



EDUCATE TO EMPOWER

# CBCI

## EDUCATION NEXUS

# JANUARY- FEBRUARY 2024



CBCI Office For Education and Culture

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# EDITORIAL

As you know JEE Main for this year has already begun. JEE Main is the first phase of the IIT Joint Entrance Exam (IIT JEE). It is a computer-based online test conducted by the National Testing Agency for students aspiring to pursue undergraduate courses in India in top engineering institutes, such as IITs, NITs, etc. Thus, students are granted admission to IITs, CFTIs, NITs, and other Government funded technical institutes based on the marks obtained in the JEE Main.

On 30 January 2024, JEE Main was conducted in many places in India. But on the 29<sup>th</sup> of January 2024, a girl studying 12<sup>th</sup> std at Kotla committed suicide. In her suicide note she said she could not take the pressure of facing this JEE Main and ended her life. She also said that suicide was her last option. What pushes these children to such a frenetic situation? Competition.

According to National Crime Records Bureau (NCRB) data, 13,000 students died by suicide in 2021 with a 27% rise in student suicides over 2016-2021. In 2023 alone, 26 students have taken their own lives in Kota, most of them preparing for the National Eligibility cum Entrance Test (NEET UG) for admission in medical colleges or the Joint Entrance Examination (JEE) Main and Advanced for engineering.

There was a sharp hike in student suicides in coaching hub, Rajasthan's Kota, this year. While referring to these suicides, the Supreme Court observed in November 2023, that it is the parents' high expectations and not the coaching centres that is pushing youth to take the extreme step. There are others who expressed "These tuition classes spend so much money on advertising which misleads the majority of parents. They are not able to think critically and are taken for a ride. And the court blaming the parents is just compounding the problem,"



These coaching centres often have replaced regular schooling where they train the students to face examinations. Can the coaching centres replace schooling? The students need holistic education to live a harmonious life. When education becomes a commodity, the student is also reduced often to a machine-like person.

It is in this context that the guidelines issued by the Ministry of Education, New Delhi on 18 January 2024 is very significant. These guidelines have been framed to address the need for a legal framework and manage the unregulated mushrooming of coaching centres. No centre, the Ministry has warned that should enrol students below 16 years of age. Only after the secondary school examinations can a student join a coaching centre. These guidelines address also fee-related matters, infrastructure requirement and safety codes.

Both parents and students need counselling and guidance in choosing a course and a career based on the aptitude of the children. We need the children to blossom and transform and not choked and withered. We need to motivate and accompany the children if we need them to lead a happy life.



**FR./DR. MARIA CHARLES SDB**  
National Secretary  
CBCI Office for Education & Culture



## ALL INDIA CATHOLIC EDUCATION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

All India Catholic Education Policy 2023 is brought out by the CBCI Office for Education and Culture of the Catholic Bishops Conference of India. This revised edition offers many avenues for relevant pedagogies and educational choices. This comprehensive policy contains norms and directives for all the Catholic educational institutions of India regarding the multi-dimensional approaches of our education ministry. The Policy emphasizes the care of Catholics, especially the poor and the marginalized; the identity and role of the Catholic education ministry in India and our contribution to school education, higher education and technical and vocational education. This policy offers guidelines for a value-based educational climate, administrative and management policy and sets standards for our education ministry in the future.

**PRICE: RS. 160**

## All India Catholic Education Policy 2023



CBCI Office for Education and Culture  
CATHOLIC BISHOPS' CONFERENCE OF INDIA

## CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

CBCI CHILD PROTECTION POLICY  
FOR CATHOLIC SCHOOLS IN INDIA 2023



CBCI Office for Education and Culture  
CATHOLIC BISHOPS' CONFERENCE OF INDIA

The Catholic Church in India operates and manages nearly 20,000 educational institutions which include formal primary schools, middle schools, high schools, colleges and trade schools. The Catholic Bishops' Conference (CBCI) of India envisions not only providing quality education for the children and youth but also creating a safe and conducive environment for enabling the well-being, growth and development of each child it serves. This child protection policy brought out by the CBCI Office for Education and Culture is an expression of the commitment of the Catholic Church to ensure that each child feels secure and receives an enabling environment for their development. This policy establishes processes procedures and duties for all stakeholders working directly or indirectly with children in their schools.

**PRICE: RS. 140**



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# A FOR ATTITUDE: Behaviour Change and the School Education System

By Swaha Sahoo: December 6, 2023



In 2015, India adopted Sustainable Development Goal (SDG) 4, which seeks “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. India's National Education Policy (NEP) 2020, launched a few years later, defined a framework to help achieve this goal. The NEP advocates for an education system with a safe and stimulating learning environment that would offer a range of experiences that creatively engage students and help them become critical thinkers.

## **BEHAVIOURAL CHANGE IN EDUCATION:**

Behavioural change in school education is a relatively young field. It involves changing the behaviour of teachers and school administrators through a series of small but sustained techniques, or behavioural nudges, anchored in feedback, reflection, and action planning which are the key design elements of behavioural change. The long-term objective of this approach is to radically improve education through systemic change.

Centre for Intrinsic Motivation (CIM) works closely with the State Council of Educational Research and Training (SCERT), the body in charge of teacher development and training in every state, to enable implementation at scale. CIM sets up a core design and implementation team at the SCERT, co-creates content for the programme with them, and trains them to run it in that state. Their interventions in Delhi, Karnataka, and Tamil Nadu offer valuable insights into how these techniques can positively impact the attitudes of district officials, teachers, and students, leading to better classroom environments and sustainable change within the education system.

## **1. FACILITATE SELF-ASSESSMENT FOR**

**TEACHERS:** Research has established that teacher beliefs determine teaching behaviour. If teachers believe that students can learn irrespective of their social and economic backgrounds, they bring that belief to their classroom practice. But how can teachers' beliefs be assessed?

We begin with a module on self-reflection, which involves several open-ended discussions that attempt to understand what teachers think. We ask them a series of questions and present them with a range of situations, and the teachers' responses to these prompts tell us about their mindset. Once we identify the connection between teachers' attitudes and what they practice and spot the gap between practice and desired outcomes, we develop further modules.

