



FREEDOM, MUTUAL RESPECT AND SOLIDARITY

"Primary and Vital Mission of Education"

CBCI OFFICE FOR EDUCATION AND CULTURE
CBCI Centre, Ashok Place, New Delhi – 110001

NEWSLETTER

JANUARY – FEBRUARY 2021

Introduction:

As the COVID-19 is retreating the country hopefully, the Ministry of Education is making inroads into all Educational Institutions implementing the New National Education Policy 2020. They have set the time frame for our schools to begin the pre-primary school by April 2022. They have started twinning a well-run private school with a less-privileged school to help the latter. They have trained most of our school leaders in NEP 2020 and expect all our institutions to abide by it.

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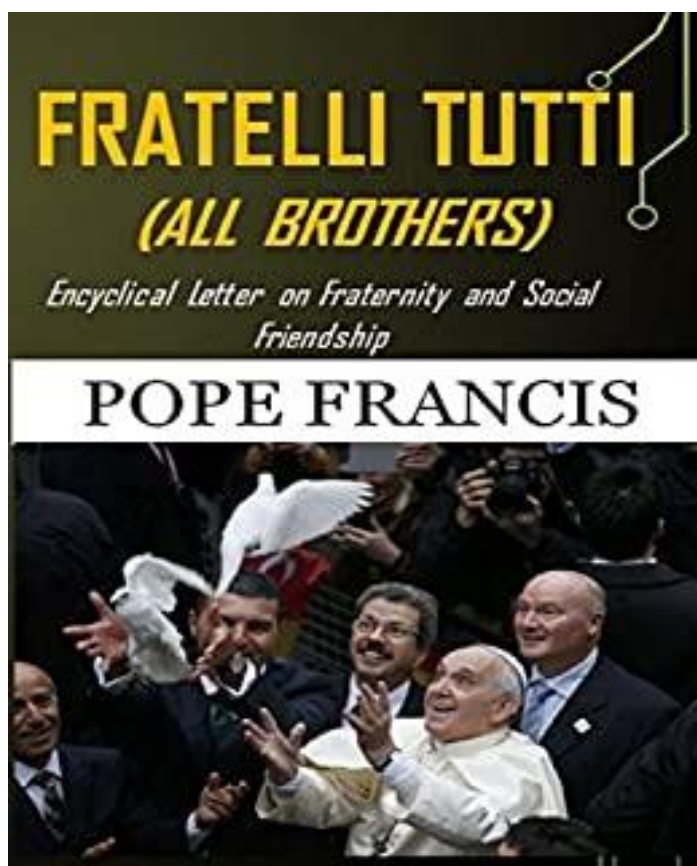


Fratelli Tutti on Education

Pope Francis' much acclaimed Social Encyclical **Fratelli Tutti** speaks to the conscience of humanity. While Holy Father, painfully acknowledges 'the dark clouds over a closed world' and 'the strangers on the road' he also has a vision of 'envisaging and engendering an open world' for which he wants us to have a heart open to the world. Pope Francis advocates solidarity and fraternity to the wounded humanity as the way out. Only recognizing each other as brothers and sisters, he says, can we start anew, affirming the dignity of every human person. "Social friendship and universal fraternity necessarily call for an acknowledgement of the worth every human person, always and everywhere.

Pope Francis's "Fratelli Tutti" for Educators proposes: Freedom, Mutual Respect and Solidarity. He says, the values of freedom, mutual respect and solidarity can be handed on from a tender age. The sense of solidarity and of fraternity begin within the family, which are to be safeguarded and respected in their "primary and vital mission of education" (Par 114). In it, Pope Francis makes clear the culture we should seek: "it is closeness; it is the culture of encounter. Isolation, no; closeness, yes. Culture clas, no; culture of encounter, yes."

Indeed, Pope Francis speaks directly to teachers in one section of the letter: "*Teachers, who have the challenging task of training children and youth in schools or other settings, should be conscious that their responsibility extends also to the moral, spiritual and social aspects of life. The values of freedom, mutual respect and solidarity can be handed on from a tender age.*"



Throughout, the pope never doubts that a rising consciousness of our human commonality will forge enhanced solidarity capable of showing the way forward to a better, more equitable world.

He reminds us that our "responsibility extends also to the moral, spiritual and social aspects of life." He elevates three virtues for teachers' particular focus: "freedom, mutual respect and solidarity." Pope Francis says, "goodness, together with love, justice and solidarity, are not achieved once and for all; they have to be realized each day."

