



**EDUCATE TO EMPOWER**

Founded in 1966

**15 November 2022**

# CBCI OFFICE FOR EDUCATION AND CULTURE **NEWS AND VIEWS**

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**His Eminences, Beatitudes, Excellencies  
Your Graces Archbishops and Bishops,  
Fathers, Brothers and Sisters,**

Greetings from the CBCI Office for Education and Culture!

We would like to thank the, outgoing President of Catholic Bishops' Conference of India, CBCI, **His Eminence Oswald Cardinal Gracias** for his guidance and encouragement of our Office for Education and Culture. We also welcome wholeheartedly our new President **Most Rev. Andrews Thazhath**, Archbishop of Trissur and Administrator of Ernakulam-Angamali of the Catholic Bishops' Conference of India (CBCI) to lead the Church in India and also to guide the Education Ministry in India!

At the outset, I would like to thank our outgoing Chairperson **Most Rev. Thomas D'Souza**, Archbishop of Kolkata as he had completed his term of office. Our Chairperson was always ready to offer counsel, take part enthusiastically in our meetings and was always encouraging. His ever-smiling attitude was always a booster for all of us at the national office.

In the name of all the Regional and Diocesan Education Secretaries of the Church in India and also the National Coordinators and General Councillors of Education of various Religious Congregations, I would like to thank immensely our dear Chairperson for the service he had rendered in the past four years to the CBCI Office for Education and Culture. Together with him, we also thank our Member Bishops, **Most Rev. Andrews Thazhath**, Archbishop of Trissur and Administrator of Ernakulam-Angamali Archdiocese and **Most Rev. John Moolachira**, Archbishop of Guwahati, Assam for their counsel, participation and the services that they offered to CBCI Office for Education and Culture. Thank you, Your Graces!

We are also immensely happy to welcome our new Chairperson **Most Rev Elias Gonsalves**, Archbishop of Nagpur and Apostolic Administrator of Amravati, Maharashtra. Our new Chairperson brings along a valuable experience of having led the Western Region Educational Conference. He is an ardent educator and a renowned leader. CBCI Office for Education and Culture welcomes him wholeheartedly! We will soon come to know the member Bishops of our Office soon!

Presenting to you the issue of "**CBCI Office For Education And Culture: News and Views**", 15 November 2022. This issue contains issues on the Strategies in implementing National Education Policy 2022 and how we need to be prepared to implement it.

We are also presenting the issues connected with RTE and its various challenges especially when it comes to private schools and minority schools. You will find the list of various cases filed with regard to RTE in the Supreme Court and other High Courts in India. A short sharing of the Holy Father's address to the Teachers is also given along with some news.

As we plan to bring out the NEWS AND VIEWS every fortnight, we encourage you to share important news from your region regarding education-related issues. You can also share your articles and views!

Thanking you and seeking your guidance and support,  
With prayerful wishes,

**Fr. Maria Charles SDB**

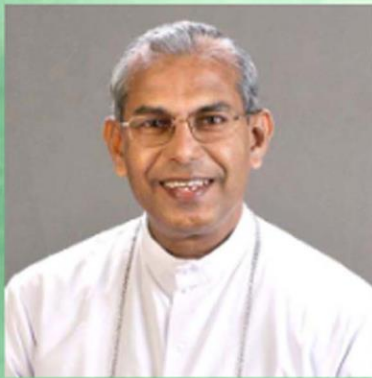
National Secretary,

CBCI Office for Education and Culture

We thank sincerely the outgoing Chairperson  
**Most Rev. Thomas D'Souza,**  
Archbishop of Calcutta, for his service in the last four



**Most Rev. Thomas D'Souza**  
Archbishop of Culcutta



**Most Rev. Andrew Thazhath**  
Archbishop of Trichur



**Most Rev. John Moolchira**  
Archbishop of Guwahati

**Welcome**



**New Chairperson of  
CBCI Office for Education and Culture**

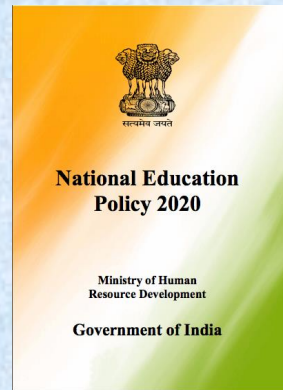
**Most Rev. Elias Gonsalves**  
Archbishop of Nagpur



# Strategies for implementation of the National Education Policy 2020 (School Education)

- There are two main things that schools need to do to effectively implement NEP 2020

