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A NATIONAL CONSULTATION ON EDUCATION WITH LEADING CATHOLIC EDUCATIONALISTS

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STUDENT ENGAGEMENT**

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“THE RELIGIOUS DIMENSION OF EDUCATION IN A CATHOLIC
SCHOOL” 1988**

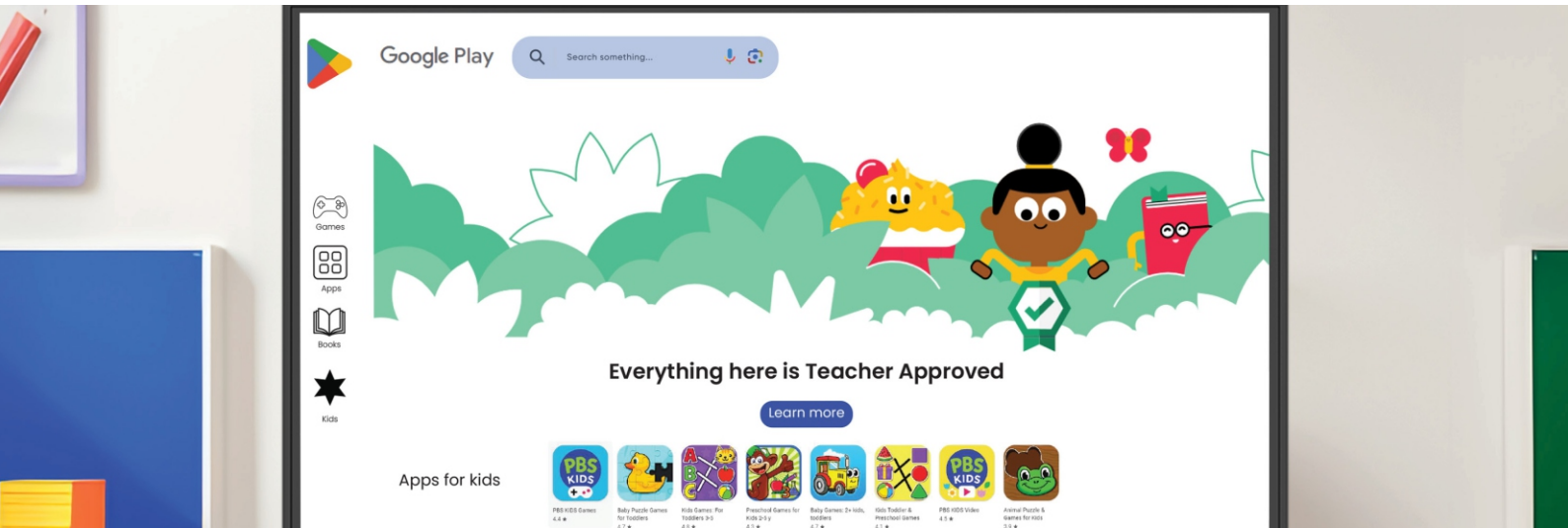
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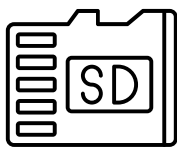
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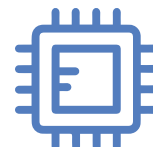
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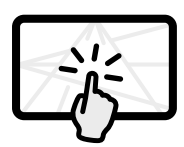
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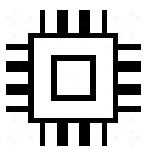
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WE NEED TO RAISE A GENERATION OF LEARNERS AND NOT JUST INFRASTRUCTURE!

The Annual Status Education Report (ASER) 2023 'Beyond Basics' survey was conducted in 28 districts across 26 states, reaching a total of 34,745 youth in the age group 14-18 years.