The insights from these sessions are funnelled into action plans that teachers take to the classroom to test. This evidence from the classroom aids the creation of follow-up sessions on cultivating a growth mindset among teachers. Mentoring teachers, supporting them to engage in deep conversations, and nudging them to reflect on their biases and their approach to teaching have contributed to a shift in attitudes. This attitudinal shift is key to teachers imbibing new pedagogies and technologies in their classroom practices.

**2. BUILD SELF-ESTEEM:** One of the main impediments to exemplary teacher performance is low self-esteem. Their low motivation is driven by the poor quality of teacher education, inferior service conditions, lack of teacher autonomy, and few avenues for continuous professional development and

support. Teachers lack the confidence to share, question, and think out of the box.

One of the ways we boost their confidence is through a module called 'Building Connect' that fosters a culture of trust and positive communication between teachers and their mentors. We made the mentors aware, first and foremost, that their teaching methods were good and that there was merit in sharing them with others. Realising that they were adding value not just to their own professional development, but also to that of their colleagues, boosted mentors' self-esteem and confidence. We used the same method to identify teacher coordinators at the school level.

The next step was to improve collaboration and engagement between mentor teachers, teacher coordinators, and district officials to create a sense of ease around asking questions, making mistakes, and appreciating effort.

- 3. RECOGNISE AND CELEBRATE:** Teachers crave platforms that recognise the difficult work they are doing. Creating communities of practitioners at the cluster and district levels has created avenues for them to be celebrated by both peers and government officials. Teachers who become part of the teacher network meetings are motivated to apply for the role of teacher coordinators and mentor teachers.

The recognition they receive motivates them to continue conducting network meetings and supporting their peers, irrespective of the state mandate. This evidences the genuine need for teachers to learn from one another. State governments can focus on identifying best practices and develop and diffuse these innovations within the system.

- 4. ENCOURAGE CRITICAL THINKING:** A central component of driving behavioural change is asking 'why'. Nudging education officers to think about the 'why' of their policies and actions has sparked critical thinking. CIM closely supports district officials through regular coaching calls and in-person meetings. We accompany them on teacher feedback sessions and classroom observations and offer feedback on the kind of questions they ask and the support they provide the teacher.

The focus of officials during school visits and classroom observations has also changed. After several cycles of behavioural nudges,

district officials now provide teachers with feedback on their lesson plans. They ask more open-ended questions, focusing on the quality of the teaching–learning process, challenges the teacher might face, how much of the lesson planning and execution the teacher was able to do on their own, and how often they collaborated with other teachers.

### **BEHAVIOURAL BOTTLENECKS:**

Behaviour change interventions are slow to execute because they necessitate attitudinal shifts. Facilitating such shifts in the education system isn't easy. Education officers are tasked with multiple monitoring duties. Providing developmental feedback to teachers is time-consuming and requires the officers' presence in the classroom. Officials would have to engage more deeply with teachers to obtain this information; this would take them and the teachers into deep and uncomfortable territory.

Teachers, on the other hand, were defensive and resistant to feedback on their classroom practices. For example, all teachers undergo a prescribed number of hours of teacher training, but the implementation of that training in the classroom is unaccounted for. Now, to be questioned on student engagement and be told that students are losing interest wouldn't go down well with them. After a series of behavioural change sessions, he says he now feels comfortable about acknowledging his mistakes and is open to feedback from not only his peers but also from his students.

### **WORK IN PROGRESS:**

Building trust is a major step in overcoming these challenges and takes several years. But it can be achieved. Strong political and administrative will, along with educational leadership at both state and central levels, can galvanise long-term systemic change. It can do this by embedding key elements of behaviour change within district empowerment initiatives, policies, and professional development programmes.

<https://idronline.org/article/programme/a-for-attitude-behaviour-change-and-the-school-education-system/>



# TEACHING ENTREPRENEURSHIP IN GOVERNMENT SCHOOLS

By Chayanika Bhayana, and Neharika Vohra:  
October 11, 2023

The value of promoting entrepreneurship and self-employment for sustainable economic development is being recognised across the globe. Start-ups and micro, small, and medium enterprises (MSMEs) contribute significantly to the economic growth of a country by generating employment, bridging regional disparities, and improving the standard of living in various communities. However, efforts to make a difference may fall short if the working population is deficient in entrepreneurial skills and ambitions. Therefore, the need to make the population of India 'entrepreneurship ready' is urgent. Given the size of the Indian population, there is an urgency to equip the youth coming out of school with skills for seeking and generating employment. It would, thus, be of value to Indian society if entrepreneurship education starts at the high school level.

## EXPERIMENTS IN TEACHING ENTREPRENEURSHIP EARLY:

Currently, formalised education in entrepreneurship is often included at the graduation and post-graduation levels in India, and only at technical and management institutes. In most cases, these courses use conventional teaching methods and do not require students to participate actively. The Entrepreneurship Mindset Curriculum (EMC) was instituted for classes 9-12 in Delhi government schools. The basic premise was that the development of entrepreneurial abilities and mindset through experiential learning in school would not only drive creativity, innovation, and passion to build something new or solve a social problem but would also facilitate

one's career growth.

In 2021, to push the experiential component of the curriculum further, a large-scale programme called Business Blasters was announced. Students in classes 11 and 12 would work on a business idea that could generate profit and/or create social impact. The programme was designed to build the awareness and skills required for entrepreneurship, including business acumen, curiosity, collaboration, communication, and overcoming the fear of failure.

The six-month-long programme involved approximately 3 lakh students, 1,000 school leaders or principals, more than 10,000 teachers, 1,000 business coaches and mentors, and a special task force of the Department of Education. It was personally overseen by Delhi's minister of education. Given that it was a pioneering initiative, there was much that was learnt during this programme about pedagogy and implementation of entrepreneurial education with an experiential component. Here are some of the key learnings:

- 1. IT OPENS UP CAREER CHOICES:** This large-scale programme on experiential entrepreneurship proved to be a real-life career choice laboratory. It helped students become more observant and aware of their surroundings, which led to a greater sense of curiosity and critical thinking around potential opportunities and possibilities. Most students who study in government schools in Delhi come from lower socio-economic backgrounds. The Business Blasters programme helped them think of entrepreneurship as a legitimate and rewarding career option upon completion of high school.

