



St. Vincent College
(Affiliated to Savitribai Phule Pune University)
Pune -411037

Title of the Event	FDP on NEP challenges and opportunities					
Date of the Event	15th June 2025	Place of the event	St. Vincent College			
Objectives of the Event	The Faculty Development Program (FDP) aimed to deepen faculty members' professional competencies in alignment with the National Education Policy (NEP) 2020, while reinforcing St. Vincent College's institutional identity through the integration of Ignatian pedagogical principles and Jesuit values such as <i>cura personalis</i> , <i>Magis</i> , and service to others.					
Name/s of the Resource Persons	Jesuits of the Society of Jesus					
A short narration of the program						
FDP on NEP challenges and opportunities From June 15, 2025, St. Vincent College proudly hosted a thoughtfully curated, week-long Faculty Development Program (FDP), designed to foster both professional growth and a renewed sense of institutional identity among its academic staff. Conceived as more than a routine training exercise, the program was envisioned as a reflective and transformative space where faculty members from diverse disciplines could engage deeply with contemporary educational paradigms while grounding their practice in the enduring values of the Jesuit educational tradition. The FDP opened with a keynote address by Fr. John Ravi, S.J., a distinguished scholar and policy advisor based in Delhi, whose extensive work in higher education reform lent significant gravitas to the proceedings. Fr. Ravi's presentation went beyond a mere exposition of the structural components of the National Education Policy (NEP) 2020—such as multidisciplinary curricula, choice-based credit systems, and integration of vocational and life skills. Instead, he situated these reforms within a broader philosophical inquiry: What kind of education do we aspire to offer in an era marked by technological disruption, socio-political volatility, and existential uncertainty? His talk challenged participants to view the NEP not merely as a regulatory framework but as an invitation to reimagine the purpose and practice of higher education in alignment with justice, equity, and human flourishing. Throughout the week, the program benefited from the insights of several esteemed Jesuit educators from the Pune Province, each bringing decades of experience in academic leadership, curriculum design, and institutional governance. Among them, Fr. Robert, S.J., emerged as a particularly compelling voice. Drawing from his dual expertise in pedagogy and pastoral care, Fr. Robert led a series of interactive sessions on academic leadership, inclusive classroom management, and the relational dimensions of teaching. With characteristic warmth and intellectual humility, he emphasized that effective teaching transcends content delivery—it is fundamentally about building authentic relationships with students. He offered practical,						



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field-tested strategies for navigating complex classroom dynamics, facilitating difficult dialogues with empathy, and cultivating an environment where every learner, regardless of background or ability, feels acknowledged, respected, and empowered.

A cornerstone of the FDP was its sustained engagement with Ignatian Pedagogy, a teaching philosophy rooted in the Spiritual Exercises of St. Ignatius Loyola. Central to this approach is the principle that teaching begins not with the subject, but with the student. Participants explored how the Ignatian cycle of context, experience, reflection, action, and evaluation can be operationalized in diverse disciplinary settings—from the sciences to the humanities. Special emphasis was placed on three foundational Jesuit values:

Cura Personalis (“care for the whole person”): Encouraging educators to attend not only to students’ intellectual development but also to their emotional, ethical, and spiritual well-being.

Magis (“the more” or “the greater good”): Inspiring a commitment to excellence that is not competitive but compassionate—striving always to do more for the benefit of others and the common good.

Men and Women for and with Others: Reinforcing education as a social mission, wherein knowledge is pursued not for personal gain alone but in service to marginalized communities and a more just society.

The program’s design deliberately eschewed the frenetic pace typical of many professional development events. Instead, it embraced a contemplative rhythm—marked by unhurried dialogue, shared meals, informal conversations over tea, and scheduled moments of silence. This intentional pacing created space for deep listening, critical self-reflection, and collegial bonding. The absence of overly technical jargon or performative presentations allowed participants to engage authentically with the material and with one another.

By the conclusion of the week, the prevailing sentiment among faculty was not one of having merely “acquired new skills,” but of having undergone a renewal of vocation. Many expressed that the FDP had reconnected them to the deeper motivations that first drew them to the teaching profession—the desire to mentor, to inspire, and to contribute meaningfully to the intellectual and moral formation of young people. This reconnection, in turn, strengthened their sense of belonging to St. Vincent College as a mission-driven academic community.

In sum, the 2025 FDP exemplified how professional development, when infused with ethical vision and spiritual depth, can serve as a catalyst for both individual transformation and institutional renewal. It reaffirmed St. Vincent College’s commitment to nurturing not only competent educators but also compassionate leaders who embody the Jesuit ideal of educating the whole person for a world in need of healing and hope.

Name of the Collaborating Agency	Society of Jesus
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Learning Outcomes of the Event for the Participants	Participants gained practical strategies for inclusive classroom management, academic leadership, and student-centered teaching, while reflecting on their roles as educators within a mission-driven framework. They emerged with a renewed sense of purpose, enhanced pedagogical insight, and a commitment to holistic, values-based education.
Learning Outcomes for the Organizing team	The organizing team strengthened its capacity to design and facilitate transformative, values-integrated professional development programs. They also deepened their understanding of faculty needs and reaffirmed the college's distinctive educational ethos through collaborative planning and reflective execution.
No. of Participants	22 Faculty members of St. Vincent College
Faculty in Charge	Fr. Dr. Kenneth Misquitta (Director)
Documents Attached	<ol style="list-style-type: none">1. Attendance Sheet2. Geotag photographs3. Resume of resource persons if any4. Copy of remuneration paid if any5. Notice of the event6. Thank you letter to the resource persons