



EDUCATE TO EMPOWER

Founded in 1966

CBCI OFFICE FOR EDUCATION AND CULTURE *NEWS AND VIEWS*

CBCI Centre, 1 Ashok Place, New Delhi- 110001

Office: +91 11 23747290, +91 9968747667 (P), +91 9868141139 (O)

Email: cbcieducation@gmail.com, Website: www.cbcieducation.com

01 December 2022

His Eminences, Beatitudes
Most Rev Archbishops, Graces,
Fathers, Brothers and Sisters in Education ministry,

Greetings to you from the CBCI Office for Education and Culture!

Here is the latest newsletter of CBCI Office for Education and Culture. Here we have collated and are presenting to you the salient features of the **National Curriculum Framework for Foundational Stage** brought out by the **National Council of Educational Research and Training (NCERT)**

Also, you will find a few pieces of information on education-related issues! Please share your feedback and if you have some news that you wish to share from your Region, Diocese or Congregation, please do so!

Wishing you all a wonderful season of Advent!

With best regards,

Fr. Maria Charles SDB

National Secretary

CBCI Office for Education and Culture

[Chairperson]

Most Rev. Elias Gonsalves
Archbishop of Nagpur
Archbishop's House
Kampte Rd, Mohan Nagar
Nagpur - 440 001 (Mah)

[Member]

Most Rev. Eugene Joseph
Bishop of Varanasi,
Bishop's House,45,
Varanasi Cantt.,
Varanasi - 221 002 (U.P.)

[Member]

Most Rev. Vincent Aind
Bishop of Bagdogra
Bishop's House,
Pradhan Nagar P.O.,
Siliguri - 734 403. WEST BENGAL

[National Secretary]

Fr. Maria Charles SDB
National Secretary,
CBCI Center, Ashok Place
New Delhi – 110001

Heartly Welcome



EDUCATE TO EMPOWER

The New Office Bearers CBCI Office for Education and Culture



Member
Rt. Rev. Eugene Joseph
Bishop of Varanasi



Chairperson
Most Rev. Elias Gonsalves
Archbishop of Nagpu



Member
Rt. Rev. Vincent Aind
Bishop of Bagdogra

**The National Office, Regional and Diocesan
Educational Offices welcome the
New Office Bearers to lead us in the
Education Ministry in India.**



Fr. Maria Charles
National Secretary
CBCI Office for Education and Culture

Welcome



EDUCATE TO EMPOWER

CBCI Office for Education and Culture

CBCI Centre, 1 Ashok Place, New Delhi - 110001

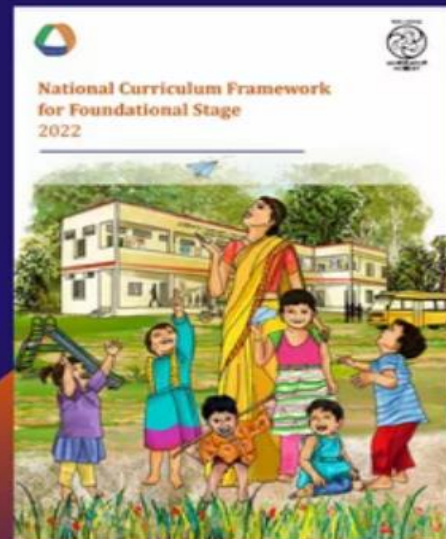
Office: +91 11 23747290 (O) +91 9868141139 (Office)

Email: cbcieducation@gmail.com, Website: www.cbcieducation.org

National Curriculum Framework

National Curriculum Framework

Revolutionising Foundational Learning



Education is an important part of every child's life. Therefore, it is the government's responsibility to frame the type of education they are willing to provide to society and the students. The national curriculum framework sets an idea on how and what to teach the students and what is expected to do with the knowledge after their secondary education completes.