## 2. IT HELPS INCREASE EMPLOYABILITY

**SKILLS AND SELF-EFFICACY:** During the intense hands-on process of thinking of an idea, taking feedback, improving the idea, working with a team, making a pitch, building the product, and selling it, the students became aware of their strengths and weaknesses, developed confidence and improved self-efficacy, learned to take risks, and were able to effectively communicate their ideas and problem-solve. Experiential learning made learning more relevant and real for most students.

## 3. IT CHANGES THE MINDSET OF

**STAKEHOLDERS:** The various stakeholders involved in the programme shared that the students were better off when the support they were being provided moved away from the frame of charity and empowerment. Instead, it is better to focus on providing opportunities that are typically not available to the students.

## RUNNING AN INNOVATIVE PROJECT AT SCALE:

The time-bound nature of the project, the uncertainty caused by first-time implementation, and concerns about the safety of the minors involved helped to learn about large-scale project management of new ideas. The on-ground team benefitted from the following approaches to the project:

### 1. TIGHT DEADLINES:

The individuals who were responsible for project implementation shared that they appreciated the tight monitoring and deadlines during the process. It helped them focus while carrying out tasks that were unfamiliar and outside the scope of their work and expertise. They mentioned that in the absence of deadlines, it was likely that the teams would not have performed as well.

### 2. AUTONOMY:

They further acknowledged that the sheer challenge of executing a large-scale project made them innovate and find their own resources to complete the work. It was not only the monitoring but also the operational autonomy (within situational and project constraints) given by the top team to the on-ground teams at various levels that led

to the successful implementation of the project. The school teams also appreciated the freedom they had to shape the journeys of student teams that belonged to their school.

### 3. SHARED LEARNING:

Being able to share concerns and solutions across schools made it possible to quickly learn and find solutions for sticky issues such as finding mentors and ensuring student safety. Not all problems could be envisaged by the central team and not all answers could be found within the implementing teams. Open communication in all directions helped in finishing the project and facing the challenges that came along the way.

For more experiments like the Business Blasters programme, the wholehearted involvement of the school system and the bureaucracy cannot be overemphasised. Considering the current crisis of higher education and record high unemployment, such experiments, we believe, are worthy of emulation. A systematic analysis of the experiment's success will help in better implementation of the next edition of such a programme.

<https://idronline.org/article/education/teaching-entrepreneurship-in-government-schools-idr/>



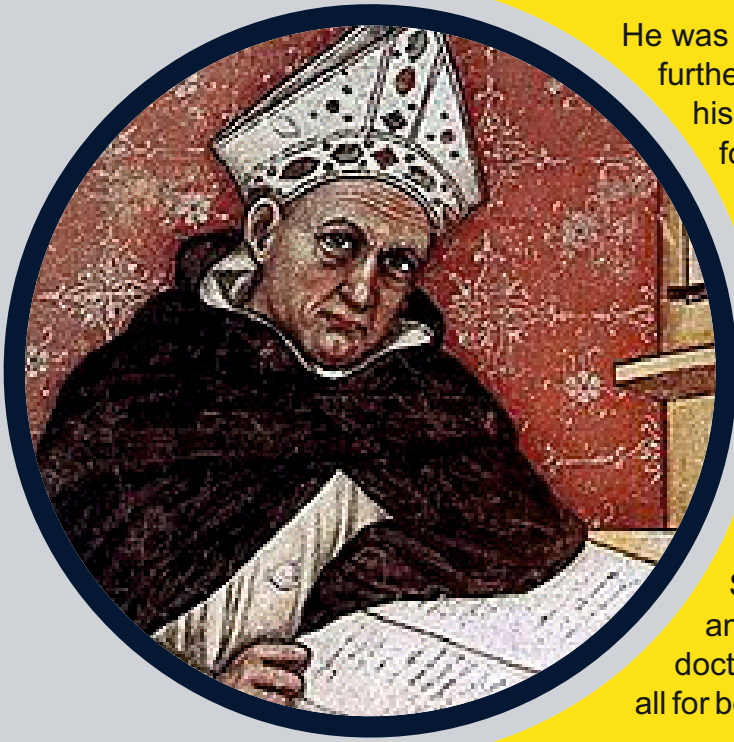
SAINT EDUCATOR

# ST. ALBERTUS MAGNUS

(BORN C. 1200 - DIED NOVEMBER 15, 1280)

The oldest son of the Count of Bollstädt, Albertus Magnus- also called Saint Albert the Great, Albert of Swabia, or Albert of Cologne- was a German Dominican friar, philosopher, physicist, and bishop. He was born in Lauingen, Swabia, around 1205 or 1206, though several historians

date it to 1193. Known as Doctor universalis and Doctor expertus during his lifetime, he was canonized as a Catholic saint in 1931. Later in life, the surname Magnus was added to his name.



He was sent to the University of Padua as a young man to further his education; Padua was either chosen because his uncle lived there or because Padua was well-known for its liberal arts culture, which the young Swabian had a particular fondness for. He was taught about Aristotle's writings there.

After being drawn to the teachings of Blessed Jordan of Saxony, the second Master General of the Order, he entered the Order of St. Dominic in 1223. He taught theology in Hildesheim, Ratisbon, Freiburg (Breisgau), Cologne, and Strasburg after finishing his studies. In 1245, while interpreting Peter Lombard's "Book of the Sentences" at the Cologne monastery, he received an order to return to Paris. There, he was awarded a doctorate by the university, which was renowned above all for being a theological institution.

Albert was chosen as the Provincial of his Order in Germany in 1254. In 1256, he travelled to Rome in defence of the Mendicant Orders against William of St. Amour, whose work "De novissimis temporum periculis" was denounced on October 5, 1256, by Pope Alexander IV. While Albert was in Rome, he preached from the Canonical Epistles and the Gospel of St. John. He also held the position of Master of the Sacred Palace, which was established during the time

of St. Dominic.

In 1257, he gave up his position as Provincial to focus on education and teaching. He drafted guidelines for the Order's graduation system and study direction during the General Chapter of the Dominicans, which was convened in Valenciennes in 1250 and included St. Thomas Aquinas and Peter of Tarentasia (later Pope Innocent V). He was named Bishop of Ratisbon in the year 1260.