- ✓ *Changing the pedagogical structure*
- ✓ *Transforming the teaching-learning process*



## Changing the Pedagogical Structure

- The 10+2 board examination structure has been dropped and the new school structure will be 5+3+3+4, which comes as a big relief and would prove revolutionary.
- Those Schools which presently do not cater to below Class 1 and beyond Class 10, will need to plan, develop, and prepare infrastructure for: Foundational Years: Pre-Nursery (3-5 years); Secondary Years: Levels XI & XII (16-18 years).
- Most of the existing private schools already have the ECCE embedded in their system and will only have to make a slight change in the class structure and objectives of the change. For example, class 1 and 2 will have to be added to the foundational stage.
- Heads of schools must ensure that teaching-learning activities are designed such that there is greater scope for interaction, children are encouraged to ask questions and classroom sessions are made more fun through creative, collaborative and exploratory activities for students, to promote deeper and more experiential learning.
- Activities that allow exploration of relations among/across different subjects must be encouraged. Topics selected for the project work should encourage critical thinking, problem solving and creativity.
- As teachers are the major factors in bringing about the change in this new pedagogical structure, training would have to be conducted and concurrent changes will be expected to be made.
- Parents will have to be made aware, acquainted and familiarized with this change.

## How can schools transform the teaching-learning process?

### ➤ Focus on core essentials (Redesigning Curriculum and Pedagogy for holistic development)



Importance of pedagogy in teaching and learning process

- Mapping of the curriculum across grades and narrowing it to the respective core knowledge only. The focus will be on practical application-based learning.
- This reduction will create space for teachers to add activities related to experiential learning, creative and critical thinking skills etc.

## ➤ Stress on the importance of literacy and numeracy skills

- All schools will have to rework in these areas to bring about a transformation in the teaching strategies so that these foundational skills can be developed, strengthened and achieved by Grade 3.



- There will need to be more focus at an early age on reading, writing, and learning of basic mathematical concepts. Introducing innovative teaching would be essential to achieve this.

## ➤ Promoting multilingualism and the power of language

- In the early years, teaching learning transaction may be initiated in the mother tongue/home language for the benefit of all children. Gradually, a blended approach i.e., home language to school language (English) may be used.
- Various studies that show young children best understand things in their mother tongue or home language. So teachers should be encouraged to be bilingual to achieve the best outcomes.



## ➤ Changes in classroom teaching with the NEP

- Moving away from rote learning and memorizing to score marks during exams to actual conceptual understanding.
- Schools will have to adopt the top-down approach of shifting from syllabus completion to defining learning goals, curate classroom instruction through innovative pedagogy and link assessments to these goals.
- Educators must look at integrating subjects, streams and technology to create a holistic learning experience for students along with the component of digital literacy, scientific temper and computational thinking.
- Schools are encouraged to embrace the use and advantage of technology. Basic infrastructure for this must be incorporated into the school system.
- Teachers must also be encouraged to use the technology available to empower themselves and enhance their teaching abilities.



### ➤ Change in the assessment pattern

- Examinations will run semester wise and two exams will be held annually. Board exams won't be held in high regard like they have been for years.
- Board exams will be made 'easier' as they will primarily test core capacities, and competencies.
- School assessment should be holistic in nature and must include self-assessment, peerassessment and parent assessment, in addition to teacher assessment.
- Multiple methods such as quizzes, role plays, group work, portfolios, project work must be used to assess students.
- The progress card will now be designed to reflect the 360-degree assessment of a student. The progress card will include self-assessment, peer assessment and teacher assessment.
- A multi-dimensional report card will be generated that will reflect the progress and uniqueness of each learner in the cognitive, affective and psycho-motor domains.

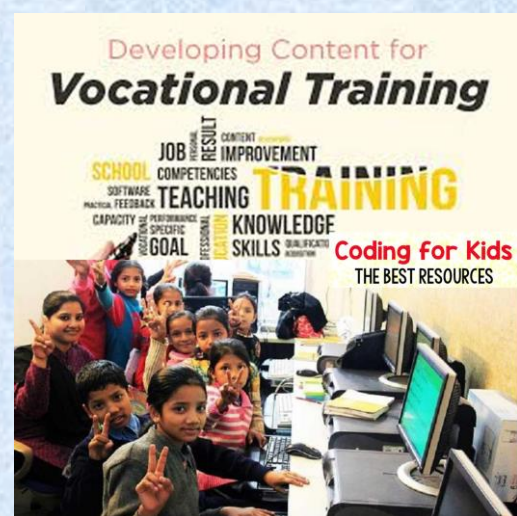


### ➤ No hard separations between subjects and disciplines

- No hard separations and a multidisciplinary and holistic educational approach between arts and sciences; curricular and extra-curricular activities; vocational and academic streams etc., will need to be brought in.
- Harmful hierarchies between different areas of learning can be eliminated by integrating the subjects and learning areas.