National Curriculum Framework, NCF 2022 was launched by the Union Education Minister Dharmendra Pradhan. The education minister launched the NCF 2022 for the Foundational Stage. National Curriculum Framework 2022 has been formulated based on the suggestions put forth by the National Education Policy, NEP 2020. As per this, the curriculum would include 4 fields – school education, early childhood and education, teacher education and adult education. Early childhood care and education are key areas of development, according to the 2022 framework.

NCF 2022 for the Foundational Stage is for education of children from 3 to 8 years old. After the foundational stage, the preparatory stage would commence. The main focus of this NCF would be early childhood care and education.

NCF 2022 be further divided into 4 curriculum frameworks- National Curriculum Framework for School Education (NCFSE), National Curriculum Framework for Early Childhood Care and Education (NCFECE), National Curriculum Framework for Teacher Education (NCFTE) and National Curriculum Framework for Adult Education (NCFAE).

National Council for Educational Research and Training, NCERT carried out the survey for NCF 2022 at a national level. All states and union territories were also asked to carry out surveys related to NCF. NCF 2022 and its 4 parts have been formulated on the basis of the information collected at the state and national levels. Research from across the world on education, neuroscience and economics demonstrates clearly that ensuring free, accessible, high quality early childhood care and education is perhaps the very best investment that any country can make for its future, according to the NCF for foundational stage.

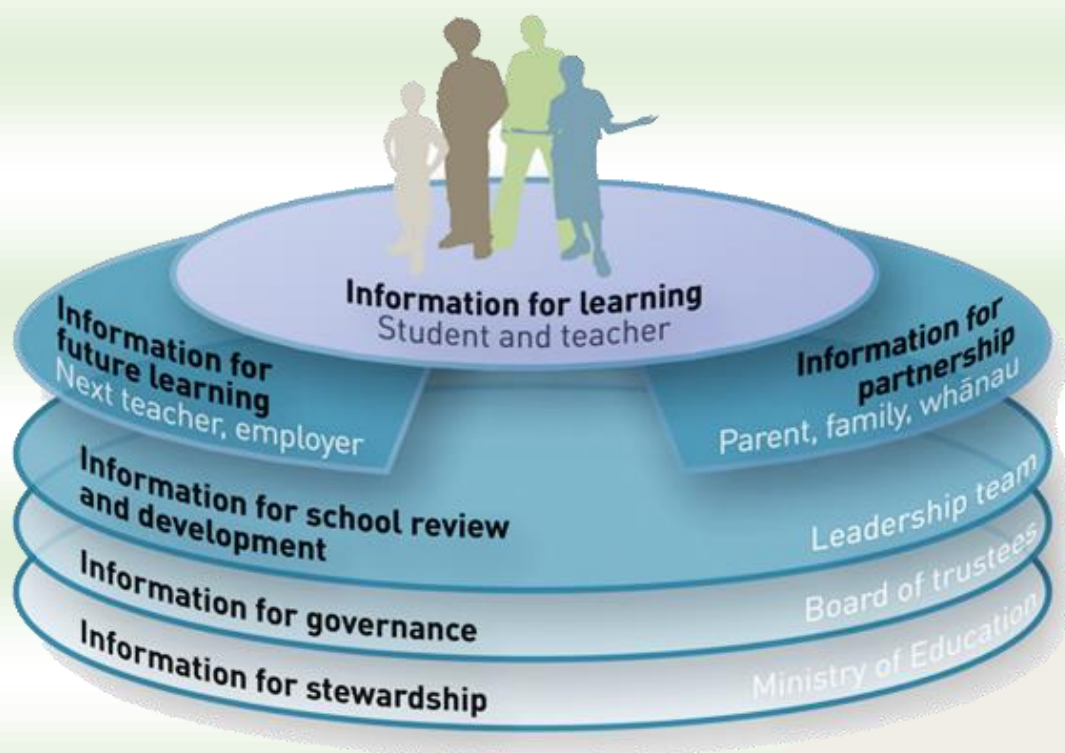
It said that "brain development is most rapid in the first eight years of a child's life, indicating the critical importance of cognitive and socio-emotional stimulation in the early years". The plan has only two aims to follow, one is to aim for the needs of the students and the teachers, and two for the development and the benefit of the country or state.