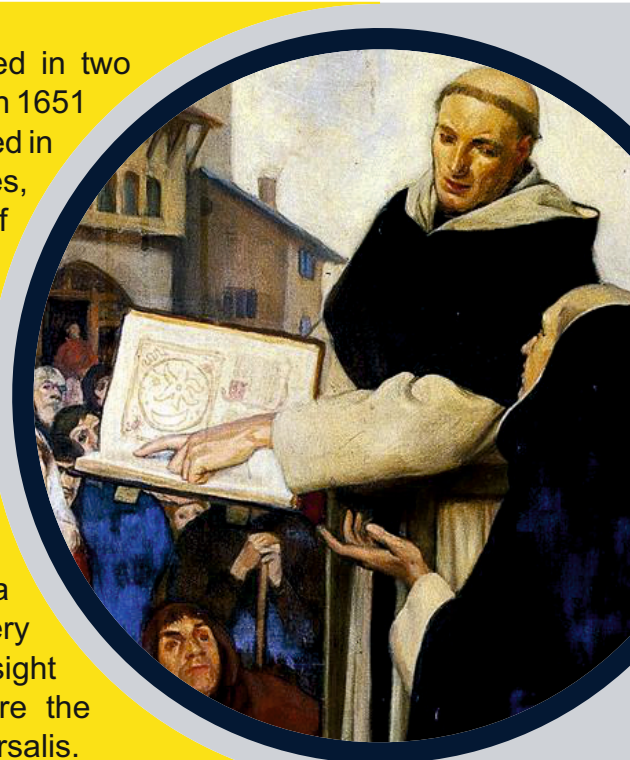
Albert was deeply hurt to learn of St. Thomas's passing at Fossa Nuova while en route to the Council of Lyons (1274), and he proclaimed that "The Light of the Church" was no more. Naturally, he developed a deep affection for his esteemed and pious student, and rumour has it that he was unable to control his emotions whenever St. Thomas's name was brought up after that. In 1277, he travelled to Paris to protect the legacy of his disciple when it was reported that Stephen Tempier and others intended to condemn St. Thomas' writings because they were too supportive of the non-religious

philosophers.

After writing his testament in 1278, he had memory loss at some point. His once-strong intellect began to deteriorate, and the years finally took their toll on his body as a result of vigils, austerities, and numerous labours. November 15 is his feast day. Pope Gregory XV proclaimed him to be a saint in 1622. He was eventually declared a saint in 1931 after the German bishops met in Fulda in September 1872 and submitted a request for his canonization to the Holy See.

Albert's complete works (*Opera Omnia*) have been published in two editions: the first, edited by Father Peter Jammy, O.P., at Lyons in 1651 and consisting of twenty-one folio volumes; the second, published in 1890–1899 at Paris (Louis Vivès), in thirty-eight quarto volumes, under the supervision of Abbé Auguste Borgnet of the diocese of Reims. Naturally, Albert had a significant impact on both the scholars of his day and those of later eras. His reputation stems partly from his role as St. Thomas Aquinas' mentor, teacher, and precursor; yet he was also a remarkable man in his own right, and both his peers and future generations acknowledged this.

It is amazing that this medieval friar, with his numerous responsibilities as a religious, a provincial of his order, a bishop, a papal legate, and a preacher of a crusade, could have written a veritable encyclopaedia with scientific treatises on nearly every topic. He also demonstrated a theological and naturalistic insight that astounded his contemporaries and continues to inspire the admiration of learned men today. Indeed, he was a *Doctor Universalis*.



Albert fits between St. Thomas Aquinas and Peter Lombard, the Master of the Sentences, in theology. He outperforms the former in terms of methodical order, correctness, and clarity, but falls short of his distinguished follower. Although St. Thomas considered many of the impediments, hindrances, or stumbling blocks to be serious enough to require a new theological manual for the use of beginners — *ad eruditionem incipientium*, as the Angelic Doctor modestly remarks in the prologue of his immortal "Summa" — his "*Summa Theologiae*" represents an advance beyond the custom of his time in the scientific order observed, in the elimination of unnecessary questions, and the limitation of arguments and objections. Many of

these obstacles, however, remain.

The *Doctor Universalis*'s intellect was so full of information that he was not always able to modify his explanations of reality to fit the understanding of others who were not experts in the field of religion. Albertus Magnus taught and supervised a student who provided the world with a succinct, precise, and flawless scientific explanation and defense of Christian doctrine; hence, we owe Albertus Magnus the "*Summa Theologica*" written by St. Thomas.

[https://en.wikipedia.org/wiki/Albertus\\_Magnus](https://en.wikipedia.org/wiki/Albertus_Magnus)  
<https://www.britannica.com/biography/Aristotle>  
<https://www.newadvent.org/cathen/01264a.htm>

# INTERNATIONAL DAY OF EDUCATION

## Learning for Lasting Peace

24 January 2024



The world is seeing a surge of violent conflicts paralleled by a concerning rise of intolerance and discrimination. In particular, hate speech can take dangerous forms that not only causes harm at the personal level and incites group-targeted violence but is also an attack on inclusion, diversity and human rights.

In this context, an active commitment to peace is more urgent than ever. This commitment ought to surpass security and defense measures to prevent or stop conflicts, for peace does not begin where violence ends. Sustaining peace requires a strong foundation of inclusive, democratic and participatory governance, dialogue, solidarity, mutual understanding and cooperation, sustainable development, gender equality and the general realization of human rights and fundamental freedoms. Education is key to this endeavor. This pertinent role of education ought to reverberate in the ongoing negotiations towards a Pact for the Future to be launched at the Summit of the Future in 2024<sup>i</sup>.

Education for peace needs to be transformative at its core, as jointly underlined by the

“Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development”<sup>ii</sup>, also referred to as the UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development, and the report of the International Commission on the Futures of

Education<sup>iii</sup> which calls for a new social contract for education.