Here are a few key findings:

- Overall, 86.8% of 14-18-year-olds are enrolled in an educational institution.
- Most of the young people in this age group were enrolled in the Arts/Humanities stream
- About 25% of this age group still cannot read a Std II level text fluently in their regional language.
- More than half struggle with division (3-digit by 1-digit) problems. Only 43.3% of 14-18-year-olds are able to do such problems correctly. This skill is usually expected in Std III/IV.
- A little over half can read sentences in English (57.3%). Of those who can read sentences in English, almost three quarters can tell their meanings (73.5%).

While speaking about the digital awareness and ability among rural Indian youth, it says:

- Close to 90% of all youth have a smartphone in the household and know how to use it.
- Half of all surveyed males have an email ID.
- Almost all youth (90.5%) report having used social media in the reference week
- Among the youth who can use a smartphone, two thirds report having used it for some education related activity.

This report raises a few important questions. While the country can today boast of huge improvements in infrastructure in education, what about the quality of learning among the students? What about the foundational skills that students need for future success? The ASER

Report 2023 reveal once again a startling reality: a large proportion of students struggle with essential skills like basic literacy and numeracy.

The report also reveals another reality: Students are spending years in school, but many are not learning at the expected level. The alarming gap between schooling and actual learning points to a crucial flaw in the system. The report speaks about 90% of young people have a smart phone and that two-thirds of them use it for some education-related activities. What does it reveal? Is there a new learning curve?

As Ashu Kapoor says in 'The Pioneer' on 30th September 2024, "the goal is clear: to raise a generation of learners who are not only equipped with knowledge but also the critical thinking skills required to thrive in the modern world. Research consistently shows that assessments play a transformative role in improving education. Their primary goal is not to rank students or schools but to provide insights into where learners stand on their educational journey. By identifying what students know and can do at individual, school, and system levels, assessments offer a roadmap for educators to develop targeted interventions that can address specific learning gaps."

What is your take on the present education system?



FR./DR. MARIA CHARLES SDB
National Secretary

*Patience visited me
And it reminded me
That good things take time to come to fruition
And grow slowly with stability*

*Peace visited me
And it reminded me
That I may remain calm through the storms of life
Regardless of the chaos surrounding me*

*Hope visited me
And it reminded me
That better times lay ahead
And it would always be there to guide and uplift me*

*Humility visited me
And it reminded me
That I may achieve it
Not by trying to shrink myself and make myself less
But by focusing on serving the world and uplifting those around me*

*Kindness visited me
And it reminded me
To be more gentle, forgiving and compassionate toward myself
And those surrounding me*

*Confidence visited me
And it reminded me
To not conceal or suppress my gifts and talents
In order to make others feel more comfortable
But to embrace what makes me me*

*Focus visited me
And it reminded me
That other people's insecurities and judgements about me
Are not my problem
And I should redirect my attention
From others back to me*

*Freedom visited me
And it reminded me
That no one has control over my mindset, thoughts and wellbeing
But me*

*And love visited me
And it reminded me
That I need not search for it in others
As it lies within me.*

Tahlia Hunter



HOW INNOVATIVE IS YOUR SCHOOL?

INNOVATIVE TEACHING METHODS AND THEIR BENEFITS

What are Innovative Teaching Methods?

Innovative teaching methods extend beyond the mere incorporation of cutting-edge teaching methods or a constant pursuit of the latest educational trends—they embody distinctive approaches to the teaching and learning process. These modern methods of teaching prioritise students, emphasising classroom engagement and interaction. Innovative strategies encourage proactive participation and collaboration among students and the teacher.

In contrast to conventional teaching practices, which primarily measures student success by the amount of knowledge transferred to students, innovative teaching methods delve into the nuanced understanding and retention of the material. It's not just about what is taught but how effectively students internalise and apply the knowledge imparted during lectures.

Why Innovative Teaching Matters?

The educational landscape has undergone a transformation, transitioning from traditional classrooms to virtual and hybrid learning environments. Amid this new normal, many educational institutions, educators, and trainers are exploring innovative teaching strategies to enhance student interest and involvement. Leveraging digital programs has proven instrumental in captivating students' attention, providing them with improved access to classes and expanding the avenues through which their minds can be reached.