National Curriculum Framework

Objectives of NCF:

1. To help in positively transforming the school education system of India as envisioned in NEP 2020, through corresponding positive changes in the curriculum including pedagogy.
2. It aims to help change practices in education and not just ideas.
3. To provide the interested reader a reasonable understanding of what education should look like in our new vision for schools, and why, and what role individuals could play as parents, community members, and citizens of India, who all have a large stake in Indian education.
4. This NCF is designed with the Teacher as the primary focus - the reason being that the Teacher is at the heart of the practice of education.
3. To enable this, and to communicate ideas with greater clarity, this NCF contains different levels of detail and specificity at the level of practice, with clear real-life illustrations in a variety of contexts.
4. To enable this, and to communicate ideas with greater clarity, this NCF contains different levels of detail and specificity at the level of practice, with clear real-life illustrations in a variety of contexts.
5. To account for the reality of the current typical institution and Teacher, while being entirely in harmony with the imagination of the best-resourced institutions.
6. To be deeply rooted in the reality of the country's context, yet aspirational.
7. This new framework will help equip young ones with cognitive & linguistic competencies of the 21st century.
5. It also lays a clear path for the goal of achieving



The Aim of National Curriculum Framework for the Students:

The national curriculum framework is made for the educational benefits for the students. It ensures that the students focus on better knowledge and learn to adapt real-life skills. Here are some of the topics that the national curriculum framework focuses on-

1. The national curriculum framework ensures that the students enjoy their learning process at school to become a burden to them. Many students tend to stay away from books due to extreme pressure and stress for examination.
2. Education develops the social behavior of students. A better education plan will help them rely on themselves and have their dignity, allowing them to build relationships in society and adapt to a sense of non-violence and unity becoming a responsible citizen.
3. The education plan must involve children-friendly approaches that promote universal enrollment and retention until the child turns fourteen.
4. Students often get distracted in schools under bad influence and lack of better educational policies. Therefore, the national curriculum framework focuses on education that will help the child to Infuse the feeling of unity, oneness, and democracy along with friends and other students.
5. India's education system is based on the three basic pillars of quantity, quality, and equality.



Significance of NCF:

1. It is this holistic overall transformation of the curriculum that will enable to positively transform overall learning experiences for students.
2. The transformative nature of this phase of education is expected to qualitatively improve the contents and outcomes of education, thereby, impacting the lives of our children towards a better future.
3. All studies and research related to the early period of development of a child, unambiguously leads to the conclusion that high-quality care and education during this period has a lifetime of positive consequences for all individuals and thus, the nation.
4. It is based on cutting-edge research from across the world in multiple disciplines which includes among other things better understanding in the fields of neurosciences, brain study, and cognitive sciences.
5. As articulated in NEP 2020, it uses 'play,' at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child.

NCF's Approach to Language Education and Literacy in the Foundational Stage:

1. Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/tongue/familiar language in the Foundational Stage.
2. Children should be exposed to and immersed in multiple oral languages from an early age. Schools will aim to ensure the presence of Teachers, and parents so that at least two or preferably three languages present with children on a regular basis.
3. The concept of reading and writing is initially developed through the language R1, which is preferably the home language L1 whenever possible. (Defining R1 to be the language in which a child first learns the concept of reading and writing, R2 the second such language, R3 the third such language, and so on.)
4. Once the concept of reading and writing is developed in a child in R1, use of additional scripts can be gradually introduced. The aim is to be an independent reader and writer in R1 by age 8 (Grade 3).