A transformed and well-resourced education system can be an effective long-term preventative tool that protects, builds and sustains peace before, during and after conflict. Such an education can lay the preventative foundations by helping all learners realize their fundamental human right to accessible and equitable quality education. In period of crises, it is essential to ensure continuity of learning, especially for those marginalized, and mainstream education as part of global peacebuilding efforts. Education can also contribute to reducing inequities, inequalities and injustices by ensuring that all learners are represented and recognized in all facets of their education, and that education is not just redistributive but also facilitative of post-conflict recovery, justice and reconciliation<sup>iv</sup>. Most importantly, if education is placed at the centre of our commitment to peace, it can help empower learners with the necessary knowledge, competencies and attitudes to become agents of peace in their immediate communities. These defenses of peace include cognitive, social and emotional skills, and behavioural competencies as conceptualized in UNESCO's [Global Citizenship Education and related program to counter hate speech through education](#).

### THE INTERNATIONAL DAY OF EDUCATION 2024 AIMS TO:

- Mobilize Member States and partners to

maintain education at the top of the political agenda and deliver on their TES and Education 2030 commitments;

- Generate visibility at the local and global levels on the importance of education in strengthening and sustaining peace, as outlined in SDG4 Target 4.7, and other global education efforts;
- Advocate for higher levels of domestic and international financing for education in general, and education for peace in particular, especially through innovative and multistakeholder mechanisms and partnerships;
- Highlight and celebrate the peacemaking role of youth and educators in and through education towards just, inclusive and peaceful societies;
- Provide a platform to discuss priorities and challenges for education for peace in contexts of increased protracted global crisis and conflicts;
- Rally influencers and the wider civil society

to push forward the movement to bring education into the center of local, national, regional and global peacebuilding efforts;

- Raise awareness for effective approaches in education for peace and mobilize commitment for their implementation.

More information available on <https://on.unesco.org/EducationDay2024>

- i United Nations Summit of the Future website
- ii UNESCO adopts landmark guidance on education's cross-cutting role in promoting peace
- iii Reimagining our futures together: a new social contract for education
- iv Novelli, M., Lopes Cardozo, M., & Smith, A. (2017). The 4Rs Framework: Analysing education's contribution to sustainable peacebuilding with social justice in conflict-affected contexts. *Journal on Education in Emergencies*, 3(1), 14-43. Advance online publication. <https://doi.org/10.17609/N8S94K>



## MINISTRY OF EDUCATION LAUNCHES PRERANA PROGRAM

By PIB Delhi: 04 January 2024.

Department of School Education & Literacy, Ministry of Education, Government of India has launched 'Prerana: An Experiential Learning program', aiming to offer a meaningful, unique, and inspiring experience to all participants, thereby empowering them with leadership qualities. Prerana is driven by a strong commitment to integrate principles of the Indian education system and the philosophy of value-based education which is a cornerstone of the National Education Policy (NEP) 2020.

Prerana is a week-long residential program for selected students of classes IX to XII. It is an experiential and inspirational learning program for students with the best-in-class technology where heritage meets innovation.

The day-wise program schedule will feature yoga, mindfulness, and meditation sessions, followed by

experiential learning, thematic sessions, and hands-on interesting learning activities. Evening activities will include visits to ancient and heritage sites, inspirational film screenings, mission life creative activities, talent shows etc. ensuring a holistic learning approach. Apart from this, students will engage in diverse activities, embracing indigenous knowledge systems, the latest State-of-the-art technologies, and learnings from inspirational personalities.

Students can register through the portal,

wherein applicants can fill in the requisite details to be a part of the ambitious and aspirational Prerana program. The registered applicants will go through a selection process, as prescribed on the portal. Applicants can also join the selection



procedure conducted at the School/block level, on designated 'Prerana Utsav' day, through various activities based on the ethos of Prerana to evaluate well-rounded personalities keen to shape the future of our nation.

Upon selection, the 20 participants (10 boys and 10 girls) will be attending the Prerana program and embark on a journey of inspiration, innovation, and self-discovery. After the program, the participants will carry the ethos of Prerana into their respective communities, become change makers and spark positive change to inspire others.

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/PIB1993086.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/PIB1993086.pdf)

## ACHIEVEMENTS OF THE NEW EDUCATION POLICY

By PIB Delhi: 20 December 2023.

Central Government, State and UT Governments have taken several initiatives for the implementation of National Education Policy 2020 (NEP 2020). Samagra Shiksha Scheme has been fully aligned with the recommendation of NEP 2020, with a total financial outlay of Rs. 2,94,283.04 crore which includes a Central

share of Rs. 1,85,398.32 crore. PM Poshan Shakti Nirman Yojna has also been aligned with the recommendation of NEP 2020.

The National Assessment Centre, PARAKH has been set up to fulfil the objectives of setting norms, standards, and guidelines and

implement activities related to student assessment. A new policy on the weight of School bags with a focus on reducing the weight of school bags has been circulated to States/UTs. 4-year Integrated Teacher Education Program has been introduced. Recognition has been granted to 42 institutions including IITs, NITs, RIEs, IGNOU and Government Colleges for the Academic Session 2023-24.

National Mission for Mentoring (NMM) has also been introduced to create a large pool of outstanding professionals who are willing to provide mentoring to schoolteachers. Also, a school volunteer management program namely Vidyanjali has been started to strengthen Government and Government aided schools through community and private sector involvement across the country.

In Higher Education, various initiatives/reforms have been carried out for the implementation of NEP 2020. For learner-centric education, the National Credit Framework (NCrF), National Higher Education Qualification Framework, Academic Bank of Credit (ABC), multiple entry/exit, etc. have been introduced. To ensure access to high-quality education with equity and inclusion, courses are being offered in Indian Languages; entrance exams such as JEE, NEET, and CUET are conducted in 13 Indian languages; 100 books for UG students on various subjects launched in 12 Indian Languages; and 20 Technical books of the first year have been translated in Indian Languages.

In order to enable HEIs to work with industry experts in developing courses and curriculum to meet the industry and societal needs, initiatives have been taken such as Guidelines on Professor of Practice; MoUs with Cisco/IBM/Meta/Adobe/Microsoft/Salesforce etc. to create industry-aligned courses; offering Apprenticeship / Internship embedded Degree Programme by HEIs; Single Unified online portal for internship. To promote internationalization, regulations on setting up and operation of campuses of foreign Higher Education Institutions in India have been issued.