Key Characteristics of Innovative Teaching Strategies:

1. **Student-Centric Focus:** Innovative teaching strategies prioritize the needs and engagement of students, fostering active participation in the learning process.
2. **Active Learning:** Encourages hands-on and participatory activities, moving away from passive learning to promote deeper understanding and retention.
3. **Flexibility and Adaptability:** Adapts to the diverse learning styles and needs of students, offering flexibility in content delivery and new teaching methods.
4. **Technology Integration:** Utilizes technology creatively to enhance effective learning experiences, incorporating digital tools and resources for effective and interactive instruction.

5. **Collaborative Learning:** Emphasizes group work, collaboration, and peer learning to enhance social and communication skills among students.
6. **Problem-Solving Emphasis:** Focuses on developing critical thinking skills and problem-solving skills, challenging students to apply knowledge in real-world scenarios.
7. **Continuous Assessment:** Moves beyond traditional exams and grades by implementing continuous assessment methods, providing ongoing feedback for improvement.
8. **Creativity Encouragement:** Cultivates a learning environment that stimulates creativity and innovation, allowing students to express themselves and explore new ideas.
9. **Individualized Learning Paths:** Recognizes and accommodates the diverse learning preferences and paces of individual students, promoting personalized learning experiences.
10. **Real-World Relevance:** Connects classroom concepts to real-world applications, demonstrating the practical relevance of what students are learning.
11. **Feedback-Oriented Approach:** Prioritizes constructive feedback to guide students' progress, facilitating a continuous cycle of improvement and reflection.
12. **Cultivation of Soft Skills:** Integrates the development of soft skills, such as communication, collaboration, and time management, essential for success in various contexts.

Benefits of Innovative Teaching Methods:

1. **Encourage Research:** Innovative approaches to education motivate students to delve into new things, utilizing various tools to broaden their horizons and foster a spirit of exploration.
2. **Enhance Problem-Solving and Critical Thinking:** Creative and effective teaching methods empower students to learn at their own pace, challenging them to brainstorm novel solutions rather than relying on pre-existing answers in textbooks.
3. **Facilitate Incremental Learning:** New teaching approaches involve breaking down information into smaller, more digestible parts, making it easier for students to grasp fundamentals while avoiding overwhelming them with a deluge of knowledge.
4. **Cultivate Soft Skills:** Integrating complex tools into classwork enables students to acquire advanced skills. Engaging in individual or group projects teaches time management, task prioritization, effective communication, collaboration, and other vital soft skills.
5. **Assess Understanding Beyond Grades:** The innovative method of teaching enables educators to monitor classes actively, gaining deeper insights into students' challenges and learning capacities beyond what traditional grades and exams may reveal.
6. **Promote Self-Evaluation:** Innovation in teaching methods provided by teachers empower student learning to assess their own learning. Understanding what they have mastered and identifying areas for improvement enhances their motivation to learn specific topics.
7. **Create Vibrant Classrooms:** Innovation of teaching methods in education injects excitement into classrooms, preventing monotony. This dynamic approach encourages students to actively participate, speak up, and foster interaction.