As educators, particularly in Catholic schools, we have the chance each morning to rise and to help create a different world—in our classrooms, in our hallways, and even among our colleagues.

Implementing National Education Policy

The Ministry of Education has released a plan for implementing the National Education Policy especially tasks to be initiated by States, UTs and SCERTs. Many have been wondering about the timeframe for implementing the NEP 2020. The implementation has been grouped under six categories. Our Schools can get ready the Teachers as well as our campuses in this process of implementation. The Central and State Governments may give further notification as to the appointment of teachers or in getting the plans ready. There are short-term plans and long-term plans for implementation. It is good to be aware of them and get ready for the change.

They are grouped under the following categories:



Workshop with States and UTs

IMPLEMENTING THE NATIONAL EDUCATION POLICY 2020

2nd December, 2020

Group 1: Early Childhood Care and Education:

- They have set aside Data Collection by 2021-22
- Rationalize existing resources: to initiate 1 year of preparatory class from 2021-22; Strengthening/expansion of existing Infrastructure: in Primary Schools to accommodate pre-primary sections/classes

- Prepare locally contextualized TLM: with the help of SCERTs and DIETs.
- Prepare material in languages or dialects spoken: in the region, aside from the local/regional languages.

They have set plans in preparing 10 years Long term perspective plan by 2022-23.

Phase 1 by 2022-25

- Preparatory class/Balavatika will be introduced in all pre/primary/elementary schools

Phase II by 2025-30

- Preparatory class/Balavatika in the primary schools/Anganwadis with a qualified AWW

Group 2: Foundational Literacy and Numeracy

Long term Plan by 2020-22

- Prepare Roadmaps for implementation of all activities
- Prepare Annual Implementation Plans to be prepared

Creation of data base by 2021-22

- Create Database of each child: Mapping & students enrolled in foundational grades
- Arrange IT based tracking of progress: of each child in achieving grade level proficiency in learning outcomes

Availability of Teachers

- Make available trained Teachers from pre-primary to grade 5 in each school
- Set up a Mentor pool for FLN teachers

School Readiness

- SCERT to prepare 3-months school readiness module in class 1
- Implementation of from 2022-23 academic session in all primary schools
- Design Infographics, parent communication material, teachers/school communication material, etc. in simple and regional languages (by SCERT)
- Undertake PTR rationalization through assessment of teachers' vacancy on priority
- Training of teachers on language spoken by child and that used as medium of instruction
- E-content on Mathematics and Reading Literacy in English and Hindi by NCERT by 2021-22 Localised e-content by SCERTs
- Resources for teachers in local languages, including Teacher training modules, manuals, activity ideas, etc. by SCERTs
- Appropriate integration of art/sport/toys/experiences/activities for teaching and learning in all schools by 2021-23
- Guidelines for innovatively engaging peer groups and other local volunteers (2021-22)
- Guidelines for engagement of parent's as mentors/resources/ volunteers (2021-22)
- Setting up of digital libraries in schools, community centres etc.- Prioritize Book clubs to be promoted with the help of peer groups, teachers, alumni and volunteers, etc.
- Extension of MDM facility to pre-primary Breakfast in pre-primary schools from 2021-22 onwards Health cards for all school children - from 2021-22 onwards.

In this Group 2, the Ministry would like to achieve the following:

- Ensuring Universal Access to Education at all levels
- Equitable and Inclusive Education
- School Complexes/Clusters
- Standard-setting and Accreditation

Roadmaps & Plan of Action for School Complexes and Clusters

- Short-term (up to 2025) and long-term (up to 2030) plan for grouping/clustering schools into school complexes
- Analyse infrastructure and resource requirements
- Prepare Robust guidelines/framework for governance of schools
- Pilot studies to analyse the effectiveness and implications

Group 3: Multilingualism and the Power of Language Learning: Development of Guidelines, resources, and support material for teachers on multilingualism by 2021-25

- Instruction: wherever possible in mother tongue/home language based in schools up to grade 5.
- Guidelines for preparing courses and syllabi
- Textbooks in various languages including bilingual textbooks.
- Teachers' handbooks and material for teachers' professional development
- Mapping of teachers who speak the language spoken by children in class I to 5.
- Children's materials (stories, rhymes, big books, charts and posters) in local languages.