### ➤ Vocational training and coding will start from Class 6

- As mentioned in the NEP one bag less day can be planned for the hands-on learning of the vocational subjects.
- Vocational education must be integrated in the school curriculum in a phased manner.
- Introduction of '10 bag less days' in an academic year for Classes VI – VIII is mandatory. During these days, the students must be introduced to various vocational skills.
- Students may intern with local vocational experts such as carpenters, gardeners, tailors, beauticians, hair stylists, potters, artists, electricians, metal workers, bakers, etc.
- Experts from various vocational fields may also be invited to interact with students. Schools may check on the availability of local craftsmen and artisans in the region and plan accordingly.



- Similarly, internship opportunities/ field visits to expose students to different vocations may also be arranged for higher grades during school days as well as holiday periods.
- Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.
- But the challenge would be how many vocational subjects are chosen, infrastructural changes and teacher availability.

### ➤ Need to create a large pool of trained teachers

- In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step.
- But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs.
- Schools are to encourage their teachers and Heads of schools to actively participate in the NISHTHA online training programs.
- All teachers/ Heads of schools are required to mandatorily undergo 50 hours of Continuous Professional Development (CPD) in a year. Schools must encourage their teachers/Principal to avail various CPD opportunities both online and offline, so as to keep abreast with the latest developments in the field of education.
- Heads of schools must endeavor to provide a healthy service environment which is conducive to optimizing teaching learning, while providing ample opportunities for professional growth.



Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

### Areas which need to be looked at carefully:

1. Since the school structure is now inclusive of the Nursery, and two years of Pre-Primary, the fees charged at these stages can now come under the purview of the Fee Regulation Act, 2011. The various heads under which the schools collect fees will now come under scrutiny and can be challenged.
2. The NEP 2020 suggests that all teachers across all boards will have to complete the Teacher Eligibility Test (TET). This could lead to a situation where our schools may lose the right to appoint their own staff on grounds that the Teachers do not have a TET certificate. Perhaps the government will put in staff that could have Hindutva ideologies in our schools.
3. The NEP 2020 does not mention Minority rights. Nor does it acknowledge the special concerns of minority managed institutions. This is a far cry from the rights given to minorities in the Right to Education Act.
4. The NEP 2020 has suggested that to “promote social cohesion during non-teaching /schooling hours, schools to be used as a “*Samajik Chetna Kendra*”. As minorities, we need to be aware that our institutions could be used when schools are closed by forces that may have a different value system from ours.
5. NEP 2020 recommends mother tongue/home language/local language at the foundational stages. In many of our schools which are not vernacular medium, i.e. English medium, the state government can insist that English is not a medium of instruction but merely a subject to be taught.

## Way forward

1. Don't get panicky. The NEP 2020 is not all that bad as it is perceived to be.
2. Get all your teachers to read the document of NEP 2020 (66 pages) and familiarize with its content related to school education (the first 30 pages).
3. Gradually get ready with infrastructural facilities to accommodate ECCE (if you don't have). Hence, a school would mean the educational process and facilitates to educate a child from age 3+ to 18
4. Plan to introduce play based, activity oriented, toy and games pedagogy in the foundational and preparatory stage and thereafter in the middle school use collaborative teaching, sensory learning, ICT enabled and experiential teaching-learning methodologies (invest some money in transforming the existing classrooms especially in the junior classes).
5. Principal needs to be a 'Pedagogical Leader'. Principals need to be trained in pedagogy, ICT and different competencies required to be a pedagogical leader.
6. While recruiting new teachers, check on teacher qualification compliance for the various sections (Foundational, preparatory, middle and secondary). This will be state specific and under different names in different states. E.g. TTC, DLED, ECCE Training, TET, SET, B.Ed, etc.
7. Gradually introduce bi-lingual system as medium of instruction for the foundational and preparatory stages.
8. Initiate special training sessions to promote soft skills and life skills especially for the nursery and primary teachers.
9. Get prepared and plan to move into new continuous assessment mode without examination up to completion of Class 8 if you are not already having a system in place.
10. Gradually introduce blended teaching and assessment/evaluation mode (hybrid mode): online, offline, ICT based, case study based, assignment based, project based, presentation based, open book based assignments.
11. Organize activities to promote 21" Century Skills (the 7 C's).
12. Strengthen the competencies of teachers through regular professional trainings in order to empower teachers to help students to pick out the core concepts form a lessor or chapter they are learning as only core concepts will be included for assessments by the examination boards.
13. Introduce co-operative leaning starting from primary level
14. Strengthen the protocol related to the safety and security of children, vulnerable adults and women in the school campuses.
15. While constructing new buildings, kindly make infra-structural provisions for children with disabilities.
16. Gradually make provisions for appointing a trained counselor and a special teacher in all schools.
17. Get a few rooms ready for introducing some of the vocational traits which may require extra space and facilities.