20 INNOVATIVE TEACHING STRATEGIES FOR BETTER STUDENT ENGAGEMENT

BY ANASTASIIA DYSHKANT

- 1. Interactive Lessons:** Interactive lessons involve innovative methods of teaching that actively engage students in the learning process. Instead of passively receiving information, students participate in activities, discussions, and exercises that require their input and involvement. This approach aims to foster a more dynamic and engaging classroom environment.
 - **Example of Interactive Lesson:** Imagine a biology lesson where students use a virtual dissecting table. Through a touch-sensitive screen, students can virtually dissect a frog. They can drag and drop tools, zoom in for a closer look, and receive real-time feedback on their technique. This interactive approach engages students actively in the learning process, making it more memorable and enjoyable.
- 2. Using Virtual Reality Technology:** In education, VR can be used to transport students to virtual worlds that simulate historical events, scientific phenomena, or complex concepts. This technology enhances experiential learning, allowing students to visualize abstract concepts and engage with subject matter in a new way of teaching.
 - **Example of Teaching with VR Technology:** In a history class, students can put on VR headsets and be transported to historical events. For instance, they could experience the signing of the Declaration of Independence or walk through ancient civilizations. This immersive experience allows students to better understand historical contexts, fostering a deeper connection to the subject matter.
- 3. Using AI in Education:** Integrating AI into education aims to make learning more efficient, personalised, and adaptive to the needs of each student, ultimately enhancing the overall educational experience.
 - **Example of Using AI in Education:** An AI-powered adaptive learning platform can be employed in mathematics. The system assesses each student's strengths and weaknesses, tailoring lessons to their individual needs. If a student struggles with a specific concept, the AI provides additional exercises and resources to reinforce understanding. Conversely, if a student excels, the AI

advances them to more challenging material, ensuring personalised and efficient learning experiences.

4. **Blended Learning:**

Blended learning is an educational approach that combines traditional face-to-face instruction with online learning components. It seeks to leverage the strengths of both in-person and digital learning to create more flexible and personalized learning strategies and experiences.

- **Example of Blended Learning:** In a blended learning scenario, a history class might have students attend traditional lectures and participate in classroom discussions. Additionally, the teacher could integrate online modules featuring interactive timelines, virtual tours of historical sites, and collaborative research projects. The blend of in-person and online activities aims to enhance the overall learning experience and provide students with more flexibility in how they access and interact with course content.

5. **3D Printing:** In education, 3D printing is utilised to bring concepts to life in a tangible and visual way. Teachers and students can design and print three-dimensional models that represent scientific structures, historical artifacts, mathematical concepts, or prototypes. This hands-on approach enhances understanding by allowing students to interact with physical representations of abstract ideas.

- **Example of 3D Printing:** In a science class studying the solar system, students could use 3D printing to create accurate models of planets, moons, and other celestial bodies. By designing and printing these objects, students not only gain a deeper understanding of the spatial relationships within the solar system but also develop skills in design and technology. The tactile experience of holding and examining 3D-printed models can significantly enhance the learning process and make complex topics more accessible.

6. **Use the Design-thinking Process:** In education, the design-thinking process can be applied to foster critical thinking, innovation, and real-world problem-solving skills among students.

- **Example of Design-thinking Process:** Let's consider a design-thinking project in a high school setting. Students might be tasked with addressing a local environmental issue, such as waste reduction. The process would start with empathising, where students research and understand the perspectives of different stakeholders affected by the problem. Next, they would ideate, generating creative solutions to address the issue. In the prototyping phase, students might create physical or digital prototypes of their proposed solutions. Finally, they would test and refine their prototypes based on feedback and real-world observations. This design-thinking approach provides students with a holistic learning experience.

7. **Project-based Learning (PBL):** Project-based learning is an instructional methodology that centres around students completing projects that require them to apply their knowledge and skills to real-world challenges. PBL emphasizes hands-on, collaborative learning, fostering critical thinking and problem-solving skills.

- **Example of Project-based Learning:** In a biology class, students could engage in a PBL project focused on environmental conservation. The project might involve researching local ecosystems, identifying environmental issues, proposing solutions, and implementing a community awareness campaign. Throughout the project, students would not only deepen their understanding of biology but also develop research, communication, and teamwork skills as they work towards a tangible goal.





8. Inquiry-based Learning: Inquiry-based learning is an approach where students actively explore and investigate topics, posing questions and conducting research to construct their understanding. This method encourages curiosity, critical thinking, and a deeper engagement with the subject matter.

- **Example of Inquiry-based Learning:** In a physics class, students could engage in an inquiry-based project to explore the principles of motion. Through hands-on exploration and data analysis, students would develop a conceptual understanding of physics principles while honing their research and analytical skills.