Integrating Vocational Education at All Levels

- **Exposure to Vocational Education**
 - A school-wise roadmap to cover upper primary students
 - 50% students by 2025 and 100% of secondary level students by 2030
 - Prepare guidelines on Internships and apprenticeships
- **Training Modules**
 - Initiate Online/blended mode Courses in entrepreneurship, soft skills such as communication skills, etc.
- **Skill Labs**
 - Setting up Skill labs in a hub and spoke model in school clusters/complexes.
- **Career Counselling and Guidance**
 - Set up Online/offline mechanism to children in Classes IX to XII
- **Innovation & Entrepreneurship**
 - Introduce Problem-solving based Learning in schools to develop requisite skills in students

Group 4: Teachers and Teacher Educators

1. **Prepare a comprehensive policy** for in-service teacher training
2. **Ensure transparent merit-based system** for tenure, promotion, deployment and salary structure, etc.
3. **Plan for conducting mandatory 50 hours of CPD:** Capacity building programmes for teachers and Principals to create conducive learning environment in schools
4. **Prepare and implement autonomy framework:** for giving more autonomy to teachers in choosing aspects of pedagogy in classroom

Group 5: Online and Digital Education

- Prioritize for integration with digital devices: the schools in Aspirational districts and Special Education Zones • Strengthened ICT scheme.
- Introduce coherence in digital education: same econtents to be made available across all digital modes (portals, Apps, TV, radio)
- Action plans and implementation schedule for coherence: Initiate/activate by 2021-22 academic session.
- Prepare Digital repository of innovative content: including creation of coursework, Learning Games & Simulations, Virtual Reality, apps, gamification of Indian art and culture, in multiple languages.

Group 6: Adult Education

- **Identification of non- literate members:** Survey of non-literate adults through census survey to be conducted in 2021
- **Awareness campaign:** Systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy
- **Guidelines:** Guidelines for virtual/online AE classes to schools/school complexes • Develop online material in local language for AE through TV/Radio/computers/tablets etc.
- **Developing Reading culture:** Ensure an adequate supply of books: strengthen schools and public libraries
- **Teaching Learning Materials:** Develop in the local language/s for adult learners: High quality textbooks and workbooks to be produced and published
- **Multiple pathways to learning:** Enable and strengthen various formal and non-formal education modes - including one-on-one tutoring etc.

Global Catholic Education Report 2020

Catholic schools serve 62.2 million students globally at the preschool, primary, and secondary levels. As the largest non-governmental school network in the world, the schools play an important role in efforts to achieve SDG4, especially in low-income countries.

Pope Francis, June 2019 message to OIEC's World Congress participants in New York affirmed: "We need to place at the centre of the educational action the person in her full integrity. To this end, the educator must be competent, qualified, and at the same time rich in humanity, capable of mingling with the students in order to promote their human and spiritual growth."

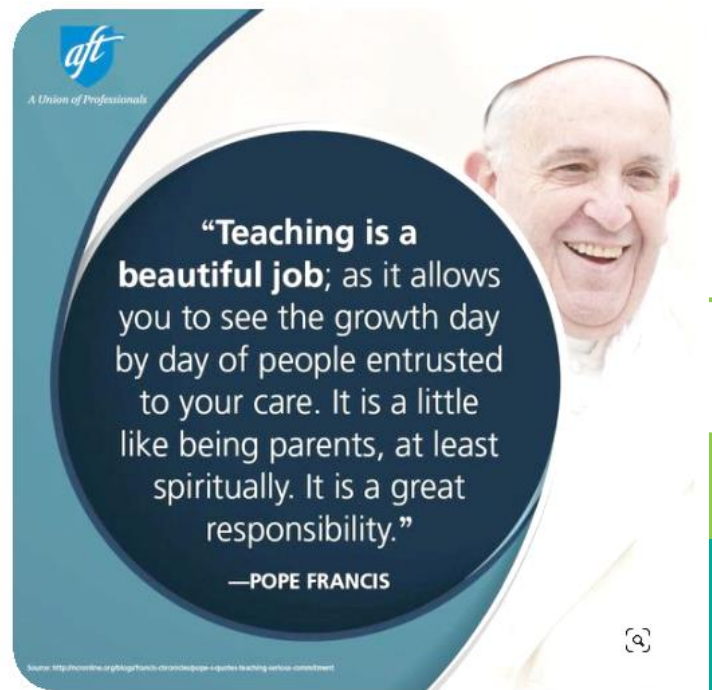
The Global Catholic Report published by International Office of Catholic Education (OIEC) speaks of the achievements and contributions of Catholic Schools in the world; COVID 19 Crisis: Its impacts and responses in Developing Countries and in Developed Countries. This Global Catholic Education Report 2020 has been sent as an attachment to this Newsletter. The OIEC had also conducted a few Webinars and consultations and the National Secretary representing the CBCI OEC had participated and contributed. The next Executive Council of OIEC is scheduled for April 7th and 8th 2021.

