



CBCI OFFICE FOR EDUCATION AND CULTURE

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His Eminence, Excellencies, Graces,

Dear Fathers, Sisters and Brothers,

Greetings from the CBCI Office for Education and Culture!

As our schools and colleges and vocational education institutions have reopened and have preparation for a new academic year, it is important to share some concerns about the implementation of NEP 2020 as realised at the ground level.

Concerns about the implementation of NEP 2020 from the ground level:

The new National Education Policy is certainly not an easy one to implement. The introduction of schemes like ECCE at the early school stage, reconfiguring school stages with secondary merged with higher secondary, introduction of vocational education right from class 6th, Academic bank of credit, Blended mode of teaching and learning, multidisciplinary approach in higher education, cluster Universities...just to name a few, are already causing a lot of confusion at the ground level. In the name of discovering Indian Knowledge System, the curriculum and textbooks are prescribed with distorted history. Certain period of history and certain types of thinkers and philosophers who spoke against social evil and superstitions have been omitted in the textbooks.

There are many questions which arise in the minds of educators and parents as the NEP 2020 is landing in our States. But I shall take just a few:

When will children be admitted to schools at the age of three and what type of play-based classes will be introduced and the NEP 2020 wants children up to class 5 will also be play based and with some light books. This will be a change in the pedagogy followed hitherto and will it bear fruit? This type of pedagogy was sponsored by the World Bank as DPEP (District Primary Education Programme) and it was a failure in India and in other countries.

Section 4.9 of NEP 2020 says... "the students will be given increased flexibility and choice of subjects to study, particularly in secondary school education. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities' and 'sciences' or between 'vocational' or 'academic' streams." First there will be the lumping of high school and higher secondary school (9,10,11 and 12) into High School (secondary) and then they will be loaded with 24 subjects and

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about 40 optional subjects. But up to standard 5 there may not be even a textbook. And added

to this, there will be 'multidisciplinary holistic education' which will let children choose subjects of their choice. Will this type of multidisciplinary approach of choosing subjects unrelated to each other may turn out to be unscientific and incomprehensive?

Added to it there will be examinations in Grade 3,5 and 8 and there will be semester exams from standard 9 to 12. Will lead to a better standard? These exams will be conducted by National Testing Agency and these will come with a price.

There will be a lot of debate on introducing vocational education from 6th standard onwards. Do we not have to give the child a chance for learning language and basic and fundamental knowledge of science, mathematics and other subjects. What is more important at that age for a child?

In higher education, it is expected that each College has to be either Research intensive or Teaching intensive or degree awarding colleges. There will be multidisciplinary courses offered in each college or these may be brought under cluster of colleges within the same University. Will (Central Universities Common Entrance Test (CUET) be compulsory for all Universities? Starting with the 2022-23 academic year, undergraduate admissions to Delhi University (DU) colleges will be based only on the Common University Entrance Test (CUET) scores. Will it do away with the marks obtained in the higher secondary public exam as admissions are granted only by the performance in the CUET?

We as Educators must be quite cautious about the changes which take place in our State and in our schools and primarily, we need to be aware of the consequences. Each region must look into issues which go against modern secular education as NEP 2020 is being implemented by the States. Please gather such important issues and send a report to the CBCI Office for Education and Culture. We plan to take it up with the Ministry of Education issues which will affect our children and our institutions in the long run.

Some major issues which cause concern in NEP 2020:

- Crisis in Teaching and Learning
- Restructuring of Curriculum and Pedagogy
- Problem of dropout
- Examination and Assessment
- Vocational Education
- Curriculum Framework and Textbook writing
- Language Formula

- Knowledge of India (knowledge from ancient India and its contribution to modern India)
- School Complex and Teacher Deployment (what is the role of Government in Education?)
- Regulation of Private Schools and leading to commercialization of education
- Multidisciplinary approach in Education
- 4 year course in higher education
- Online Digital Education
- Academic Bank of Credits and Blended mode of teaching and learning
- Entry of Foreign Universities in India
- Regulation and Autonomy of Higher Education
- Graded Autonomy
- Introduction of AYUSH in regular allopathic medical education and many other issues

How can our Institutions be ready for the implementation of NEP 2020?