Guidelines for Training/Orientation of Faculty on

Indian Knowledge System (IKS), Empanelment of Artists/Artisans-in-Residence in Higher Educational Institutions, Introduction of courses based on Indian heritage and culture, Incorporating Indian Knowledge in Higher Education Curricula and Translation of books into Indian languages have been issued. More than 8000 HEIs have started adopting IKS into their curriculum.

The comprehensive credit framework encompassing elementary, school, higher and vocational education and training incorporates creditization of various dimensions of learning i.e. academics, vocational skills and Experiential learning including relevant experience and proficiency/professional levels acquired. It encompasses qualifications frameworks as prescribed in the National Higher Education Qualifications Framework (NHEQF), National Skills Qualifications Framework (NSQF) and National Curriculum Framework (NCF), thereby providing broad-based multi-disciplinary / inter-disciplinary, holistic education with flexible curricula, creative combination of subjects, multiple pathways, establishing equivalence, facilitate national and international mobility.



[https://www.education.gov.in/sites/upload\\_files/mhrd/files/PIB1988845.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/PIB1988845.pdf)

## SATHEE PORTAL OFFERS QUALITY EDUCATION TO STUDENTS PREPARING FOR COMPETITIVE EXAMS

By PIB Delhi: 18 December 2023



The Department of Higher Education, Ministry of Education in collaboration with IIT Kanpur has started SATHEE (Self-Assessment, Test and Help for Entrance Examination) portal to provide quality education to every

student who intends to participate in competitive Education such as JEE, NEET and various State level Engineering and other Examinations. Ministry of Education has written to all State/UTs to inform educators and students about this facility which can be used for competitive examinations preparation and knowledge enhancement.

To support students preparing for JEE and other engineering examinations, a 45-day crash course on JEE has been launched on 21st November 2023 curated by IIT toppers, academicians, and subject experts. This crash course is available in 5 languages including English. All India Council of Technical Education (AICTE) has developed an AI-based translation tool. This tool supports 22 Indian languages. Several workshops/Seminars have been organized in institutions/colleges to create awareness about this tool and its utility.

As of 12th December 2023, there are 60,000+ students registered on the SATHEE platform. The information was given by the Minister of State for Education, Dr. Subhas Sarkar in a written reply in the Lok Sabha.

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/PIB1987833.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/PIB1987833.pdf)

## ARTICLE 30 NOT INTENDED TO GHETTOISE MINORITIES, MINORITY INSTITUTION CAN INCLUDE OTHERS IN ADMINISTRATION: SUPREME COURT IN AMU CASE HEARING

By Anmol Kaur Bawa: 11 January 2024

While hearing the reference related to the minority status of the Aligarh Muslim University, the Supreme Court on Thursday (January 11) orally remarked that the protection of a minority educational institution under Article 30(1) is not lost merely because the minority community involves others in the administration.

"The object of Article 30 is not to ghettoise the minorities. So, if you let other people associate with your institution, it doesn't detract from your character as a minority institution", observed Chief Justice of India DY Chandrachud, who is

presiding over the seven-judge bench hearing the reference. Emphasising the word "choice" used in Article 30(1), CJI said that minorities are given a choice to either administer the institute themselves or get it done by others.

"Article 30 does not mandate that the administration has to be by the minority itself. What Article 30 contemplates and recognises is the right, mainly the right of choice, the discretion given to minorities to administer in a manner which they deem appropriate," CJI said. "The essential element of Article 30 is the conferment

of choice on the minority," CJI added.

In response to the CJI's comments today, Senior Advocate Kapil Sibal, appearing for the AMU Old Boys Association, said that he, himself, was a part of the governing body of St. Stephen's College in Delhi. Most of the governing body members of St. Stephen's were non-minority people, Sibal added. He pointed out that minorities may not possess expertise in dealing with all aspects of administration and may have to involve others. The genesis and historical antecedents of an institute are the relevant tests in determining its minority status.

The bench also comprising Justices Sanjiv Khanna, Surya Kant, JB Pardiwala, Dipankar Datta, Manoj Misra, and Satish Chandra Sharma is hearing a reference arising out of the 2006 verdict of the Allahabad High Court which held that AMU was not a minority institution. In 2019, a 3-judge bench of the Supreme Court referred the issue to a 7-judge bench. One of the issues which arise in the case is whether a University, established and governed by a statute (AMU Act 1920), can claim minority status. The correctness of the 1967 judgment of the

Supreme Court in S. Azeez Basha vs. Union Of India (5-judge bench) which rejected the minority status of AMU and the 1981 amendment to the AMU Act, which accorded minority status to the University, also arose in the reference.



<https://www.livelaw.in/top-stories/article-30-not-intended-ghettoise-minorities-minority-institution-can-include-othersadministration-supreme-court-amu-246454?infinite-scroll=1>

## 10 DAILY HABITS THAT OFTEN WASTE 90 PERCENT OF OUR TIME (YEAR AFTER YEAR)

By Angel Chernoff



Regardless of your unique life situation or how you personally define success, you can't become an overnight success. You become successful over time from all the little things you do one day at a time. Failure occurs in the same

way. All your little daily failures (that you don't learn and grow from) come together and cause you to fail.

- You fail to check the books.
- You fail to make the calls.
- You fail to listen to your customers.
- You fail to innovate.
- You fail to do what must be done.

These are the little things many people do over and over again, year after year, that waste nearly all their time and energy:

- 1. Change nothing and expect different results:** The only difference between a successful person and a person who makes little progress is not one's superior abilities, but the courage that one has to bet on their ideas, take calculated risks, and take steady steps forward.