Global Catholic Education Report 2020



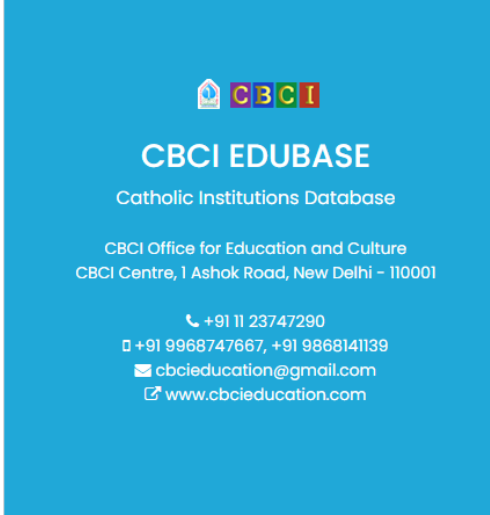
Achievements and Challenges at a Time of Crisis

Quentin Wodon
June 2020



CBCI EDU BASE

During this year 2020, CBCI Office for Education and Culture has accompanied the schools, through webinars, surveys, resources, and discussions, as they navigate and respond to the unprecedented challenges brought by the pandemic COVID-19. We have seen how difficult the local situation is, and how serious the consequences of this crisis for education are. We know your difficulties, and we also know your hard work, creativity, and commitment as you respond to the challenge. We want to support you even more, either through educational and academic research, animation and through the defence of the Catholic schools in the face of the threats that weigh on its existence here and there. We are your voice in the national and international organizations in which we sit. This is the reason why we are leading a major effort to develop precise and detailed information on the reality of Catholic education in the country.



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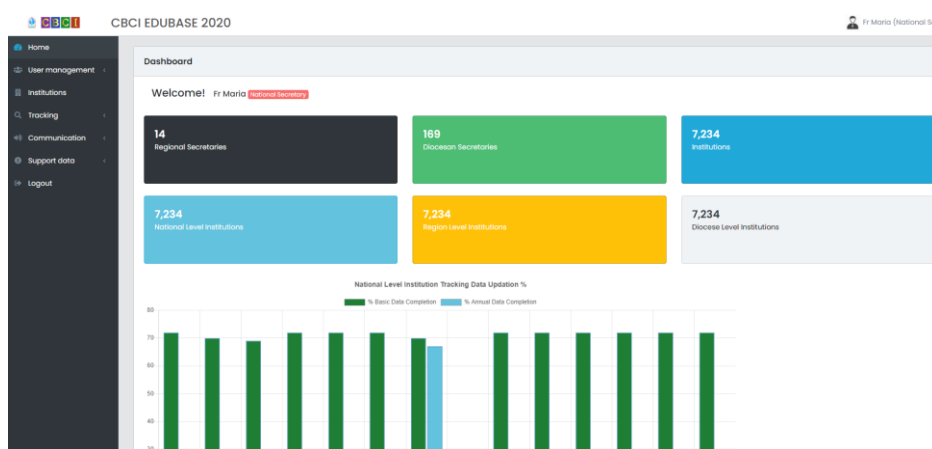
CBCI EDUBASE