The implementation of NEP 2020 will be gradual and it has been stretched up to 2030. But not to be caught off guard, it is wise to be prepared. Hopefully we are in the post-pandemic period and according to the Department of School Education and Literacy, over 24 crore school children were impacted by the pandemic. Of them 12 crores are in Classes 1–5. All of them, the Parliamentary Standing Committee on Education, Women, Children, Youth and Sports in its August 2021 report notes, suffered instructional loss. If one needs to understand the true nature of the problem, the ASER 2021 report provides a glimpse. It says that about one in every three children in Classes 1 and 2 has never attended in-person school before. “Entry to the world of formal education can be a difficult process at the best of times, but the challenges these young children face as learners are likely to be far more complex than would have been the case in pre-pandemic times,”

Bringing Education Technology into our school campus

This can only be possible when the government provides better internet infrastructure, robust data protection systems and also tax exemptions in the upcoming Budget. The government should support the initiatives taken by the edtech startups so that we can become the global hub of digital education.

Adopt Smart School Administration

School administrators should implement smart administration to improve efficiency and enhance professionalism in school administration. Every aspect of administration of a school can be monitored by a software. Today there are software which enhance teaching and learning process, bring every aspect of curriculum to extracurricular

activities to transporting under smart administration software. The school can soon realise that its growth is consistent and enhancing when going the smart way!

Cross Discipline Exposure

The school needs to slowly introduce a self-paced between and within school elective, extra-credit, partial online and open-online courses

Curriculum-embedded soft skills programme

Training for all students, participative teaching and learning, soft skills needed for one's life and career. There can be activity-based text books and skill-based assessment pattern followed in all our schools

Student-centred teaching and learning

We need in our schools, student-centred programmes. They can be in the form of role plays, internship, field and industry visits, workshops, group discussions, peer-learning circles, webinars, videoconferencing, case studies, project-based learning etc.

Similarly, in Higher Education we can have

Internship and project work Research and Innovation and Structured outreach programme

Celebrating World Catholic Education Day 2022

Today the Catholic Church in the world renders education to 68.0 million students, including 34.6 million in primary schools. In low-income countries, 1 in 7 primary school student learns in a Catholic school. As Pope Francis says, "We consider education to be one of the most effective ways of making our world and history more human. Education is above all a matter of love and responsibility handed down from one generation to another."

On the Feast of Ascension of Our Lord Jesus, we celebrate the World Catholic Education Day. This year the theme for the WCED: "Responding to the call from Pope Francis: Seven Commitments for a Global Compact on Education"

The seven commitments for a Global Compact on Education are:

1. To make human persons the centre
2. To listen to the voices of children and young people
3. To advance the women especially girls and young women in education
4. To empower the Family
5. To welcome the most vulnerable and marginalised
6. To find new ways of understanding economy and politics

7. To safeguard our common home

Our Catholic Educational Institutions in India has contributed much to growth of our county India. It is good to let the world know about the contribution our Institutions have made. We can speak of our achievements and innovation in the print media, through brochures and through various social media format. We wish each of our Educational Institutions a very happy "World Catholic Education Day"

Global Report on Integral Human Development 2022

The Catholic Church manages a network of more than 325,000 education, health, and social protection facilities especially in low income countries According to the Global Report on Integral Human Development 2022, the Catholic Church and other faith networks are major contributors to efforts to achieve the Sustainable Development Goals (SDGs) and promote integral human development. For the Catholic Church, this is done in part through a global network of more than 325,000 education, health, and social protection facilities, as well as through universities and other institutions of higher learning.

The role played by the Church and other faith networks in basic education and healthcare is especially large in low and lower-middle income countries. The Global Report on Integral Human Development 2022 uses multiple data sources to measure the contributions of Catholic and other faith networks to education, healthcare, and social protection.

Key findings include the following:

Education: The number of preschools, primary schools, and secondary schools managed by the Catholic Church increased by 54 percent from 1980 to 2019, from 143,574 to 221,144. The largest increase in the number of schools took place in Africa. Globally, 62.1 million students were enrolled in Catholic K12 schools in 2019, with an additional 6.7 million students in postsecondary education. When including other denominations, Christian education serves more than 100 million students. Islamic and other faith-based schools also have a large footprint.