**Fr. John Ravi, SJ**  
Secretary, JEA SA

## Pope Francis reminds Catholic educators that Christian education must be both “fully human and fully Christian”



Pope Francis on 12<sup>th</sup> November 2022, met the members of the World Union of Catholic Teachers in the Vatican (WUCT) on its General Assembly in Rome, which is to elect its new Executive Committee. In his address Pope Francis thanked the members of the outgoing Executive Committee for their "faithful and generous service" over these past years and encouraged the organization to “take a positive view” of the many challenges it is facing today, including that of “generational change”, which particularly affects leadership.

Remarking that the presence of Christian educators in school communities is “vitaly important”, the Holy Father reminded those present that Christian teachers are called to be “both fully human and fully Christian”. They therefore “must not be spiritualistic and ‘other-worldly’”, but rather “rooted in their own time and culture” and “capable of understanding the deepest needs, questions, fears and dreams of students”.

*“There is no humanism without Christianity, and there is no Christianity without humanism”*

It is important, he added, that Catholic teachers be capable of testifying that the Christian faith embraces all human experience, “without clipping the wings of young people’s dreams and impoverishing their aspirations. In the tradition of the Church, the education of the young has always had as its goal the integral formation of each human person, in all his or her dimensions”.

<https://www.vaticannews.va/en/pope/news/2022-11/pope-warns-catholic-educators-against-ideological-colonization.html>

## RTE Amendment in Andhra Pradesh

Here is a presentation on the RTE amendment made and the new notification issued in Andhra Pradesh. The amendment does not specify the reimbursement amount or reimbursement process/timeline which they have challenged. schools have been exempted for the current year due to the mismatch in the admission cycle but they will have to reserve seats for subsequent years. **(Please find the copy in the attached file)**



## List of the Key RTE Related Judgments by the Supreme Court and the different High Courts

Here is the list of 13 important judgments given by both Supreme Court as well as the High courts of Bombay, Gujarat, Delhi, Karnataka and Punjab-Haryana. They are important cases on:

- Constitutional Validity of RTE ACT 2009





- Pre-primary educational entry points
- Writ petition on 25% of the seats not offered for admission
- Writ petition for Court to lay down Guidelines and pre-conditions for extending the limits / area of "neighbourhood" as defined under the RTE Act and the Delhi RTE Rules.
- About the school laying down the maximum age for admission at the entry level class
- Writ petition on refusing admission
- Writ petition with respect to admission of children with disabilities
- W.P. on Whether Right to Education Act applies to pre-school including nursery schools and for education of children below six years of age
- W.P. on "Private Unaided Recognized Schools of Delhi running on the land allotted by Delhi Development Authority/Other Government Land Owning Agencies, with the condition shall not refuse admission to the residents of the locality' or shall undertake to admit 75% of the students of the neighbourhood.
- W.P. on elementary cycle of education and Pupil Teacher Ratio
- W.P. on To direct the respondents to strictly adhere to the provisions of section 12 of the RTE Act 2009 in the matter of admission of students in the private educational institutions
- W.P. on Admission under RTE to Sainik Schools, Boarding Schools. **(Please find the list of judgments in the attached file)**

