



EDUCATE TO EMPOWER



**MERRY
CHRISTMAS
&
A HAPPY NEW
YEAR 2024**

CBCI

EDUCATION NEXUS

DECEMBER 2023

CBCI Office For Education and Culture

cbcieducation@gmail.com

Table of

CONTENTS

- 01 Editorial: Is Christmas still a ray of hope?
- 02 History, Importance and Significance of Christmas
- 03 I'm Sorry, I have no Room by Ann Farrell Blunt
- 04 Report of the National Symposium on Catholic Education
- 12 Priorities for our Catholic Educational Institutions
- 14 Action Plans to be carried out by the Regional and Diocesan Commissions for Education in India
- 16 Important Takeaways by the Regional and Diocesan Commissions for Education in India
- 18 Status of Schools Education in India
- 18 Five lessons from India's Education DIBS
- 19 What is lacking in life skills assessments in India?
- 20 Can free Public Libraries catalyse communities?
- 21 Education: Setting a new course
- 22 Climate Crisis
- 23 NEP can act as template for emerging economies to transform Human Capital
- 24 Why are Indians Succeeding Everywhere except in India?
- 26 Saint Educator: Saint Elizabeth Ann Seton
- 28 Procedure to apply for Minority Status Certificate for Educational Institutions

IS CHRISTMAS STILL A RAY OF HOPE?

WHY IS CHRISTMAS IMPORTANT?

Christmas presupposes calmness, peace and joy! It is celebrated with much enthusiasm. Christmas carols and bells echo the joy within us. It is the day we celebrate the bountiful gifts that the Birth of Jesus brought to this world. The Christmas trees and sparkling lights illuminate not only the streets and surroundings but our hearts too. The enticing fragrance of Christmas cakes and the anticipation of unwrapping Christmas gifts add to the flavour of Christmas joy. Yes, Christmas has a magical ability to bring the best in us.

Today in many parts of the world there are wars, conflicts and destruction taking place. Can the world celebrate Christmas in peace this year? The war in Ukraine, the conflicts in Gaza, and the communal disharmony in many parts of the world make us wonder if Christmas can be celebrated meaningfully this year. The rubble left behind after every bombing where human beings are buried alive leaves behind a sense of hopelessness. Ethnic and Religious conflicts have displaced myriad families and children and they have turned homeless for years to come. Poverty and unemployment continue to reduce the human person to a mere calculable entity.

DOES CHRISTMAS OFFER A RAY OF HOPE OR IS IT ANOTHER HOLIDAY FESTIVAL WITH A COMMERCIAL OUTLOOK?

It was 1914, and World War I was brewing to a boiling point. It was a battlefield where the Germans and the English were pitched against each other. On the dark cold night, men of the British Expeditionary Force (BEF) heard German troops in the trenches opposite them singing Christmas carols and saw lanterns and small fir trees along the trenches. Greetings began to be shouted between the trenches. On Christmas day, both British and German soldiers came out in the open, met in no man's land and exchanged gifts, took photographs and some played impromptu games of football. They also buried casualties and repaired trenches and dugouts.



This is a picture of how the German and British soldiers celebrated Christmas during World War I in 1914 and exchanged gifts.

Christmas is a time of miracle. It can heal wounds, bring harmony and enable people to forgive. When a person shares without inhibition and reservation with others who are in need, the spirit of Christmas is alive. Christmas is meaningful when the warring nations call for a truce, ethnic groups seek a sincere dialogue, families generously forgive and individuals care for one another.

Education is a true spirit of Christmas indeed! It celebrates each person and teaches each person to be optimistic, loving and sharing and above all, hopeful always! We can make Christmas more meaningful when we move from being selfish to caring for anyone in need!

Wishing you a very happy and meaningful Christmas and a hope-filled New Year 2024!



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



HISTORY, IMPORTANCE, AND SIGNIFICANCE OF CHRISTMAS

By Lifestyle Desk: December 24, 2022

An annual celebration around the world, mainly by the Christian community, Christmas commemorates the birth of Jesus Christ, observed on December 25 as a religious and cultural event. The festival is associated with carols, baking cakes and cookies, having get-togethers, Christmas decorations like stars and baubles, a general feeling of festive cheer, and not to forget, the legend of Santa Claus.

Joseph and Mary gave birth to Jesus Christ, considered to be the son of God, on December 25 in Bethlehem. Jesus of Nazareth was a spiritual leader whose teachings formed the foundation of Christianity. Although the Bible does not mention a specific date for his birth, Emperor Constantine, the first Christian Roman emperor, designated December 25 as Christmas, which became a day to commemorate Christ's birth.

The day serves as a classic reminder of Christ's sacrifice for mankind and lessons on how to be a nobleman. He is the emblem of all things pure, sin-free, and divine, believed to have been sent to Earth by God to save humans from all evils. Christmas is also known as the 'Feast of Nativity' and has a cultural significance for the non-Christian community, too.

On the eve of one of the most important holidays in the world, people attend midnight masses at churches and families decorate their homes with Christmas ornaments, stockings, tinsels, and the tree. Kids are told stories of Santa Claus, or Father Claus, who is an imaginary old man in red with a white attire with a long white beard, bearing a bag full of toys with his elves and reindeers at tow for children who have been 'good' throughout the year. Children believe he arrives at midnight and leaves gifts under the decorated tree.



Unfolding Christmas story...





I'm Sorry, I Have No Room



When Joseph came to the inn that night, he was tired, weary, and worn;

And Mary, his wife, was weary, too, her child about to be born.
The innkeeper told them, "I have no room," and started to send them away.

"But wait," he called, "I think I can help; though it's only a barn with some hay."

They said they'd be grateful for even a barn- at least it was some place to stay.

Then Joseph thanked the innkeeper there as he settled his wife in the hay.

The stars seemed to shine that first Christmas night as they never had shone before,

And as Jesus came into the world for us, they seemed to shine even more.

Shepherds strayed to the manger scene, worshipping as they came.

Three wise men were led from the Orient far, searching to do the same.

It wasn't exactly the place for a King; why, it wasn't even the inn!
No, out in a barn, in a manger poor, He was born to take away sin.

The innkeeper had no room that night; I wonder how about you?
If Jesus asked for a place in your heart, what do you think you would do?

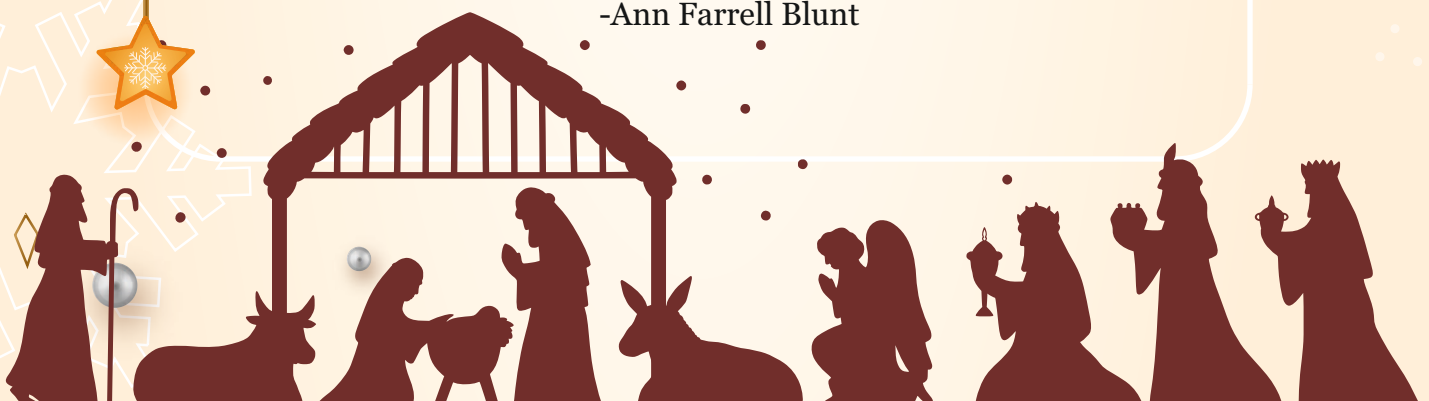
For you know when someday when life has passed and you stand at the door of the inn,

The Lord may look at you sadly there and you'll hear these words from Him:

"I have no room, I'm sorry, my friend; I'm truly sorry to say.