- 2. Keep waiting for the right time:** Think of today as the beginning, the conception of a new life. And no, you shouldn't feel more confident before you take the next step. Taking the next step is what builds your confidence and fuels your inner and outer growth.
- 3. Believe good things come fast and easy:** Don't just do what's easy today, do what you're capable of. Astound yourself with your own abilities. And as you struggle forward, remember, it's far better to be exhausted from little bits of effort and learning than to be tired of doing absolutely nothing. Effort is never wasted, even when it leads to disappointing results. For it always makes you stronger and more experienced in the long run.
- 4. Refuse to accept necessary risks:** Living is about learning as you go. Living is a risky business. Every decision, every interaction, every step, every time you get out of bed in the morning, you take a small risk. To truly live is to know you're getting up and taking that risk, and to trust yourself to take it.
- 5. Make the rejections of yesterday the focal point of today:** Rejection teaches us how to reject what's not right for our well-being. It won't always be easy, but some chapters in our lives have to close without closure. All too often we let the rejections of our past dictate every move we make thereafter. We do not know ourselves to be any better than what some opinionated person or isolated circumstance once told us was true.
- 6. Refuse to take responsibility:** You aren't responsible for everything that happened to you, but you need to be responsible for undoing the thinking and behavioural patterns these outcomes created within you. Positively taking full responsibility for the next step on your path forward can change everything. Leave the unchangeable past behind you as you diligently give yourself to the present moment.
- 7. Close your mind to new ideas and perspectives:** To make real progress you must let go of the assumption that you

already have all the answers. Even as you grow wiser with age, you must remind yourself that an understanding is never absolutely final. What's currently right could easily be wrong later. Thus, the most destructive illusion is a settled point of view.

- 8. Let a few negative people continuously distract you:** Your mind is your private sanctuary; do not allow the negative beliefs of others to occupy it. Your skin is your barrier; do not allow others to get under it. Take good care of your personal boundaries and what you allow yourself to absorb from others. It's a lot easier to be negative than positive, and a lot easier to be critical than correct.
- 9. Hold tight to something that's not real:** Sometimes you have to track the data, review the data, and seriously sit down with yourself and come to grips with the fact that you were wrong about it all along. It was just an illusion that never really was what you thought it was. The key is knowing this, learning from it, letting go, and taking the next step forward.
- 10. Maintain rigid expectations every step of the way:** Every difficult life situation can be an excuse for hopelessness or an opportunity for personal growth, depending on what you choose to do with it. So, start by choosing to let go of the expectations that aren't serving you. When you are no longer able to change a situation, you are challenged to change yourself — to grow beyond the unchangeable. And that changes everything.

It's your turn to not fall back into your old patterns of living simply because they're more comfortable and easier to access. It's your turn to remember that you're leaving certain habits and situations behind this year for a reason: to improve your life because you can't move forward if you keep going back. And it's undoubtedly your turn to reclaim your time and make it count going forward!

<https://www.marcandangel.com/2024/01/04/10-little-habits-that-wreck-thousands-of-lives-one-day-at-a-time/>

## PEOPLE WITH POOR SOCIAL SKILLS DISPLAY THESE 9 BEHAVIOURS (WITHOUT REALIZING IT)

By Isabel Cabrera: January 8, 2024



Socialization can be tough, especially if your social skills aren't quite up to par. Often, people with weaker social skills tend to struggle with this, making others feel uncomfortable without even realizing they're doing so. Recognizing these

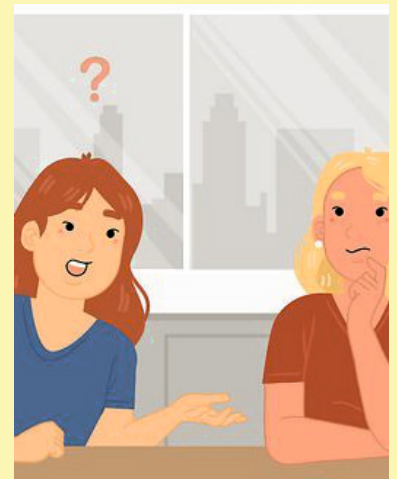
behaviours can be the first step towards improving your social interactions.

- 1. Lack of eye contact:** Eye contact is a fundamental aspect of human communication. It's a non-verbal cue that conveys interest, attentiveness, and respect. However, people with poor social skills often struggle with maintaining appropriate eye contact. They might avoid it altogether or perhaps stare too intensely. This can make the other person feel uncomfortable or even disrespected. It sends a message, whether intended or not, that the person isn't fully engaged in the conversation.
- 2. Interrupting others:** Interrupting others can come across as disrespectful or imply that you're not interested in what they have to say. It's important to learn the art of listening, not just waiting for your turn to speak, but genuinely hearing and understanding others. But this habit can actually be broken with some self-awareness and practice.
- 3. Poor body language:** A study by Dr. Albert Mehrabian found that 55% of communication is conveyed through nonverbal elements such as facial expressions, gestures, and posture. This goes to show how crucial body language is in our daily interactions because body language speaks volumes. It's a silent

form of communication that can tell a story even before you utter a single word. When your body language is closed off or negative, it can make people feel unwelcome or uncomfortable around you. People with weaker social skills often have a hard time with this due to poor body language. They might slouch, cross their arms, or keep a constant frown on their face.

- 4. Ignoring personal space:** Those with poor social skills often struggle with personal space. They might stand too close to others or invade personal space without realizing it. This can make others feel uncomfortable or even threatened. The key here is to be mindful of the personal space of others. It's a simple way to ensure everyone feels comfortable and respected.

- 5. Talking excessively about oneself:** People with poor social skills often tend to dominate conversations with their own stories, thoughts, and opinions, often neglecting to



ask about the other person. This can give off the impression that they're self-centred or uninterested in others. Remember that a conversation is a two-way street. It requires both speaking and listening in equal measure. Showing interest in what others have to say and asking them questions not only fosters better relationships but also makes you more likeable.

- 6. Difficulty empathizing with others:** Empathy is the ability to understand and

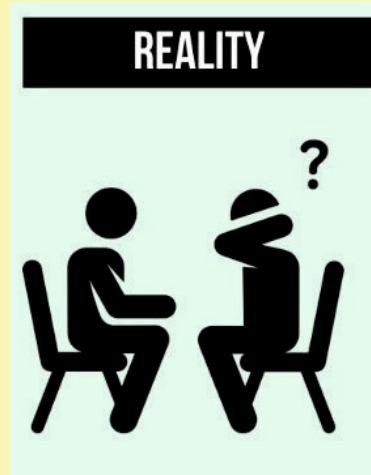
share the feelings of others. It's what connects us as human beings, allowing us to build deeper, more meaningful relationships. Struggling with empathy is a sign of poor social skills. A lack of it may lead to difficulty relating to what others are going through or failure to pick up on emotional cues.

**7. Not recognizing non-verbal cues:** Non-verbal cues can sometimes speak louder than words. They include facial expressions, body language, tone of voice, and even silence. People with poor social skills often miss these non-verbal cues. They might come across as oblivious or insensitive without meaning to. Little observations can greatly enhance your social interactions.