### News in Brief

#### **Classes 5, 8 students won't be promoted if they fail annual exams: Delhi govt**

**(Economic Times 10 October 2022)**

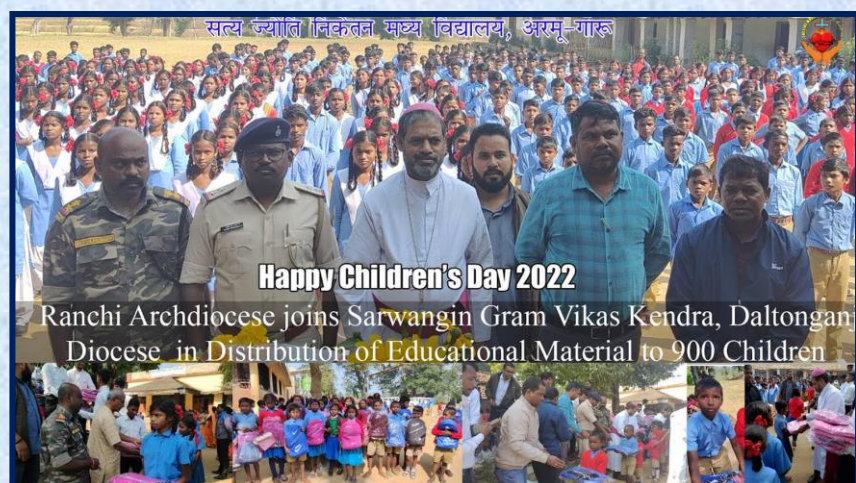
- Deputy Chief Minister Manish Sisodia said the 'no detention policy' was very progressive but the education system could not take its full advantage due to lack of preparation.
- The Delhi government's new promotion policy mandates that students of classes 5 and 8 will not be promoted if they fail to clear the annual examinations, doing away with its earlier 'no detention' rule. He said through the new guidelines, the government aims to bring the "same degree of seriousness" in elementary grades as in classes 10 and 12.

#### **RTE and Delhi Government:**

- Delhi schools recently went to court because RTE seats were being calculated based on the basis of the capacity of schools and not actual admissions.
- In Delhi there is an issue of RTE 12.1.c: 25% admission based on actual enrolment vs available infrastructure/capacity. Govt is reducing EWS children in schools made on private land vs but increasing in schools made on government land.

## Children's Day 2022 Ranchi Archdiocese & Sarwangan Distributed Educational Materials to 900 Children

On Saturday, 12th of November 2022, Bishop Theodore Mascarenhas, the Bishop of Daltonganj Diocese, on behalf of Sarwangan Gram Vikas Kendra, Daltonganj and Ranchi Archdiocese, distributed educational materials such as school bags, pencils, rubbers, instruments box, towel, etc. to the children of Satya Jyoti



Niketan Middle School, Purani Armu Garu. Firstly, while explaining the purpose of coming to the school, the Bishop said that you all should set your own goal and work hard accordingly to achieve that goal. Secondly, Bishop said that the children should always think high and big because you become what you think. Thirdly, he insisted that the students must always follow the truth in their life. He said that the

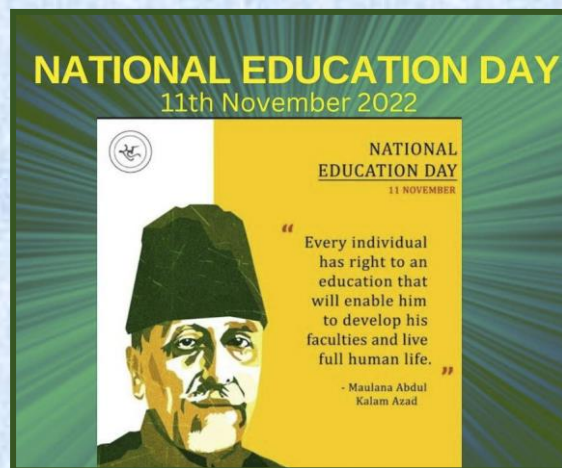
greatest quality of our life is human love, and everyone needs to become good persons, because today our society needs good people. You should find goodness in the society we live in and accordingly walk in it.

<https://www.youtube.com/watch?v=2i6-gjiBkuk>

## National Education Day 2022

TOI-Online / Nov 11, 2022, 19:10 IST

National Education Day is celebrated every year on November 11, on his birth anniversary, in memory of Maulana Abul Kalam Azad, the first education minister of India and one of the founders of various higher education institutions and regulators. Maulana Abul Kalam Azad, one of the main regulators and founders of institutions of higher education in the country, such as All India Council for Technical Education (AICTE), University Grants Commission (UGC), Indian Institute of Technology (IIT), Jamia Millia Islamia University, etc. Celebrating the birth anniversary i.e., 11th of November as Education Day was started from the year 2008.



International Education Day is celebrated globally on 24 January every year, for which the main theme is decided by the United Nations Educational, Scientific and Cultural Organization (UNESCO) every year. UNESCO has announced the theme of International Day of Education for the year 2022, 'Changing Courses, Transforming Education', according to which the increasing use and maximum use of technology in the education sector is to be promoted.