"I have no room," He'll tell you once more, then turn and send you away.

-Ann Farrell Blunt



REPORT OF THE NATIONAL SYMPOSIUM ON CATHOLIC EDUCATION

The Inaugural Event for the National Symposium was held on 23rd November 2023 at 5.30 pm at St. Paul VI Auditorium, St. John's National Academy of Health Sciences, Bengaluru- 560034. The Registration for the members commenced at 2.00 pm till 5.00 pm and around 230 participants had registered for the Programme from all across India.

The members that were present for the Inauguration ceremony were:

- The Convenor of the National Symposium, Most Rev. Elias Gonsalves, Chairperson of CBCI Office for Education and Culture.
- Chief Guest and Keynote Speaker: His Excellency Oswald Cardinal Gracias, Archbishop of Mumbai.
- Chairperson: His Grace Most Rev. Dr Peter Machado, Archbishop of Bangalore & President of Karnataka Catholic Bishop's Council.
- Guests of honour: Guests of Honour: Dr. Victor Lobo SJ, Vice Chancellor, St. Joseph's University, Bengaluru, and Fr. Jesu Doss, Director, St. John's National Academy of Health Sciences, Bengaluru.
- Rev. Fr. Dr Maria Charles SDB, National Secretary of CBCI Office for Education and



Culture, New Delhi.

- Rev. Fr. Francis Assisi Almeida, Secretary of Karnataka Regional Commission for Education, Karnataka.
- Most Rev. Msgr. S. Jayanathan, Vicar General of the Archdiocese of Bangalore and Vice-President/Acting Secretary-cum-Treasurer of the Archdiocesan Board of Education, Bengaluru.
- The other dignitaries from the State/Regional/Provincials/Secretaries/Deputy Secretaries and others from all parts of India.



The meeting began with an invocation Song by Jyothi Nivas College Students and invoked God's blessings with a prayer. The Welcome speech was given by Most Rev. Elias Gonsalves, Chairperson of the CBCI Office for Education and Culture. He delivered the key purpose of having this symposium and also elaborated on the issues presently affecting Education in the Country. He said that working together and thinking together is the essence of the Symposium. Then a welcome dance was performed by the Jyothi Nivas PU College students.



The Lighting of the Lamp was done by His Eminence Oswald Cardinal Gracias, His Grace Most Rev. Elias Gonsalves, Chairperson of CBCI Office for Education and Culture, His Grace Most. Rev. Peter Machado, Archbishop of Bangalore, Dr. Victor Lobo SJ, Vice Chancellor, St. Joseph's University, Bengaluru, Fr. Jesu Doss, Director, St. John's National Academy of Health Sciences, Bengaluru, Bishop Eugene Joseph, and Dr. Fr. Maria Charles SDB, National Secretary of the CBCI Office for Education and Culture.



Our Chief Guest and Keynote Speaker His Eminence Oswald Cardinal Gracias, Archbishop of Mumbai then delivered the Keynote Address for the National Symposium. He emphasised that our schools/institutions need an Identity. He then went on to

explain the Catholic Identity of a school which the Holy Father, Pope Francis, had brought out. He said, "Education is the key to human dignity, and Evangelisation is intertwined with education. Education is not a luxury that we are giving all at the moment. A Catholic School is a mixture of organized and systematic teaching to develop special care with the ability to judge rightly. The ability to carry on the cultural legacy to the future to be preserved fostered with a sense of values for the professional health".

His Grace, Most Rev. Dr. Peter Machado, Archbishop of Bangalore delivered his Presidential Address. He stressed that the biggest crisis is the Crisis of Education. He asked everyone to check on what kind of students we are nurturing and producing for the future. He expressed his concern that Artificial Intelligence may replace all our teachers. He also spoke about six ways for positive transformation, i.e., Introspection, Inquiry, Inclusiveness, Innovation, Implementation, and Insight.



The vote of thanks was proposed by Fr. Maria Charles, which ended the first day of the National Symposium.

Then All India Catholic Education Policy 2023 and CBCI Child Protection Policy for Catholic Schools in India 2023 were released, and a book "Implementing NEP 2020 in the Higher Educational Ecosystem (State-Specific Implications and Outcomes)" authored by Dr. Sr. Teresa, CSST was released in the National Symposium



The second day started at 7.00 am on 24th November 2023 with the Holy Eucharist by His Eminence Oswald Cardinal Gracias and concelebrated by Bishops. Session I started at 9.00 am with the Moderator, Dr Xavier Vedam S.J., National General Secretary, All India Association of Christian Higher Education, introducing the main topic of the Session, "Challenges in the Indian Social and Education Milieu", and both the speakers and their topics. He invited Dr Lancy Lobo, S.J. to deliver his talk on the topic "Challenges in the Indian Social and Education Milieu".



Dr Lancy Lobo said that the Primary role of Education is to provide mature citizens to the Society. He started his session by displaying a picture which can be viewed as a Bird and Rabbit reflecting each individual's view about a person/situation. He said that the State's role in the field of education is to address Education disparities, and to monitor educationists alone is not to be left aside. He also spoke about the Inter-sectorality of Education that should be taken into account.

He presented his PowerPoint slides of his topic where he had a comparison of Old India and New India reflecting all the changes that have taken place in India in various factors. He also stressed on the Nature of Paradigm Shift. He spoke about the four domains: Religious, Cultural, Economic, and Political Domains. He also spoke about Jesus being the Model Educator.



Dr. Xavier Vedam S.J congratulated Dr Lancy Lobo for his talk and introduced the next Speaker Dr. Paul Puduserry, CSC from Guwahati, Assam, and his topic was "Current Socio-Educational Challenge: A Renewed Synergy". Dr. Paul started his session by talking about the new concept of Education emerging all over the world and how all the students are affected by the new concept. He spoke about the Social Structure and Social Development consisting of Knowledge, Sustainable, Global, and Resilient society. He also expressed how the 21st-century understanding of Education is different from the 20th century and what it looks like in the milieu.

He gave a classic example of the Nokia effect saying that Nokia phones are gone, and they did nothing wrong, and the same kind of moment is happening with our Catholic identity. He also stressed what knowledge and skills we need to live



safely in a Digital Society. He also said that if Students can think critically and bring about new ways of developing technology, what do we need to do? In such cases, we need to Relook, (Re) vision,

(Re) learn, (Re) imagine, and (Re) Purpose. He told the participants the Four key points to reflect on Critical thinking, developing pedagogy, articulating education practices, and whether are we truly living our values. Then there was a Question-and-Answer session for both Speakers. A lot of participants had put up their Questions and Concerns to the Speakers which were then answered by them.

Session II started at 11.00 am with the Moderator, Dr. Pearl, Principal, Sophia College, Ajmer, Rajasthan, introducing the main topic of the Session, "Exploring our Universal and Particular Identity", and both the speakers and their topics.