**8. Struggling with small talk:** Small talk is important when it comes to socializing. It breaks the ice and sets the stage for deeper conversations. But for those with poor social skills, small talk

can feel like a monumental task. They might find it hard to initiate or maintain casual conversations, often resorting to awkward silence or abrupt subject changes. This can make social situations stressful and intimidating.



**9. Failing to listen actively:** Active listening involves fully concentrating, understanding, responding, and then remembering what is being said. Unfortunately, those with poor

social skills often fall short in this area. They might be physically present in a conversation but mentally elsewhere, planning their next response or simply zoning out. This goes beyond simple courtesy. Active listening builds trust and respect. It shows the other person that you value their thoughts and feelings.

Social skills are not innate, they're shaped by our experiences, our relationships, our successes, and our failures. For those struggling with social skills, remember that change is possible. With awareness, practice, and patience, anyone can improve their social interactions. Recognizing one's behaviours is the first step to making positive changes. Still, remember that it's okay to make mistakes. Each misstep is an opportunity for growth and learning. And with time and effort, you can enhance your social skills and build more meaningful connections.

<https://experteditor.com.au/blog/people-with-poor-social-skills-display-these-behaviors-without-realizing-it/>

## THE IMPORTANCE OF LITERATURE IN POPE FRANCIS PASTORAL AND POLITICAL VISION

By Antonio SPADARO S.I, Director of "La Civiltà Cattolica", Rome.

There is a Spanish word very dear to Pope Francis. It is *desborde* or, in the verbal form, *desbordar*. It is difficult to translate it into other languages with always the same word. We could say overtaking, overflowing, going beyond the edge, etc. Faced with some major problems the

Pope says that "the way out is found by 'overflowing' (*la salida se encuentra por 'desborde'*)" (QA,120). He adds that we must "broaden horizons". It is not enough to "regulate" life, we must open it to God, whose presence is always greater, overflowing.

Francis made this vision explicit in a talk he gave to *La Civiltà Cattolica* on the occasion of the publication of issue 4000 of the magazine, when he said: “That’s why I like poetry so much and, when I can, I keep reading it. Poetry is full of metaphors. Understanding metaphors helps to make thinking agile, intuitive, flexible, and sharp. One who has imagination does not stiffen, has a sense of humour, always enjoys the sweetness of mercy and inner freedom. He is able to open wide visions even in narrow spaces, [...] The thinking of the Church must recover genius”. When interviewed again in 2016, Pope Francis said, “The novel, literature reads the human heart. It helps us embrace desire, splendour, and misery. It is not a theory. It is helpful for preaching to know the heart”.



## CREATIVITY, IMAGINATION, AND LANGUAGE

As a young Jesuit, Bergoglio taught literature at the Colegio de la Inmaculada Concepción, a Jesuit school in Santa Fe. There he developed the conviction that creative experience is very relevant. It is also

significant that he wanted to write, on June 20, 1981, the preface to a collection of poems by the Argentine Jesuit Osvaldo Pol, entitled *De destierros y moradas (Of Exile and Dwellings)*. Francis wrote, “The poetic word has dwellings of flesh in the human heart and- at the same time- feels the weight of wings that have not yet taken flight”.

This is an important definition of poetry. It absorbs the feelings, the passions, the carnality of desire. That’s why its weight is not that of wings that, once they have taken flight, are no longer felt. On the contrary, the poem feels this weight, because the wings still touch the earth. Bergoglio knows that lack of imagination is a serious problem for faith. We lack powerful images that help us “imagine” the truths we believe. So many times, in fact, as pope he has used, and continues to use, images taken from poetry, even in his most important documents.

## THE LOGIC OF 'INCOMPLETE THINKING'

There is a peculiar aspect of poetic expression that Bergoglio loves. “I love tragic artists”. I want to dwell here on one aspect of this passion for

tragedy: the fact that it testifies to the complexity and contradictory nature of human experience, of life. The need for “incomplete thinking” can be detected in Francis’ passion for the dystopian novel *Lord of the World*, by Robert Hugh Benson. In this work, a charismatic world leader emerges and leads many to think that he represents the way beyond the divisions, constituted, for example, by nations and religions, into a broader and more inclusive humanism.

## A LITERATURE OF THE PEOPLE

Bergoglio makes his own the definition of a “classical” work that comes from Cervantes. The “classic” work is that which everyone can somehow perceive as their own, not a small group of refined *connoisseurs*. This lets us understand a fundamental aspect of the pontiff’s literary passion: the “classic” for Bergoglio is always “popular”.

It should not be forgotten that Bergoglio is the son of immigrants. This is why it is necessary to talk about Bergoglio’s great interest in Leopoldo Marechal (1900-1970), a classic writer of Argentine literature, who well expresses the value of the unity of a people on the basis of diversity and *mestizaje*. Marechal helped Bergoglio reflect on and imagine the value of *mestizaje*, which he explained well to the Jesuits in Mozambique: “Mixing makes you grow, it gives you new life. It develops racial mixing, change, and gives originality. Building walls means condemning yourself to death. We can’t live asphyxiated by a culture as clean and pure as an hospital operating room, aseptic and not microbial”.

## THE POETICS OF THE 'MIDDLE CLASS'

Art is not a “laboratory” for experimenting with cultural and expressive dynamics: instead, it is part of the flow of history, part of humanity’s journey on earth. Francis said, in the 2013 interview, “I see holiness in the people of God, their daily holiness. There is a ‘middle class of holiness’ that we can all be part of, the one Malègue talks about”. Malègue is known for his unfinished trilogy *Pierres noires. Les Classes moyennes du Salut*. Describing what he means by the “middle class of holiness,” Francis showed his link to Malègue’s pages at the beginning of his *Gaudete et Exsultate*, the apostolic exhortation “on the call to holiness in the contemporary world”.

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Interweaving the reading of Hernández, Malègue, Dostoevsky, and Manzoni, one senses the humanity Bergoglio has in his heart. It extends as if within a square. So, by constructing a map of Bergoglio’s readings, we can better understand his vision as pastor and perhaps even discover the roots of his way of understanding life and the world.



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