Catholic Institutions Database

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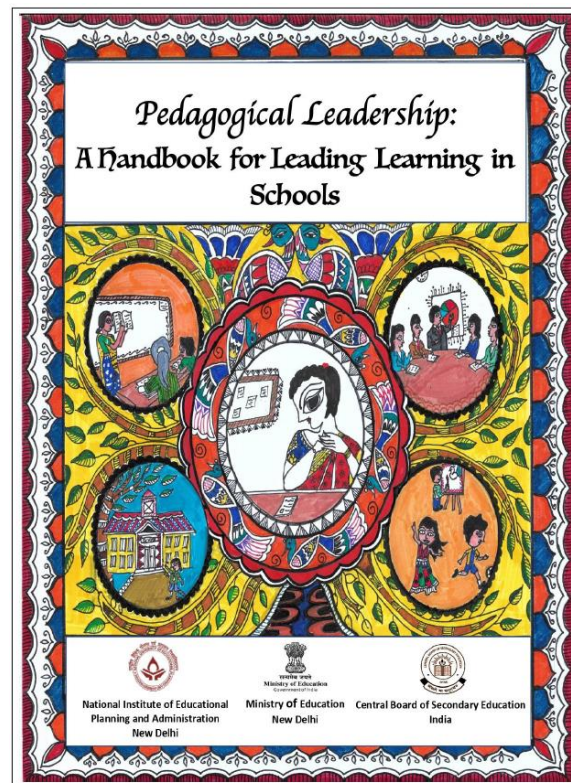
In some countries that are large and complex, estimates of enrolment in Catholic schools could be on the low side due to the difficulty of collecting comprehensive data from multiple organizations managing Catholic schools beyond Dioceses.¹ The CBCI Office for Education and Culture has prepared a web portal www.cbciedubase.org in 2020 in which we can enter the data of our Catholic Schools, Colleges and Technical Institutions of the Church in India. For this purpose, we are involving the Regional and Diocesan level Secretaries of Education and giving them a short training so that the data which can be fed into web portal with the username and password at the level of Institutions, Dioceses and Regions can give you data at the Institutional, Diocesan, Regional and at the National level at any point of time and it can be annually updated from your mobile or from your computer. The data is well protected in a designated server and the software for the gathering of the basic as well as annual data has been prepared by BOSCOFOT, a software company run by the Salesians of Don Bosco. We request Your Graces to encourage your Secretaries and the Educational Institutions to participate in this ONE TIME Data gathering and we shall provide you with not just information but analysis and roadmap as well in the future.



¹ Consider the case of India, the country with the largest number of students in Catholic schools. The statistical yearbook indicates that India had 7,448 preschools, 10,071 primary schools, and 7,038 secondary schools in 2017. Yet data from CBCI OEC (2018) suggest that while these estimates are of the right order of magnitude at the preschool and primary level, they may be too low at the secondary level since he notes the existence of 10,500 middle schools, 15,000 high schools, and 5,500 junior colleges (which serve 11th and 12th grade students in a few states). In addition, the Church also manages about 3,500 vocational training schools. Overall, the estimates for India in the statistical yearbook may be on the low side. [Global Catholic Education Report 2020.pdf](#)

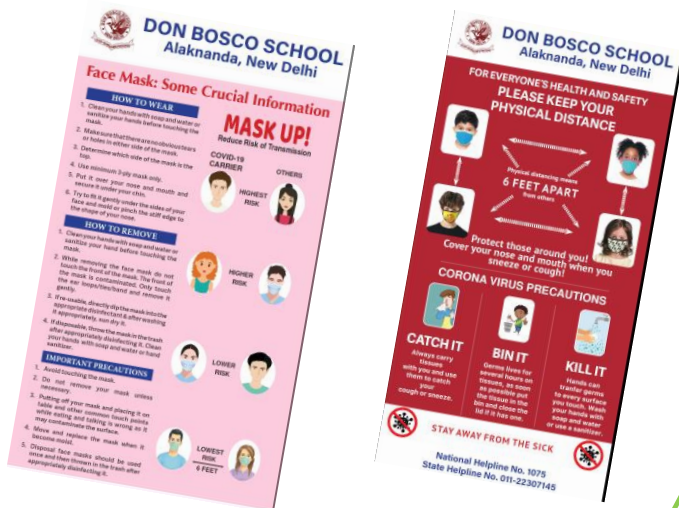
A Handbook on Pedagogical Leadership

A new book on Pedagogical Leadership: A Handbook for Leading Learning in Schools has been prepared by the National Institute of Educational Planning and Administration for Central Board of Secondary Education. It is a well-researched work with Practitioner's perspective with School Leadership. It has been developed incorporating the core concepts and principles of school leadership that are globally accepted and contextualized for Indian education scenario. It is innovative especially with regard to the development of Pedagogical Leadership Framework and Annual Pedagogical Plan to be used in Schools. Holistic in approach, the Handbook emphasizes that the school leadership develops a Culture of Learning in order to lead teaching learning. Effective teacher learning and professional development is important for ensuring student achievement. The book contains a high quality instruction materials in the form of tutorial which are comprehensive and include engaging resources, problems and assessments. This book will immensely help our School Leaders especially for developing a framework to enhance the standards of the school. This handbook is given as an attachment to this Newsletter.



COVID 19: Some Model Posters

As the Schools are slowly returning to normalcy, both the management and the parents are naturally worried about the safety of their children and the teachers. It is in this context, some model posters have been prepared by Don Bosco School, Alaknanda, New Delhi to create awareness among students and parents about Protective Measures against Corona Virus. The Posters include a well-designed awareness about physical distance, keeping hands sanitized, appropriate behaviour, Do's and Don'ts for Students, Parents and visitors. These are very useful posters which could be adapted to your school campus for display. Please find a set of posters given here in pdf format.