She invited Dr. John Ravi, S J , Conference Secretary for Jesuit Secondary Education in South Asia, New Delhi, to deliver his talk on the topic "Global Compact on Education and Identity of Catholic Schools". He started his



talk with an Introduction to the Global Compact on Education. He said that the compact is to call to action to ensure that Education is accessible, inclusive and of high quality.

Dr John said that Covid has made it possible to recognize globally that what is in crisis is our way of understanding reality and our relationships. Therefore, it is urgent to implement a new cultural model to make real changes in our development model. He spoke about seven key values by Pope Francis to implement in Educational Institutions:

- Place the person at the centre of every Educational Program.
- Listen to the voices of Children and Young people.
- Encourage the full participation of girls and young women in Education.
- Establish the family as the first and essential place of Education.
- Educate and be educated on the need for acceptance and in particular openness to the most vulnerable and marginalized.
- Find new ways of understanding the economy, politics, growth, and progress.
- Safeguard and cultivate our common Home.



He also spoke about the implications for our Catholic Institutions. The Moderator Dr. Sr. Pearl thanked the Speaker Dr. John Ravi SJ for his talk on Global Compact on Education and Identity of Catholic Schools and invited the next speaker Dr. Jancy James, Former Vice Chancellor of Mahatma Gandhi University and Founder Vice Chancellor of the Central University of Kerala, Kochi, Kerala, to present her talk on "Can Global Compact lead to a new paradigm shift?" She started her talk by saying that the concept of the Global Compact's realisation requires a basic change of mindset of the existing educational institutions. This will necessitate a discreetly blended pedagogy of Inclusiveness and Excellence which will let the young generation thrive in a rapidly evolving technology-mediated world, acquiring not only appropriate skills but also ethical values which accept fellow beings as a Fraternity bound by Solidarity.



She said The Global Compact on Education is an "invitation to dialogue on how we are building the future of our planet to rekindle the passion for education based on the philosophy of universal fraternity and solidarity". Holy Father's discourse is a wake-up call for re-visioning, re-orienting, and reconstructing education with the ultimate goal of creating mature individuals capable of overcoming division and antagonism and restoring the fabric of relationships for the sake of a more fraternal humanity. The grand principles of the Global Compact have certainly the potential and power to transform our education. However, their full implementation is not easy due to several reasons.

She explained all the Legal affairs of the court for the Minority institutions and the Minority rights of the people. She said that last but not least, the profile- the social image and reputation of the educational institution and its leader/head are crucial enabling factors in the realisation of the ideals of the Global Compact for Education. Then there was a Question-and-Answer session for both Speakers. A lot of participants had put up their Questions and Concerns to the Speakers which were then answered by them.



Next was the presentation of the ATC (Asian Trading Centre). The ATC team took us through the journey of ATC from its start and the growth of their Company and also made us aware of the facilities that they provide. The Value Education Series from Class I to XII was released by Sr. Vishala, Principal of Sophia High School. Mr Noel Almeida, an Educationist, spoke about the students' minds and said that their hearts are not connected enough, and he also spoke about the activity books, Bachpan Manao. Mr. Paul, CCBI told us about the health insurance scheme. There was a Finance app presentation by Mr. Rohit called LEO 1 APP which is the first such Education Bank where students earn rewards for playing games which in turn can be used for payments or pocket money. It can be used for paying fees in full and then later be repaid to the company through the app itself. The concluding remarks were given by Mr. Nigel.



Session III started at 2.30 pm with the Moderator, Dr. Thomas Thennadiyil, Principal, of St. Claret College, introducing the main topic of the Session, "Catholic Education Policy: R e l e v a n c e a n d Effectiveness", and both the speakers and their topics. He invited Dr Maria Charles SDB, National Secretary,



CCBI Office for Education and Culture, New Delhi, to deliver his talk on the topic "Catholic Education Policy: Its Relevance in Today's Context". He spoke about the Context and Challenges of the Catholic Education Policy. He stressed giving priority to faith formation and said Education and care must be given to the catholic students especially the poor and the marginalized, making a culture of faith and identity, religion, and faith-based values, enabling faith and moral Education, focusing on the poor and the marginalized, especially the children from special category. There should be faith formation for all.



Dr. Maria Charles also spoke about the identity and role of the Catholic Education Ministry in India, the Catholic Church, the importance of education in India, modern schools, and the church's contribution

through Higher Education. He also gave information on what the Catholic institutions are doing for qualitative, and holistic education. Dr. Thomas then invited Dr. Teles Fernandes, Deputy Secretary of the Western Region Bishop's Council GEBCEI, Gandhi Nagar, Gujarat, to deliver his talk on the topic "Catholic Education Policy: How can it be effectively put into practice?" He started his talk by saying that we should never undermine any human being.

Dr. Teles Fernandes gave an introduction to a new era of Educational Commitment involving all members of Society. He then gave the pros and cons of it and then explained the Chapters of the Catholic Education Policy. He said that Rural and Semi-urban school students have to be given the benefit of Technology and innovation by aligning with international educational platforms, they have modules in Regional languages and hybrid models in teaching-learning. He said we should have a clear-cut fee policy and set up a transparent financial management system that can be accessed on the digital portal/School website.



Dr. Teles explained the Vision, Mission, and Priorities of Catholic Education. He said that the Christian Values of service, love without discrimination, openness to all faiths, respect, discipline, and adherence to ethical practices are guiding principles in all our Educational Institutions. Organising an Integrated Teacher Education Programme with a view of churning Teacher-Education with good communication, collaboration, critical thinking, new pedagogies, and technological skill sets is a must. He said we should conduct regular online parent, teacher, and student surveys to gauge the pulse of the community. It's imperative to form a "Catholic School Education Board" to be leaders rather than followers in School Education. Then there was a Question-and-Answer session for both Speakers. A lot of participants had put up their Questions and Concerns to the Speakers which were then answered by them.

Session IV started at 4.15 pm with the Moderator, Dr John Joseph Kennedy, Dean, School of Arts and Humanities, Christ (deemed to be) University, Bengaluru, introducing the main topic of the Session, "Policies and Curriculum



Framework of Education in India", and both the speakers and their topics. He invited Dr. Sanjeev Ranganathan, Principal of Auroville Institute of Applied Technology and Principal of the Isai Ambalam School- an alternative school, Pondicherry, to deliver his talk on the topic

"Transforming Education from the Inside Out!". He started his talk by saying Transforming Education inside out is good, but the Conversation is "How do I bring the change?" He spoke about how we design for alignment.



He said Universal values mean self and dignity, fairness, equity, and compassion. Change is outside our comfort zone. He asked What should be done to make the change, he told everyone to think of universal values. He said sourcing his inner capacity, the greatest potential of a Human Being is to have a discerning eye and stand for it. He said his discerning eye is to change unworkable systems and norms. Dr. John then invited Dr Joe Arun SJ, Director LIBA, Loyola College, to deliver his talk on the topic "Impact of Higher Education Directives on our Institutions. He started by sharing a story of who is the King of the jungle.



Dr. Joe said t h a t Education has been historically, a g r e a t instrument both for social

transformation and colonization of minds and appropriation of power. He spoke about the three P's- Polarization, Populism, and Post-truth. He informed us about Liberal Education and Guidelines/Regulations/Framework for schools.

The contribution of Christians towards education is enormous but the NEP is silent about it. NEP 2020 does not mention minority institutions anywhere. He said we need to protect our Minority rights and constitutional rights, and we must continue to serve the marginalized. He also gave strategies that could be followed to make our schools better.

Then there was a Question-and-Answer session for both Speakers. A lot of participants had put up their Questions and Concerns to the Speakers which were then answered by them. Dr. John gave the concluding remarks for the Session. The Region-wise meeting took place at 6.00 pm followed by dinner at 7.45 pm. This concluded the second day of the National Symposium.