Healthcare: The number of healthcare facilities managed by the Catholic Church increased from 19,119 in 1980 to 24,031 in 2010, but fell back to 20,740 facilities in 2019. This includes hospitals, health centres, and leproseries. As for schools, the largest increase in facilities took place in Africa where Catholic facilities are often members of Christian Health Associations.

Social protection: The number of social protection facilities managed by the Church increased from 42,084 in 1980 to 97,533 in 2010, with a reduction to 84,872 facilities in 2019. This total includes orphanages, nurseries, special centres for social education

or re-education, homes for the old, chronically ill, invalid, or handicapped, matrimonial advice centers, and other institutions (these are the categories used in the statistical yearbooks of the Church). While for education and healthcare Africa accounts for a growing share of facilities over time, most social protection facilities remain located in the Americas and Europe. The Church also contributes to social protection locally through programs run by more than 220,000 parishes, and internationally among others through over 160 organizations member of Caritas Internationalis.

Reach to the poor: Most Catholic schools and healthcare facilities are in low and lower-middle income countries, especially for primary education. By contrast, with the exception of orphanages and nurseries, Catholic social protection facilities are often located in high income countries, as is the case for universities. In Africa, across faiths, despite the fact that faith-based schools and healthcare facilities are often more expensive for households to use than public facilities (due to no or limited funding from the state), they often manage to reach the poor to a substantial extent. Private secular facilities tend to serve better off households for both education and healthcare.

Market shares: Globally, the market share of Catholic education is estimated at 4.8 percent at the primary level, 3.2 percent at the secondary level, and 2.8 percent for post-secondary education. In the case of healthcare, data for 140 countries suggest that the market share of Catholic facilities is at 6.3 percent for hospitals and 1.7 percent for health centres in those countries. For education and healthcare, the market shares of Catholic schools and facilities are higher in sub-Saharan Africa and low-income countries, helping to fulfil the Church's mission to serve the poor.

Preferences, Satisfaction, and Quality: Values and faith play an important role in the motivation of parents to send their children to faith-based schools, and for students to enrol in faith-based universities. By contrast, faith is often not a key factor in the choice of a faith-based healthcare facility. In sub-Saharan Africa, satisfaction is higher with faith-based schools and healthcare facilities than with public providers. This does not mean however that there is no need to improve services. In education especially, efforts are needed to end the learning crisis.

COVID-19 pandemic: Faith-based providers of education, healthcare, and social protection have been affected by the COVID-19 crisis, as is the case for other providers. Supporting faith-based providers of critical services in times of crisis makes economic sense. The long-term cost for governments of not doing so could be much larger than the cost of providing support.

Some Programmes organised by CBCI Office for Education and Culture from March to May 2022:

MIE CERTIFICATION SESSION (21st and 22nd January 2022)

This is a short-certified course on **MIE CERTIFICATION SESSION** to become a MICROSOFT INNOVATIVE EDUCATOR (MIE) organised in collaboration with De Pedagogics powered by Microsoft in Education.

This Course was conducted on 21st and 22nd January 2022 from 3 pm to 5 pm. we had organised a Microsoft Innovative Education certified course (MIE) with De Pedagogics powered by Microsoft India on 21st and 22nd January 2022. More than 3000+ school leaders and teachers had participated and received their certificates. But there was a technical lapse and more than 4000+ registered school leaders and teachers could not participate. We had complained to Microsoft India and they too were sorry that such a mistake had happened and promised to re-conduct this certified course for those who missed it. Now they have come back to organize this particular MIE Certificate course only for those who have registered but could not participate.

A Short-Certified Course on MIE CERTIFICATION SESSION to become an Microsoft Innovative Educator (MIE)

Organized by CBCI Office for Education and Culture in Collaboration with De Pedagogics powered by Microsoft in Education

Dear Principals, Headmasters and Teachers, we welcome you to participate in a MIE CERTIFICATION SESSION to become Microsoft Innovative Educator (MIE)

Who can participate?
School leaders across academic areas, academic heads and school leaders can attend the programme.

What will the Teachers learn?