Curricular Goals for the Foundational Stage:

Domains	Curricular Goals
Physical Development	<p>CG- 1 Children develop habits that keep them healthy and safe.</p> <p>CG- 2 Children develop sharpness in sensorial perceptions.</p> <p>CG- 3 Children develop a fit and flexible body.</p>
Socio-Emotional and Ethical Development	<p>CG- 4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms.</p> <p>CG- 5 Children develop a positive attitude towards productive work and service or 'Seva'.</p> <p>CG- 6 Children develop a positive regard for the natural environment around them.</p>
Cognitive Development	<p>CG- 7 Children make sense of the world around through observation and logical thinking.</p> <p>CG- 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p>
Language and Literacy Development	<p>CG- 9 Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>CG-10 Children develop fluency in reading and writing in Language 1.</p> <p>CG-11 Children begin to read and write in Language 2.</p>
Aesthetic and Cultural Development	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p>

Features of the National Curriculum Framework:

There are five main precepts of the national curriculum framework, which are as follows:

1. They help the students adapt and connect to the knowledge from books to the outside world or school.
2. The plan must ensure that the students are not just learning their education but also know how to think and implement them in real life.
3. They are learning the curriculum properly to adapt to it apart from textbooks.
4. They are conducting exams that will help the students adapt to their learning process in classrooms and adapt to the atmosphere.
5. Education is primarily important for all the students, and that must be the aim of the country's democratic power.

India's national curriculum framework makes sure that the schools have the standard plan of education and are equal for all the students irrespective of their caste, sex, creed, and religion.

Challenges:

There will be several challenges arising from the needs of developing innovative methods and approaches.

1. Problems of access, quality-related deficiencies such as a developmentally inappropriate curriculum, the lack of qualified and trained Teachers, and less-than-optimal pedagogy. So, a lot of level up is required and at a faster speed.
2. Low enrolment and attendance in preschools compared to primary school.
3. National Early Childhood Care and Education requires strong investment.
4. The challenges of achieving Foundational Literacy and Numeracy (FLN) have become deeper and more widespread because of the learning loss due to school closure during the pandemic.
5. Data for private institutions is not available. The number of institutions offering relevant teacher education programmes is low and inadequate. 'Vidya Pravesh' has been developed by the NCERT for students entering class 1.
6. The broader nature of our curricular presents a challenge to teachers. There are far too many curricular aims to teach and test. The result has been narrowing out too many curricular targets. It has therefore become important that we explore opportunities for building a National Curriculum Framework that holds teachers and students accountable to high levels of desirable achievements.
7. It is not sure to how much of the curriculum can be implemented under the country's existing education system.

1. It is not sure to how much of the curriculum can be implemented under the country's existing education system.
2. Teachers will play a big role in the implementation of the new curriculum to make the education system a time-befitting one, but the number of teachers is much less compared to students while a large part of the teachers have no required skills.
3. The data shows that the teacher-student ratio is not satisfactory at the educational institutions whereby the experts suggested improving it and enhancing skills of teachers for proper implement of the new curriculum.

The Way Forward:

1. The number of qualified teachers needs to be increased and emphasis should be given on increasing the skills of teachers while the institutional capacity must be increased to reap the benefits of the new curriculum.
2. There will be no annual examinations for students of classes I, II and III but the learners will be promoted based on continuous assessment.
3. At the age of 4, the students will be admitted to pre-primary 'minus two' (nursery in the existing concept). Then they will be promoted to KG level. But they will not have any textbooks.

<https://www.aplustopper.com/national-curriculum-framework-education-essay/>

<https://www.ascd.org/el/articles/indias-national-curriculum-framework-fosters-active-learning>

<https://www.timesnownews.com/education/national-curriculum-framework-ncf-2022-launched-by-education-minister-dharmendra-pradhan-article-94980309>

<https://timesofindia.indiatimes.com/india/govt-launches-national-curriculum-framework-for-education-of-children-in-3-8-yrs-age-group/articleshow/94986610.cms>

<https://ncf.ncert.gov.in/webadmin/assets/92ab73f8-5ee9-478d-a3e9-78978f4f685d>

<https://www.nextias.com/editorial-analysis/27-10-2022/national-curriculum-framework-for-foundational-stage-ncf-fs>