The third day started at 7.00 am on 25th November 2023 with the Holy Eucharist by His Grace, Most Rev. Elias Gonsalves, Chairperson, CBCI Office for Education and Culture. Session V started at 8.45 am with the Moderator, Sr. Elsa Muttathu CRI National Secretary, New Delhi, introducing the main topic of the Session, "Rights of our Children and Educational Institutions", and both the speakers and their topics. Sr. Elsa invited Mr Pradeep, CACA, to deliver his talk on the topic "Enabling a Safe Environment for Children and Staff: Cyber Security and Safeguard Protocol (POCSO, POSH, and JJAct).



Mr Pradeep discussed the Child Protection Policy in detail, and the stakeholders' (Staff and Management) training was emphasised. Most importantly there was emphasis that the police

verification and background check should be done with all those working with the children in our education environment. He also illustrated the norms of critical safeguarding provisions that help to create a secure learning environment.

The session provided practical strategies with a focus on the essential protocols to achieve the requirements for child safety and the well-being of children in today's digital age. Integrating these safeguarding measures into the educational framework, the schools can ensure a nurturing and secure environment conducive to the holistic development of our children. Sr. Elsa then invited Adv. Jessy Kurian, Advocate, Supreme Court of India and Former Member, National Commission for Minority Educational Institutions, Government of India, New Delhi, to deliver her talk on the topic "Ensuring the Educational Rights of our institutions: Policies and Legal Provisions". She started her talk by establishing the concept of "Minority" in the Educational Institutional setting.

In the session, the following rights were taken into account:

- Right to admit students.
- Right to use its properties.
- Right to set a fee structure.

To make the students participate in the decision-making of the Nation.



Adv. Jessy Kurian also emphasized the legal aspects which illustrate the general laws of the land applicable to minority educational institutions. Then there was a Question-and-Answer session for both Speakers. A lot of

participants had put up their Questions and Concerns to the Speakers which were then answered by them.

Session VI started at 10.15 am with the Moderator, Prof. Sevuga Pandian Asirvatham, Head, Department of Computer Science, Kristu Jayanti, introducing the main topic of the Session, "Emergence of Education Technology", and the speaker and his

topic. Prof. Sevuga invited Fr. Arockia Selvakumar SDB, to deliver his talk on the topic "Emergence of Education Technology". He explained the ever-evolving education landscape which is profoundly transforming, reshaping the traditional paradigms, and opening new avenues for learning with the



rapid integration of modern technologies.

The emergence of education technology, encompassing Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR), and Mobile platforms, presents a dynamic landscape with both challenges and exciting possibilities. The disparities in accessing technology, data privacy concerns, and empowering educators with the knowledge and skills to adapt to the technology and cost implications pose significant challenges. He also explained AI's data-driven analytics and insights for targeted interventions and the creation of interactive and dynamic educational content.



The presentation Reports by the Regions started at 11.30 am and was Moderated by Most Rev. Fr. Joseph Jayanathan, Vicar General, Archdiocese of Bangalore. After the presentation, Most Rev. Fr. Joseph Jayanathan thanked the speakers and emphasized Collective Leadership and Collective Thinking. The takeaways of all the regions consolidated were to focus on Collaboration, Research/Training, Promotion of Human/universal values, and Inclusiveness.

The NEP book was released by Sr Teresa, Xavier Board of Education. This was followed by the CBCI Open Session with the Chairperson, Most Rev. Elias Gonsalves. The Concluding remarks of the Symposium were also given by the Chairperson. He thanked the audience for responding well and for the opportunity to share their concerns. In response to many communities who felt that we were fighting battles alone and to help face the challenges, suggestions were given to empower others.



The vote of thanks was given by Fr/Dr. Maria Charles SDB, National Secretary, CBCI Office for Education and Culture, after which the Participant's certificates were distributed. With this, the National Symposium on Catholic Education 2023 ended.



PRIORITIES FOR OUR CATHOLIC EDUCATIONAL INSTITUTIONS

National Symposium on Catholic Education 23-25 November 2023 St. John's National Academy of Health Sciences, Bengaluru Organised by CBCI Office for Education and Culture

1. There should be Person Oriented Education in our schools.
2. We give priority to the poor and marginalised.
3. Synodal Governance- Participatory Roles in the administration and decision-making.
4. Collaborational Approach to impart value education and quality education for emphasizing character formation of the students.
5. Mission-oriented and service-oriented education to preach Christ and his kingdom.
6. Human person at the centre and students at the centre.
7. Collaboration with all stakeholders of the School and make part of the system so that we can include everyone related to be responsible for a better educating environment.
8. Networking with other Institutions to learn, to make better implementation strategies to give importance to the institutional policy whereby at least 25% of poor Catholic students will be given scholarships so that our Catholic education will be service-based.
9. Value-based education has to be implemented by recruiting staff and mentoring and monitoring the students together with building up family and past student relationships.
10. Take up Global Compact as a priority and accept and follow up on it.
11. Have an openness to new ways of learning, emphasising on experiential learning.
12. Promote and support the education of Catholic students and the marginalized.
13. Have an Inclusive education giving preference to Catholics, SC/ST, and other vulnerable groups.
14. Have a human-centric education creating an awareness of one's dignity and rights.
15. Take up Safeguarding the Nature in our schools.
16. We need to come together as one unit of the catholic church in the Northeast Region in matters of education whether diocese or congregations.
17. Prepare facilities to start pre-primary [Nursery] in our schools as pre-NE primary.
18. We need to implement activity-based pedagogy in teaching teaching-learning process.
19. The teaching of value education is to be strengthened in our institutions.



**National Symposium on Catholic Education
23-25 November 2023
St. John's National Academy of Health Sciences, Bengaluru
Organised by CBCI Office for Education and Culture**

20. Mother tongue [Khasi] needs to be introduced as a compulsory subject in schools and teaching in the lower classes needs to be in the mother tongue wherever possible.



21. We need qualified competent staff to be employed to give quality education even in rural areas.
22. Inclusiveness- Our institutions shall intake students and staff belonging to disadvantaged sections of society. We shall also include the specially-abled in our institutions.
23. Updating and Upskilling all the stakeholders in the field of education needs to be done. We need to prioritise enhancing the capabilities of all students, staff, and administrators.



24. Religious and Cultural inclusiveness needs to be added in our schools.
25. Hold workshops to give good inputs for good parenting.
26. We need to maintain the Catholic Identity of our educational institutions.
27. We need to share our resources (like infrastructure and resource persons).
28. We need to listen to the voices of our students and their parents.
29. Inclusive and pluralistic approach, where we balance between integrating values and digital literacy.

