducting activities and programs for the excluded with the basis of the library books and articles |
| Lesson plan Designs Students – theme based lessons  | Theme of appreciating creation of God,            | Lessons pertaining to weaker sections of the society  | Spread awareness of rights, duties, supporting   | Preservation of earth, awareness of harmful practices and thinking of alternative solutions          |
| Community Engagement  | Community work need-based, decision making        | Teaching aids, teaching methodologies for students of community centres in rural and city context | Encouraging B.Ed students to conduct social analysis, reflect on it and foster community engagement  | Understanding the biodiversity in different rural context and caring for the creation                |
| Action research   | Self awareness Reflection                         | Topics can be taken in the area of needy students   | Awareness regarding conservation of energy ,   |  |
| Pedagogical endeavours  | Self-awareness Reflection                         | Pedagogy input with focus on marginalised sections of society                                     | Pedagogy input with focus on journeying with the youth   | Pedagogy input with focus on care for earth  |
| Celebration and Harmony Visit to old age home, orphanage. Inviting NGOs, Women group , underprivileged groups | Self-awareness Reflection                         | Student council activities Women cell activities XLED   | Student council activities Women cell activities XLED  | Student council activities Women cell activities XLED  |

The values of building a humane society, with fellowship, justice and love has always been ingrained in the faculty and students of SXIE. The distinctiveness for the year was integration of the Universal Apostolic Preferences (UAP).

The UAP is comprehensive as it covers the values of inclusion, developing in the youth the qualities of community engagement, care for environment and discretion. The values focus on integrated development of the learner especially the head, heart and the hand. As in Aristotle's words, 'Educating the mind, without educating the heart is no education at all', even the distinctiveness of the UAP is fostering in the student teachers the global competencies, social responsibility, environment consciousness and value based actions along with academic excellence.

The Institute integrated the UAP in its different aspects. The stages followed for integrating the UAP were:

1. Orientation and induction into the values of UAP for faculty and students
2. Integrating in curricular and co-curricular activities
3. Reflective report on the integration of the UAP

The different areas in which the UAP was integrated are as follows

1. **Value-based assemblies** – A special assembly with input and activity was facilitated by the Manager Fr Blaise D'Souza S J. Students in pairs every morning conducted assemblies on different sensitive themes with added input of the UAP. The three student groups of the Institute took up one theme of the UAP and in collaboration with the library, and presented it in innovative ways – visual board, musical, debates, reflective words and creative expressions. The work was then compiled and documented in the library.
2. **Community Engagement:** The community centres and rural centres work was integrated with dissemination of the values of the UAP. The values of fostering social responsibility for the underprivileged and disadvantaged was instilled in the student teachers. In the same way the student teachers realized the harmony with the environment and care for earth.
3. **Curriculum transaction** : Curriculum transaction was consciously integrated with the goals and objectives of the UAP. The student and the student teachers directed their learning with the focus of the context, experience, and reflection on the different UAP. The Ignatian Pedagogical Paradigm thus was the pathway to reach the goals of UAP.
4. **Co-curricular activities** : The UAP has been integrated with the co-curricular activities like the talents' search, Prayas – Inter and intra Cultural. The integration set the tone for building a cultural harmony and meaningful experiences in different facets of education.



To conclude, the Universal Apostolic Preferences are promoting a service towards building a hope-filled future, it is transforming the world with love and service. The values of justice, reconciliation, Love, Peace and harmony are integrated through it. The Ignatian Pedagogical Paradigm provides a smooth and meaningful framework for achieving the humane goals of Universal Apostolic Preferences.