<https://www.outlookindia.com/national/government-launches-national-curriculum-framework-for-education-of-children-in-3-8-yrs-age-group-news-231373>

<https://nacca.gov.gh/curriculum/#:~:text=The%20National%20Curriculum%20Framework%20The%20broader%20nature%20of,has%20been%20narrowing%20out%20too%20many%20curricular%20targets.>

<https://www.daily-sun.com/post/579312/Implementation-of-new-curriculum-faces-challenges>

State boards to adopt RBI's financial literacy programmes for schools: Official



The RBI along with other regulators has prepared a financial literacy programme for school education boards and all states except for three have agreed to include it in their curriculum, an official said on Monday.

“If we could inculcate basic financial literacy in school education, then that would be much better to expand financial literacy in the country,” Anil Kumar Sharma, Executive Director RBI said here.

All the state school education boards except for three have agreed to include it in their curriculum, he said.

“We are in the process to review this entire BC framework, the role of corporate BCs, the services which they offer, what are the issues with them and the low level of women participation etc.

“These are the issues which we are engaged with (right now) and we will come up with comprehensive set of regulations on how to revamp this particular framework, this can help us achieve what we intend to achieve,” said the official.

By: PTI. New Delhi | Updated: November 14, 2022

On the table: Higher education body with powers to impose penalty up to Rs 5 crore

The proposed Higher Education Commission of India (HECI), which will subsume the University Grants Commission (UGC) and All India Council for Technical Education (AICTE), is likely to have extensive penal powers, with the government considering authorising it to impose fine of up to Rs 5 crore and proceed against the heads of institutions found to have committed violations.

Currently, the UGC, which is the apex regulatory body on higher education (non-technical), can impose a maximum fine of Rs 1,000 for violations, including setting up of fake universities, under an Act which was drawn up in 1956, prompting demands for heftier penalties from time to time.

The other members, apart from the chairperson and the vice-chairperson, are likely to include a vice-chancellor of a central university, higher education secretary, finance secretary, a legal expert, and a reputed individual from the industry.

Overall, the HECI will be entrusted with developing an integrated roadmap for the future of higher education in India and transforming existing higher education institutions into large multidisciplinary units and research universities.

By Sourav Roy Barman, Ritika Chopra. New Delhi | Updated: November 15, 2022

<https://indianexpress.com/article/education/on-the-table-higher-education-body-with-powers-to-impose-penalty-up-to-rs-5-crore-8265230/>

Role of teachers in distilling socio-emotional and creative skills in education

Emotions can facilitate or hamper a student's academic engagement, commitment, and ultimate career life since relationships and emotions play an important role in how students grasp things. The last decade has pointed to an increased need for teachers to equip students with skills that include critical thinking, creativity, and emotional management.

"The advent of unusual innovations in the field of science & technology has led teachers to answer a simple question; "What knowledge, skills and aptitude will today's students need to be successful in tomorrow's new world?" Teachers are required to be more conscious of the fact that while inculcating the subject-specific competencies in students, they also focus on providing essential skills beyond the disciplines and subjects taught. Through epistemic knowledge, they must train students to think as a mathematician, or a scientist, or a poet, or a historian. Along with the cognitive and meta cognitive skills, the mobilization of these skills will be mediated by values and virtues like empathy, holistic health, and human dignity, among others. All this will be possible only if the teachers expose students to experiential learning and design all these around a common phenomenon through multi-disciplinary learning."

-Dr. Archna Sharma, Principal, Sanmati H.Sec.School Indore

Mediawire / Nov 11, 2022, 21:00 IST

Pope: Consolation is a tremendous gift for the spiritual life



Spiritual consolation is "a profound experience of interior joy, consisting in seeing God's presence in everything," Pope Francis said at Wednesday's General Audience. Continuing his catechetical series on "discernment," the Holy Father explained that "consolation is an interior movement that touches our depths," that those who experience consolation feel "enveloped in God's presence in a way that always respects his or her own freedom."