**National Symposium on Catholic Education
23-25 November 2023
St. John's National Academy of Health Sciences, Bengaluru
Organised by CBCI Office for Education and Culture**

1. There is a need to Enhance Networking and Collaboration between Dioceses, Congregations, Regions, Institutions, and stakeholders.
2. We need to implement the Catholic Education policy and the Child Protection policy at the Regional and other levels. We need to conduct seminars and conferences at these levels.
3. The aided, unaided, and autonomous institutions should work together.
4. We need the diocesan coordinator to invite all the Congregations to walk in Collaboration to understand and implement our Catholic education policies.
5. We need to have Seminars and workshops on CBCI policies, and other matters.
6. We need to set up a monitoring system to check the implementation of CBCI/Diocesan policies. We need to create a checklist of parameters to rank or grade implementation.
7. We need to spread awareness to the student community about the Global Compact on Education through special assemblies/events at our schools



- and institutions.
8. We need to make Parents active stakeholders in the schools.
 9. Under the leadership of the regional chairman, we need to call a meeting of all the heads/secretaries of the Catholic schools and disseminate the information about the catholic education policy of India.
 10. We need to have workshops and seminars to be conducted for the heads of institutions and staff on various topics at the Regional, Diocesan, and Congregational levels.
 11. We need to create a corpus fund to promote inclusiveness and help the disadvantaged benefit from being educated in prestigious institutions. This fund can be raised from contributions from the schools/colleges. Selected candidates can be given the benefit of this scheme. Because, given the financial condition of the Region, only a few can avail of this service.
 12. Before the implementation of NEP 2020, we need to conscientize all stakeholders, including the students. The Diocese/Congregation/Region shall organize seminars/workshops familiarizing the students, parents, teachers, and administrators with the proposed changes.
 13. While reanimating the teachers at our schools and institutions, we need to train them as per our Catholic values.
 14. We need to have a meeting of Educators to explain to them the Catholic Education Policy 2023 at the Diocesan level for all schools. A copy of the

ACTION PLANS TO BE CARRIED OUT BY THE REGIONAL AND

**National Symposium on Catholic Education
23-25 November 2023
St. John's National Academy of Health Sciences, Bengaluru
Organised by CBCI Office for Education and Culture**



- policy should be given to them as well.
15. We need to have regular meetings of Principals and managers in the Dioceses for networking collaboration and sharing of experience and resources. (At least twice a year).
 16. We need to have an implementation of Constitutional values (or) make aware of the Indian Constitution for Nation Building. (Like daily assemblies, seminars, and through arts and crafts).
 17. We need to order copies of the Catholic Education policy and the Child Protection policy and give them to all the Heads and Teachers of our schools and institutions.
 18. We need to be alert and make people aware of distorted facts (E.g., History textbook facts are wrongly printed).
 19. We need to make use of the Pastoral forum, educative forum, and all other means to educate our educationists.
 19. The teaching of value education is to be strengthened in our institutions.



**ACTION PLANS TO BE CARRIED
OUT BY THE REGIONAL AND**

National Symposium on Catholic Education
23-25 November 2023
St. John's National Academy of Health Sciences, Bengaluru
Organised by CBCI Office for Education and Culture

1. We need to maintain our Catholic Identity in our schools and institutions.
2. We need to go from Transaction to Transformation in all our schools and institutions.
3. There should be Inclusiveness in all our schools. We should not exclude the poor and the marginalised.
4. We should care for our common home- our planet.
5. We need to train the Teachers to abandon the old pedagogy and to start with the new pedagogy.
6. We need the Global Compact on Education to create a universal fraternity.
7. Our Education should exhibit policy dissemination. We need to follow the seven commitments of the Global Compact on Education.
8. We need to enrich the system by strengthening our leadership.
9. The Post-Truth needs to be focused to be vigilant of the fake pressures.
10. We need the students to be involved in decision-making for our schools and institutions.
11. We need to be educators rather than administrators.
12. We need to have Greater Awareness of the Global Compact on Education and its significance.
13. The notion of education has changed. It has turned out to be human-centric, value-based, and transformative. We need to align with the 21st Century



14. innovations.
14. The Nokia effect: There is an urgency to update and upgrade our educational mission.
15. It was a learning experience on NEP 2020, and the Global Compact on Education.
16. Interacting with one another was enriching for us.
17. It was an opportunity to introspect how we function as Educational Leaders. We need to plan out strategies and follow up on them.
18. We also realise the urgency and need for collaboration and networking among ourselves and various entities in Educational Institutions.
19. There is a need for follow-up at the Institutional, Congregational, Diocesan, and Regional levels for better effectiveness.
20. We need to involve all our stakeholders in decision-making and policy-making.
21. There is a greater need for co-operation and collaboration among Dioceses, and

IMPORTANT TAKEAWAYS BY THE REGIONAL AND DIOCESAN COMMISSIONS

**National Symposium on Catholic Education
23-25 November 2023
St. John's National Academy of Health Sciences, Bengaluru
Organised by CBCI Office for Education and Culture**



- Congregations. A Collective mind on education can bring transformative changes.
22. We need to have Solidarity in our vision and mission for Catholic Schools and Institutions.
 23. We need to be human in our dealings with all our stakeholders and humanize our education.
 24. We need to have the Three C's in our institutions, that is Creativity, Critical Thinking, and Cooperation.
 25. Church is not only the Mother but the Teacher as well. The Mother who nurtures, and the Teacher who guides. In all our institutions this particular aspect needs to be kept alive.
 26. We need to make sure the management and Teachers study NCF and other Catholic policies to provide a better-quality education.
 27. We need to inculcate Gospel values in our education and also give importance to value education in our schools and institutions.



**IMPORTANT TAKEAWAYS BY THE
REGIONAL AND DIOCESAN COMMISSIONS**

STATUS OF SCHOOL EDUCATION IN INDIA

By Professor Arun C Mehta, Ex. HoD of EMIS Department, NIEPA.

School education is the foundation of any nation, and India is no exception. The education system in India has come a long way since independence, but many challenges still need to be addressed. In this brief article, we will take a closer look at the current status of school education in India, including the challenges faced by the system, the government's initiatives to improve the situation, and some suggestions for further improvements.

Despite the government's efforts to improve the quality of education in India, many challenges still need to be addressed. While the government's initiatives have helped a lot in improving the situation, there is still a long way to go. The current status of school education in India has improved significantly over the years, but several challenges still need to be addressed. Lack of access to education, poor infrastructure, low quality of education, gender disparities, and high dropout rates are some of the critical issues that need urgent attention. The government's initiatives, such as the Right to Education Act, Sarva Shiksha Abhiyan, and Rashtriya Madhyamik Shiksha Abhiyan, have played a crucial role in improving the situation, but more needs to be done.

Suggestions such as enhancing the quality of education, strengthening infrastructure and facilities, addressing gender disparities, and involving the private sector can help to further improve school education in India. It is imperative that all stakeholders, including the government, educators, parents, and students, work together to create a better future for India's children through education.



FIVE LESSONS FROM INDIA'S EDUCATION DIBS

By Anushree Parekh, Rhea Miranda: August 11, 2023

India has made significant progress in achieving universal primary school enrolment, with a gross enrolment ratio (GER) of 100 percent. However, most students still lack basic learning skills. Only 43 percent school students in grade 5 can read a grade 2 level text, and only 26 percent of these students can do division. Foundational literacy and numeracy (FLN) form the basis of all future learning and affects life outcomes. High rates of FLN are directly correlated to increased workforce participation and higher per capita gross domestic product (GDP).

Both the public and private sectors have invested in improving the quality of foundational learning in schools, and India has emerged as a sandbox for innovations in financing models for education with grants, debt-based models, impact bonds, and other instruments. With all three impact bonds now completed, it is an opportune time to reflect on them and distil early lessons for the primary education sector in India. These learnings offer an insight into how programmes can be designed and delivered more effectively to improve the quality of learning for India's children.

- 1 Donors can link funding to improvements in learning outcomes, rather than only to inputs or activities: The focus of the three education impact bonds was on improving learning among children. Accordingly, they measured and tied funding to learning outcomes as key success metrics.
- 2 Both direct and indirect interventions can improve learning among children, with varying implications on depth and scale of impact: Education interventions can be broadly categorised as direct or indirect. In direct interventions, implementation partners work directly with children to deliver their inputs. In indirect interventions, they build the

capacities of key stakeholders such as teachers, principals, and government officials to enable them to perform well, and therefore improve quality of learning.