A Note from the Dicastery for Communication of the Holy See!

The Dicastery for Communication from Vatican is willing to embed a widget in your website to read about the day-to-day activities of the Holy Father and the News from the Holy See and have access to Vatican Websites. From this widget you can have access to all articles, videos, multimedia content and the Pope's magisterium. This could be especially useful to the School Leaders and the Teachers! The Letter from the Dicastery is attached to this Newsletter and you can send your request if you like to have access to the widget.



The Budget Proposal for Education

The Union Government is said to have decreased the budgetary allocation for the Ministry of Education by 6.13% when compared with the allocation in 2020-21. According to the Finance Minister's speech, for 2021-22 a total amount of Rs 93,224 crore will be allocated for the Ministry of Education. This consists of Rs 54,874 crore for Department of School Education and Literacy and Rs 38,350 crore for the Department of Higher Education.²



Among the most prominent announcements concerning education in the country are:

- 100 new Sainik schools that will come up across India in partnership with NGOs and Private schools and
- A Central University in Leh.
- 15,000 schools across the country will be strengthened quality wise.
- National Professional Standards for Teachers (NPST) will be developed to set standards for school teachers.
- 750 Eklavya Model Residential Schools will be set up in Tribal areas. The cost of each school will be increased to Rs 38 crores and for those schools in hilly and difficult areas, the unit cost to set it up will be Rs 48 crores.
- Central Assistance for Post Matric Scholarship Scheme for students from Scheduled Castes will be Rs 35,219 crores for six years (till 2025-26).
- Rs 3000 crore allocated for apprenticeship initiatives and opportunities for graduates and diploma holders in Engineering.
- The allocation of Rs 8,000 crore for National Mission on [Quantum Computing](#) and Technology will help in establishing our strength in this upcoming technology of the future.

² <https://www.thenewsminute.com/article/union-budget-2021-govt-slashes-allocation-education-613-142548>

Some of these allocations are meant for the next five years. There are other announcements too for which no fund allocation has been specifically mentioned. For instance, for the adoption of the National Education Policy which was announced in July 2020, higher education institutions will have to invest in technology and training. But the budget missed out on introducing any measures to support the adoption of NEP.³

While not expressly mentioned yet, a closer look at the budget document shows an increase in allocation to Kendriya Vidyalayas (from 6437.68 crores in 2020-21 to 6800 crores this year) and Navodaya Vidyalayas (from 3480 crores to 3800 crores) so these are likely being targeted for the improvement to new NEP standards. However, these schools already receive preferential treatment with much higher expenditure per student, a full complement of teachers and good infrastructure. It is the lakhs of other schools that require

the extra support. But, what is offered them is "handholding" by the favoured schools to help come up to standard. The new National Education Policy (NEP) called for a doubling of government expenditure over the next 10 years, starting from this year. But all the finance minister mentioned was "strengthening of 15,000 schools" in line with the NEP. That is only about 1% of the total schools in the country – are the others not part of the NEP? And which 15,000 schools will these be?⁴



To conclude...

The pandemic, Pope Francis wrote, "erupted" during the writing of *Fratelli tutti*, his latest encyclical, and it exposed the "false securities" of our world. "Aside from the different ways that various countries responded to the crisis, their inability to work together became quite evident," he wrote. "For all our hyper-connectivity, we witnessed a fragmentation that made it more difficult to resolve problems that affect us all. Anyone who thinks that the only lesson to be learned was the need to improve what we were already doing, or to refine existing systems and regulations, is denying reality."⁵

In *Fratelli tutti*, Pope Francis offers us an opportunity to re-evaluate our priorities, decisions and overall way of life. He offers us a way to step back from the precipice and to see one another as children of God in need of one another. It is time to ask if we are going to continue educating the way we did pre-pandemic offering false securities. It is time to acknowledge what needs to be changed and with courage take appropriate steps to correct the way we carried out education. Yes, it is the appropriate time to begin a new way of educating. It is time to start living "Fratelli Tutti".

Prepared by

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³ <https://indianexpress.com/article/education/education-budget-2021-reactions-opinions-comments-from-experts-iit-iim-7170163/>

⁴ <https://thewire.in/education/union-budget-education>

⁵ <https://www.ucanews.com/news/in-the-midst-of-covid-fratelli-tutti-asks-will-we-learn-our-lesson/89803#>