He added that consolation cannot be directed or programmed at will but is instead a gift of the Holy Spirit that "allows a familiarity with God that seems to cancel distress." However, Pope Francis also cautioned his listeners about the dangers of false consolations, flashier and nosier than the authentic consolations, leading us to close in on ourselves and to forget the Lord. The Pope concluded his catechesis with the warning, "We too run the risk of living our relationship with God in a childish way, of reducing it to an object that we use and consume, losing the most beautiful gift, which is Himself."

By Christopher Wells; Vatican News

https://www.vaticannews.va/en/pope/news/2022-11/pope-consolation-is-a-tremendous-gift-for-the-spiritual-life.html?utm_source=newsletter&utm_medium=email&utm_campaign=NewsletterVN-EN

An intergenerational encounter: a big bang of ideas and projects for our Common Home

For his part, in the Encyclical *Laudato si'*, Pope Francis brings out an interesting correlation: in order to grasp the urgency of the situation in which the earth and mankind find themselves, it is necessary to slow down and listen, learning to marvel at the beauty of the Common Home we share. From this need for contemplation and listening came the realization that gave rise to the annual days of discussion called '*Laudato si'* Reflection Days.

"The journey that ELSiA is experiencing," explains project coordinator Cinzia Verzeletti, "inspires us to care for the common home through three dimensions: that of ecological spirituality, that of transformative practices in the area of sustainability and, last but not least, the dimension of proposals and perspectives that we want to bring to the attention of European authorities to develop policies based on integral ecology.

Summing up, Marta Messa said, "ecological change cannot happen if it is only consumers who change or if a highly resonant transformation occurs. We all need to change, starting with everyday gestures."

By Aurora Simionato – Brussels; Vatican News

https://www.vaticannews.va/en/church/news/2022-11/big-bang-laudato-si-story-reflection-day-creation-belgium.html?utm_source=newsletter&utm_medium=email&utm_campaign=NewsletterVN-EN

Opinion: Are coaching institutes really responsible for rote learning?

From a long time, I have been witnessing criticism of the coaching institutes preparing students for competitive exams. The coaching institutes are accused to promote rote learning which is very bad. The main targets of these vocal attacks are coaching institutes for IITs, UPSC, Medical, etc.

The other day one great learned person who had been on the panel of interview board conducting Personality Tests for recruitment to Civil Services by Union Public Service Commission (UPSC) said that coaching institutes have spoiled the quality of candidates preparing for Civil Services by spoon feeding ready-made answers curtailing the natural thought process of the candidates where undeserving candidates get selected hampering the quality of officers and services where deserving candidates are not able to qualify the exam.

The student should be given full autonomy and freedom to decide the way of preparation and the testing authorities should do their best to design a question paper which achieves their objectives. The Coaching Institutes are only the things helping in creating a level playing field by helping students making them aware of the skills and qualities being tested by the exam. These coaching Institutes help in shaping your preparation and provide opportunities to practice and taste a bit of competition at the coaching Institute level which help you in preparing for the exam.

Everyone is born same; it is only the coaching or grooming since childhood which decides the entire future of the child. If you see very smart people fail in life and very mediocre people rise to top echelons. Hard work, Sincerity, devotion, and guidance makes all the difference.

It is with these initiatives that we can have the best system where everyone has equal opportunity to study, learn, innovate, and practice without paying hefty fees to the so-called Coaching Institutes as they exist now. It is just the beginning of more exciting time when technology will enable a spectrum of choices of learning which can be tailored to the needs of learner and learning will become a joy rather than an important requirement. People would love to share their knowledge fostering a climate of innovations and out of the box thinking and India would show the entire world the path to such a creative and innovative society.

By Ashwani Kumar, (The author is an IAS officer, IIT Madras, Electrical Engineer, CM Awardee, CFA L1; views are personal).

https://www.vaticannews.va/en/church/news/2022-11/big-bang-laudato-si-story-reflection-day-creation-belgium.html?utm_source=newsletter&utm_medium=email&utm_campaign=NewsletterVN-EN