- 3 Targeted and structured collaboration between implementation partners can improve learning outcomes: The QEI DIB brought together the complementary expertise of two vastly different social organisations- an EdTech partner and a nonprofit- to deliver better learning outcomes for a common group of children.
- 4 Providing flexibility to nonprofits to adapt, adopt, and innovate can yield high outcomes: A common learning for all three impact bonds has been around providing flexibility to implementation partners to adapt their interventions based on on-ground needs and realities. Along with the implementation partner's expertise, intervention adaptations are guided by strong performance management systems and data-based decision-making.
- 5 Building and sharing evidence on learning can lead to improved programme and evaluation design: Assessing learning outcomes remains a complex and nuanced process. It starts with defining the right metrics to capture learning skills and competencies across different age and grade groups, determining the period needed to realise these changes, and developing appropriate methodologies that allow for this testing.

These lessons from impact bonds in education stand to offer invaluable insights to donors who aim to improve the quality of learning among children. While it may not be possible, or even desirable, to replicate impact bonds to achieve these goals again, the learnings can be incorporated into grant-based or other financing mechanisms to ensure that development funds are able to achieve the outcomes they seek in an efficient and effective manner.



WHAT IS LACKING IN LIFE SKILLS ASSESSMENTS IN INDIA?

By Daya Raja Sajeevan, Sreehari Ravindranath, Varsha Pillai: August 22, 2023

Research conducted on the value of life skills has demonstrated its short-term and long-term impact, such as reduced emotional distress and increased classroom engagement, well-being, and academic performance. Measuring such skills is important as it helps gauge the effectiveness of the intervention, identify students who may need extra support, and inform policy and practice.

The National Education Policy 2020 recognises and ably articulates the importance of life skills in the Indian education landscape, and eight Indian states have introduced curriculums and teacher training to promote the social and emotional skills of students and teachers. A



contextual knowledge of the community needs to be at the core of life skills interventions since the various domains of life skills- such as communication, conflict resolution, and teamwork- are understood and operationalised differently across cultures.

- 1 **Lack of contextual knowledge and unconscious penalisation of students:** Many life skills measurement tools such as the Devereux Early Childhood Assessment,

Social-Emotional and Character Development Scale, and Social Skills Improvement System Rating Scales were developed in Western countries.

- 2 **Keeping student context at the centre:** Knowing that every aspect of an assessment is influenced by context and local actualities, it is important to consider how they validate or invalidate a student's abilities, identity, and culture. Intentionally creating space for different learning environments, multiple ways of demonstrating skill, and multiple types of evidence for skill improvement creates equitable and just assessment processes.
- 3 **The unlearning we need:** Although the acknowledgement of the need for life skills in mainstream education in India is a laudable move, ensuring the just and equitable assessment of students' skill requires unlearning and innovation on many fronts.

When assessment tools are developed with a grounded and intersectional lens, they can bring forth unique and nuanced insights and can ably help ascertain the effectiveness of different programmes. We must acknowledge that life skills assessment tools need to be contextually designed to ensure there are no chances of oversight or misinterpretation.

CAN FREE PUBLIC LIBRARIES CATALYSE COMMUNITIES?

By Purnima Rao: August 3, 2023

“How do we revive the habit of reading?” is a phrase you often hear. But this question echoes an inherently false narrative, one that supposes the existence of a habit shared by everyone, when in fact this habit has historically, in India, been the exclusive purview of the powerful and privileged few. When 'free' is prefixed to 'public library', it immediately redraws the lines of who deserves to have the right to read and the right to information. Doors and shelves are thrown open to all. It is by default, definition, and design anti-caste, gender, and disability-inclusive, and accessible to all regardless of their social or economic background.

A public library must be free on two counts- free from any kind of fee, be it for membership, penalty, or a service like the use of the internet or a workshop; and free from barriers of caste, class, gender, and disability, giving everyone the freedom to read to acquire knowledge and information. If libraries are not free, how can the country achieve intellectual equity?



- **The Indian public library system:** Today, we see the consequence of ignoring equity in knowledge and information when, as a collective, we are unable to tell good pieces of information from bad ones and cannot discern when someone is pushing us towards herd thinking. The Policy focus all along has been on school-led, curriculum-based literacy and numeracy. But creative and critical thinking, which are the bedrock of a progressive society, have not been championed with the same vigour. A free public library system can change that.

libraries are public places that transform into hubs of collective imagination and free-thinking spaces for people to gather, to create, to think collectively and build something for the future. Such collective spaces are key to human development. It must be reimagined not just as a place for learning and thinking but also as a space for social and cultural engagement.

- **Community at the core:** A free library is defined by its collective of people and not just its collection of books. In fact, the community exercises ownership over the library and is

empowered to determine library programmes, book collections, languages, reading levels, and reading aspirations. When it sets out to be a welcoming space, the library automatically transforms into a multi-generational, multicultural oasis.

What the government is doing?

The National Mission on Libraries was launched in 2014 with an outlay of INR 400 crore to develop model libraries and create digitised archives of books, manuscripts, and audio-visual material through the National Virtual Library. But given how inequitable digital access is in India, this is still not an example of an accessible public library that anyone and everyone can use. New library policies, fresh funding (INR 100 crore), and a library ranking system, among other initiatives, are expected to be launched at this forum, with the objective of reinvigorating the country's library system. It's a welcome move as long as it keeps the public library people-focused. This can only come from creating free spaces.

CLIMATE CRISIS

By Aarti: 27 November 2023

Climate change, defined as any long-term change in the patterns of average weather of a specific region or the Earth as a whole, is the result of a number of factors. But this happens more due to human activities. Studies have shown that since the Earth's climate system is considerably large and moves slowly, it has time-lags in its reaction to inputs. Our Earth's climate is changing faster than ever before according to the recent bulletin released by the United Nations' weather agency, World Meteorological Organisation.



Reports from various sources, including Intergovernmental Panel on Climate Change (IPCC), highlight that the challenges faced due to global warming are mainly due to cumulative historical and current GHG emissions of the developed countries. Even as India accounts for more than 17 percent of the global population, it has contributed only about 4 percent of the global cumulative CO₂ emissions between 1850 and 2019; it has been taking concerted steps to combat climate change.

The National Action Plan for Climate Change (NAPCC) launched in 2008 provides for climate change mitigation and adaptation through its national missions in solar energy, energy efficiency, water, sustainable agriculture, health, Himalayan ecosystem, sustainable habitat, green India, and strategic knowledge for climate change. India is also a signatory to the Paris Agreement (2015) which aims to hold the increase in the global average temperature to well below 2°C above pre-industrial levels and pursue efforts to limit the temperature increase to 1.5°C above pre-industrial levels. At least 149 countries have reportedly updated their pledges under the 2015 Paris climate agreement to curb their GHG emissions by 2030.

Climate change is an expensive problem globally which includes direct and indirect economic losses. If CO₂ amounts are reduced so as to stop it increasing after the year 2050, then the global average temperature will increase from 1-1.5°C, which is considered a best-case scenario, else our future generations can be impacted rather adversely in the worst-case. The amount of climate change by the end of the century depends on decisions made today. Many macro level climate solutions require world's largest economies to effectively deal with emissions cuts.

We can contribute in many ways to minimise the effects of climate change by going greener and cleaner. These can range from better solid waste management, tree plantation, wetland restoration and adopting renewable energy. Studies have shown that consumer-spending

fuels the global economy which is the biggest single cause of climate change. Importantly, there is an imperative need to curb one's disposable habits by buying only what is needed as it can reduce emissions from packaging and transportation.