- The participants will be introduced to Microsoft in Education tools and ways in which these tools can be used in education.
- The session will showcase ways to leverage the tools to teach with technology and educators will learn ways to collaborate with each other and their students.
- They become more productive and efficient using built-in AI features across Office tools.
- Microsoft acknowledges their efforts, by awarding them Microsoft Innovative Educator (MIE) certification to recognize teachers who come together to learn, share, and grow.

When is the Training Programme?
The training programme is for two days and it is on 21st and 22nd January 2022. The sessions are from 3 pm to 5 pm on both days.

You can choose to participate in any one of them.

Registration link for 21st Jan: <https://bit.ly/MIE21JAN>
Registration link for 22nd Jan: <https://bit.ly/MIE22JAN>

MIE CERTIFICATION SESSION

As educators embark on this journey, Microsoft acknowledges their efforts by awarding them "Microsoft Innovative Educator (MIE) certification" to recognize teachers who come together to learn, share, and grow.

JAN 21ST 2022 | 3 PM-5 PM

As a first step on a journey of using technology to pave the way for better learning and student outcomes, we would be happy to host 2-hour session for educators (in small batches) to build fundamental skills for teaching with technology.

Registration link for 21st Jan: <https://bit.ly/MIE21JAN>

JAN 22ND 2022 | 3 PM-5 PM

As a first step on a journey of using technology to pave the way for better learning and student outcomes, we would be happy to host 2-hour session for educators (in small batches) to build fundamental skills for teaching with technology.

Registration link for 22nd Jan: <https://bit.ly/MIE22JAN>

MIE Certification Session on 28th and 29th March 2022.

The MIE certification course was conducted mainly for those who had registered earlier but there were school leaders and teachers who had not participated earlier and they too were welcomed to join. The session was organized on **28th and 29th March 2022..** They were allowed to participate on any one day. The session was attended well. There are many courses for the Framework of School Policy and Leadership Training for the School leaders and teachers which will be offered again from June 2022.

Artificial Intelligence & Machine Learning on 23rd April 2022

A national level webinar for our School Leaders and Teachers was conducted on the theme of **Artificial Intelligence & Machine Learning on the 23rd of April 2022 from 3.00 pm to 4.30 pm.**

Key Points:

What is Artificial Intelligence and machine learning?

- Why learning AI and ML is important for students?
- What is the future of AI and its impact on our generation?
- Introducing PictoBlox, a visual AI learning software: its activities, project examples and demonstrations

It is a unique opportunity for the Educators and Principals to empower themselves to one of the most required skills of the 21st century: Artificial Intelligence.

Roundtable Discussions on NEP 2020:

The Central Square Foundation together with NISA (National Independent Schools Association) has been organizing Roundtable discussion on the NEP 2020 and our CBCI Office for Education and Culture has been a prime participant. Some of the issues which were discussed on May 18, 2022 were:

- A proper objective description of Safety & Security norms for the Safety Certificate needs to be worked on.
- Collecting due Fees from Parents has become a challenge for Budget Private Schools in most States.
- Children's attendance post re-opening of schools has been poor across all standards.
- Respective Private School Associations of Budget Private Schools should make an effort to be part of the Taskforce / Committee responsible for the implementation of NEP.
- Special focus needs to be placed on setting up an independent SSSA and conducting KSA in an effective manner.
- The first draft of **Implementation & Recommendation for SSSA as per NEP** is ready and going forward will be used as a reference document to have a common understanding.

If you need more information on SSSA as per NEP 2020, please write to us and we shall share further.

With best regards,

Fr. Maria Charles SDB

National Secretary

CBCI OEC, New Delhi



The poster features logos for the Office for Education & Culture, AINACS, and STEMpedia. The main title is 'Artificial Intelligence & Machine Learning Live Webinar'. A list of topics includes: 'What is Artificial Intelligence and Machine Learning?', 'Why learning AI & ML is important for Students?', 'What is the future of AI & its impact on our generation?', and 'Introduction to a visual AI-learning software, PictoBlox- Activities, project examples, & demonstrations'. A circular inset image shows students working with a computer. A blue badge states 'Aligned with NEP 2020 & CBSE Skill Subjects'. The launch details are 'April 23rd, 2022 | 3:00 PM IST'. A prominent 'REGISTER NOW' button is at the bottom.