Thanks to our several start-ups, many of the green products (used in the world's greenest countries ranked on environmental performance index, that boast of preserving and restoring the natural environment) are now available in India. Such green products, including green laundry detergents, cleaners, reusable shopping bags manufactured using toxic-free ingredients and environmentally-friendly processes are not only sustainable, but designed to minimise its environmental impacts during its whole life-cycle and even after it is of no use. They have reduced or zero carbon/plastic footprint. As they can be recycled, reused, being biodegradable in nature, it reduces waste and maximises resource efficiency.

Organic green products like pulses, grown without the use of toxic chemicals or genetically modified seeds under hygienic conditions, lead-free, vegan cosmetics, cruelty-free lipsticks, nail polishes, eyeshadows – all free of toxins, paraben, alcohol, and sulphates are all gaining popularity. The impact of climate change we are witnessing is just a tip of the iceberg but the writing on the wall is quite clear: much worse lies in store for us ahead unless we quickly act to arrest it. A small step by every individual can help combat climate change.

EDUCATION: SETTING A NEW COURSE

By Kaushik Deka: June 12, 2023



Education faced its biggest test ever when Covid-19 crept up on humanity with little warning. The transition to online learning had to take place almost overnight. India rose to the challenge commendably, given the enormity of the crisis. However, as it emerged on the other side of the pandemic, it found that the virus had taken a toll in more ways than one. The learning gap, for instance.

Economic disparity had widened that gap. Those who

had access to technology moved ahead, while students from underprivileged backgrounds fell behind. All of which made the implementation of the National Education Policy (NEP), announced in 2020, even more urgent. Education being a state subject, Centre-state conflicts have often derailed certain projects. The ministry's plans to upgrade 14,500 government schools across the country under its flagship Pradhan Mantri Schools for Rising India (PM-SHRI) scheme at a cost of Rs 27,360 crore over five years is one such instance.

The higher education sector has seen some movement, primarily the introduction of a common university entrance test (CUET) for college admissions, as well as the system of academic credit, under which post-graduates can pursue doctorates, without the earlier mandatory requirement to teach in central universities. While most of these steps are in sync with the NEP, here too the crisis lies in finding manpower.

NEP CAN ACT AS TEMPLATE FOR EMERGING ECONOMIES TO TRANSFORM HUMAN CAPITAL

By PTI: November 17, 2023

India's New Education Policy (NEP) can act as a template for emerging economies towards developing strategies and policies for transforming human capital into well-rounded global citizens, Union Education Minister Dharmendra Pradhan said on Friday. Pradhan, who also holds the skill development and entrepreneurship portfolio, made the comments while addressing the second edition of the India-hosted Voice of Global South Summit.

"NEP as a philosophical document can act as a template for emerging economies towards developing comprehensive strategies and agile policies for transforming human capital into well-rounded global citizens with values of compassion and humility," he said. "NEP has catalysed transformation in our education and skill ecosystem and we are eager to share our experience with partner countries," he said.

Pradhan said that no country can solve any problem or achieve goals on its own. "We must act on shared aspirations, devise common strategies, built on the twin pillar of education and skill development. India's experience can serve as an example in this regard. "Built on five foundation pillars of access, affordability, accountability, quality and equity, the NEP aims to create an education system that is rooted in Indian ethos, as well as aligned to the 2030 agenda for sustainable development. It aspires to develop our youth as global citizens with values of humanity and compassion," he said.

The minister said that focusing on seamless integration between schooling and "skilling" is a priority under the NEP to ensure India's youth become a driving force in shaping future. "We have revamped our Study in India portal...We are now welcoming foreign universities to open their campuses in India as well. India will work 'Together for Everyone's Growth, With Everyone's Trust' for global well-being, an equitable world order and for a brighter global future," he said.



“ Let's deliver education systems that can support equal societies, dynamic economies and the limitless dreams of every learner in the world.”

UN Secretary-General Antonio Guterres

“ The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

- International Day of Education 2023

A curious phenomenon draining and debilitating the Indian economy is somewhat belatedly receiving media, even if not official, attention — the continuous talent and enterprise drain from the country. According to the International Migration Report 2023 published by OECD which attracted front page headlines in the Times of India (October 24), contemporary India is the world's largest exporter of HNWI (high net worth individuals) and skilled professionals to English-speaking OECD countries. Between 2021 and this year, 3.61 lakh citizens emigrated abroad.

The Indian diaspora around the world has grown to an estimated 32 million. And denied opportunities at home, its members have risen to prominent apex positions in politics, business, and academia in the Western world, including imperial Great Britain which during its oppressive rule over the Indian subcontinent, drained its wealth to accumulate the seed capital that fired the Industrial Revolution of Britain and the West.

The spectacular rise of members of the Indian diaspora to dizzying heights in business, politics, the academy and several other vocations and professions abroad, even as upward socio-economic mobility in 21st century India remains an arduous climb, if not an impossibility for the vast majority of the native population, raises the question: why do Indians succeed and thrive the world over, except in their own country?

WHY ARE INDIANS SUCCEEDING EVERYWHERE EXCEPT IN INDIA?

By EducationWorld: November 2023



The number of people of Indian origin (PIOs), who were driven to migrate to foreign countries and have risen to high positions in their adopted countries, especially in the US, UK, and Commonwealth, has multiplied manifold. This phenomenon raises the question as to why PIOs are able to succeed outside of their own country, but not in that of their birth and nurturance. Admittedly, the Great Indian Brain Drain has been discussed in academia and the media, but only cursorily, without adequate depth.

Dr Dipankar Gupta, former professor of sociology at Jawaharlal Nehru University, Delhi, and an insightful op-ed page contributor to the Times of India said that the number of successful emigrants constitute a “small number” of Indians who migrate abroad. Moreover, he compares the brain drain outflow of “better off and more ambitious”

individuals with internal migrants who move from rural to urban India to better their livelihood and prospects. “The factors behind internal and external migration are structurally very similar. If India was prosperous and if there were more opportunities to be innovative because of greater spending and attention to R&D, there would be more foreigners hoping to emigrate here and fewer Indians would feel the urge to leave their homes,” says Gupta.

While Dr. Gupta's analogy is accurate, it begs the question of why seven decades after it became self-governing and independent, India is not prosperous and innovative, while China and the tiger economies of Southeast Asia which threw off the yoke of foreign rule and/or domination at the same time as India, are racing ahead in terms of per capita incomes, education, health, and material well-being of their citizens. And if this is the reason why increasing numbers of India's HNWI and best professionals, it's disputable whether their number is small, are attracted to foreign shores, the causes of this swelling exodus need to be squarely confronted and discussed under several heads- political, economic, sociology, and education, at some length.

- **Politics and Economy:** As alluded above, a monumental mistake made by free India's first Congress party government was to abandon our millennia-old tradition of private enterprise in which there was clear division between government and business. Governments focused on governance, while business and industry were free to grow and prosper without let and hindrance to enable them to contribute revenue to government treasuries.
- **Corruption, and Law and Order:** The most debilitating outcome of the imposition of state-led development has been widespread corruption which has struck deep roots within the Indian economy. With Parliament and legislative assemblies passing thousands of mostly discretionary laws, rules and regulations prohibiting and/or regulating business in a nation of natural entrepreneurs, by the early 1970s, India, governed by a 20 million-strong neta-babu brotherhood, acquired a notorious global reputation for public sector corruption with amoral politicians and bureaucrats routinely demanding bribes for every licence, permit and paper.
- **Public Education and Health:** Surprisingly, social scientists, academics and media pundits have paid inadequate attention to the pathetic state of public education in post-independence India. Few have made the connection between poor quality education and the deficiencies of political, socio-economic, law and order systems. Yet a moment's reflection makes it clear that if the population had been provided acceptable quality primary-secondary public education and health services, the India growth story would have been substantially different.

Meanwhile there is no option but to initiate root and branch ideological, governance and education reforms, to stem the outflow of the country's brightest and best talent from India. Although since India's disastrous Left turn plenty has gone wrong, the abiding sin of the neta-babu brotherhood and establishment was, and continues to be, conspicuous failure to provide anywhere near world-class public education from early childhood to Ph D.



The conclusion is inescapable. With their progeny comfortably ensconced in top-ranked private schools and universities, establishment leaders are not alive to the pathetic condition of government schools and higher ed institutions. The equanimity with which academics and the establishment are mere bystanders to this phenomenon amounts to grave dereliction of duty and responsibility. Conditions have to be created within the country to retain enterprising, high-potential citizens, many of them educated at public expense, from migrating to perhaps deceptively green pastures abroad. To this end the first bold national initiative should be to accord highest priority to education and

human capital development, for too long a back-burner subject.

SAINT EDUCATOR SERIES- 4

SAINT EDUCATOR

SAINT ELIZABETH ANN SETON**(AUGUST 28, 1774-JANUARY 4, 1821)**

Elizabeth Ann Seton was a Catholic religious sister and educator in the United States, most remembered for founding the country's parochial school system. After her death, she was canonized by the Catholic Church as the first person born in what would become the United States (September 14, 1975). She likewise founded the first Catholic girls' school in the United States in Emmitsburg, Maryland, as well as the first American order of religious sisters, the Sisters of Charity.

Elizabeth Ann Bayley was born on August 28, 1774, in New York City to a distinguished Episcopal family, and she lost her mother when she was only three years old. Elizabeth married William Magee Seton, a rich businessman, when she was 19, and they had five children. In 1803, William died of tuberculosis, leaving Elizabeth to

be a young widow. Elizabeth returned to the United States after finding Catholicism in Italy, where her husband had died, and joined the Catholic Church in New York in 1805. She was received by the pastor of St. Peter's Church, Fr. Mathew O'Brien.

After overcoming numerous challenges in life, Seton accepted the Sulpicians' offer in 1809 and relocated to Emmitsburg, Maryland. A year later, she founded the Saint Joseph's Academy and Free School, a school dedicated to the education of Catholic girls, planting the seeds of Catholic Education in the United States. This was made possible by the financial backing of Samuel Sutherland Cooper, a rich convert and seminarian at Mount Saint Mary's University, which was founded by John Dubois, and the Sulpicians.

On July 31, Seton founded a religious community in Emmitsburg dedicated to the welfare of underprivileged children. This was the first religious sister community to be established in the United States, and its school was the country's first free Catholic school. The Catholic parochial school system in the United States had its humble start with this small beginning. Initially, the congregation was known as the Sisters of Charity of St. Joseph's. From then on, she was referred to as "Mother Seton."

Seton spent the remainder of her life leading and building the new congregation. Seton was characterized as a lovely and well-educated lady. Her ties to New York society, as well as the social pressures to quit the new life she had built for herself, did not stop her from pursuing her monastic vocation and philanthropic mission. Her most major challenges were internal, resulting from misunderstandings, interpersonal problems, and the loss of two children, other loved ones, and young sisters in the community. Elizabeth Ann Seton died at the age of 46 on January 4, 1821. Her remains are now resting in the National Shrine of Saint Elizabeth Ann Seton in Emmitsburg, Maryland.





Her legacy currently includes religious communities in the United States and Canada, whose members labour to address the unmet needs of individuals living in poverty throughout North America and beyond. By 1830, the Sisters of Charity of St. Joseph's operated orphanages and schools as far west as Cincinnati and New Orleans, and St. Louis had the first hospital west of the Mississippi. On January 15, 1936, theologians validated Seton's spiritual works, and her case was publicly launched on February 28, 1940, earning her the title of Servant of God.

In 1952, a miracle involving the cure of Ann O'Neil, a four-year-old child, from leukaemia was credited to Seton's intercession after a nun

prayed for the kid to Seton. The miracle played a role in Seton's beatification, which took place on March 17, 1963, by Pope John XXIII. At the time, the pontiff stated, "In a house that was very small, but with ample space for charity, she sowed a seed in America which by Divine Grace grew into a large tree."

Pope Paul VI canonized Mother Seton, as she is commonly known, on September 14, 1975, in St. Peter's Square. She was the first American born citizen to be accorded the title "Saint." Elizabeth's dedication to teaching children and caring for the most fortunate has had a long-lasting influence even after her death.

Faith lifts the staggering soul upon one side, Hope supports it on the other. Experience says it must be, and Love says – let it be.
— Elizabeth Ann Seton

PROCEDURE TO APPLY FOR MINORITY STATUS CERTIFICATE FOR EDUCATIONAL INSTITUTIONS

MINORITY EDUCATIONAL INSTITUTIONS CAN APPROACH NCMEI:

- For obtaining Minority Status Certificate.
- For appeal against State authorities on being aggrieved by the order of rejection of NOC application by the State/UT (Section 12A) or refusal to grant minority status certificate (Section 12 B).
- Resolving disputes regarding affiliation/deprivation and violation of rights of minorities to establish and administer the institutions of their choice.

MINORITY STATUS CERTIFICATE:

Recognition that the institution was established and is being administered by a religious minority or minorities and was established primarily for the benefit of the minority community.

ELIGIBILITY FOR GRANT OF MINORITY STATUS CERTIFICATE

- (i) the educational institution is established by a member/ members of the religious minority community.
- (ii) the educational institution is established primarily for the benefit of the minority community.
- (iii) the educational institution is being administered by the minority community.
- (iv) If the Minority Educational Institution concerned is being run by a trust or a registered society, the majority of the trustees of the trust or members of the society, as the case may be, must be from the minority community and the trust deed/ Articles of Association must reflect the objective of sub-serving the interest of the minority community.

AUTHORITIES WHICH CAN GRANT MINORITY STATUS CERTIFICATE

- (i) The State Government as per the provisions contained in the National Commission for Minorities Act, 1992 (19 of 1992), where an authority established by the Central Government or any State Government, as the case may be or
- (ii) The National Commission for Minority Educational Institutions (NCMEI), prior to which the Educational Institution/school has to apply before the State Competent Authority for grant of No Objection Certificate under section 10 of the NCMEI Act 2004.

In case, the State Competent Authority does not take any action within 90 days then it is deemed that the State Competent Authority has granted No Objection Certificate to the applicant Institution.

PROCEDURE TO APPLY FOR FRESH MINORITY STATUS CERTIFICATE

- (i) Application for Minority Status Certificate can be made to the Commission online at URL <http://ncmei.gov.in/admnis/applicant/login.aspx> or offline in the prescribed format
- (ii) Documents required along with the application.
 - NOC/ Copy of application for NOC and proof of its delivery to Competent authority in case of deemed NOC
 - Affidavit
 - Certificate of Registration of Society/Trust
 - In case of institution run by individual from minority community, in that case permission letter of the concerned government.
 - NITI Aayog Unique ID in case of registered Society/Trust MOA of Society/Trust Deed and Amended MOA of Society/Trust Deed if any
 - List of founding members/trustees and present members/trustees
 - Copy of Affiliation/ Recognition letter issued by affiliating Board/University/ UGC. In case of professional institutions, recognition certificate by the regulatory body (Copy of Affiliation/ Recognition letter should clearly indicate the Validity period of Affiliation/ Recognition).
 - Address:
 - National Commission for Minority Educational Institutions
 - MHRD Gate No.4, First Floor, Jeevan Tara Building, 5, Sansad Marg, New Delhi-110001

<https://ncmei.gov.in/WriteReadData/LINKS/Guidelines-20-8-20197fb71c5f-3d17-47e2-a915-1ef12d839d49.pdf>