- 9. Jigsaw:** The Jigsaw technique is a cooperative learning strategy where students work collaboratively to become experts on specific topics and then share their knowledge with their peers. This promotes teamwork, communication, and a sense of shared responsibility for

active learning method.

- **Example of Jigsaw:** In a history class studying a particular time period, each student could be assigned to become an "expert" on a different aspect, such as political, economic, social, or cultural elements of that era. After researching and becoming knowledgeable in their area, students would then form new groups with members who have expertise in different aspects. In these new groups, students share their knowledge, creating a comprehensive understanding of the historical period through collaborative learning.

10. Cloud Computing Teaching: Cloud computing teaching involves leveraging cloud-based technologies to enhance the learning experience. This includes storing and accessing data, collaborating on projects, and utilizing online tools and resources for teaching and learning.

- **Example of Cloud Computing:** In an IT class, students might use cloud computing platforms to collaborate on coding projects. This approach allows for seamless collaboration, easy access to resources, and the flexibility to work on projects from different locations, promoting a more modern and connected learning experience.

11. Flipped Classroom: The flipped classroom model reverses the traditional teaching approach by delivering instructional content, such as lectures, through digital media outside of the classroom. Class time is then used for interactive activities, discussions, and application of knowledge.

- **Example of Flipped Classroom:** In a math class, instead of the teacher delivering a lecture on a new concept during class time, students might watch a pre-recorded video lecture at home. This allows students to learn at their own pace, receive more individualised support, and actively apply what they've learned in a collaborative setting.

12. Peer Teaching: Peer teaching involves students taking on the role of the teacher to explain concepts



or assist their classmates in understanding specific topics. This approach reinforces understanding through teaching and encourages collaboration.

- **Example of Peer Teaching:** In a language class, students could pair up to practice conversational skills. Each pair is responsible for teaching and correcting each other's

pronunciation, grammar, and vocabulary usage. This not only provides additional practice for the students but also promotes a supportive learning community where students take an active role in each other's learning.

13. Peer Feedback: Peer feedback involves students providing constructive feedback to their peers on their work, presentations, or projects. This encourages a culture of collaboration, communication, and continuous improvement.

- **Example of Peer Feedback:** In a writing class, students could exchange drafts of their essays with a peer. The peers would then provide feedback on the structure, clarity, and overall effectiveness of the writing. This process not only helps students improve their writing skills but also enhances their ability to critically evaluate and provide constructive feedback.

14. Crossover Teaching: Crossover teaching involves educators from different subjects collaborating to integrate content from multiple disciplines. This interdisciplinary approach aims to show the interconnectedness of different subjects and enhance the relevance of learning.

- **Example of Crossover Teaching:** In a high school setting, a history teacher and a literature teacher might collaborate on a unit exploring a specific historical period. Students could read literature from that era, analyse historical documents, and discuss the cultural and social context. This crossover teaching approach helps students see how knowledge from different subjects can complement and enrich their understanding of a particular topic.

15. Personalised Learning: Personalised learning tailors the educational experience to the individual needs, preferences, and pace of each student. This can involve adapting content, pacing, and innovative methods of teaching to align with the unique learning styles and strengths of each learner.

- **Example of Personalized Learning:** The educator support platform assesses each student's strengths and weaknesses and provides customised learning paths, offering additional resources or challenges based on individual progress.

16. Active Learning: Active learning involves strategies that engage students in the learning process through activities, discussions, and participation, rather than passive listening. It encourages students to think critically and apply their knowledge actively.

- **Example of Active Learning:** In a biology class, instead of a traditional lecture format, students might participate in a hands-on lab where they conduct experiments to understand cellular processes. The teacher facilitates discussions, and students actively work together to analyse results and draw conclusions.

17. Gamification: Gamification integrates game elements into non-game contexts, such as education, to enhance engagement and motivation.

- **Example of Gamification:** In a language learning app, students earn points for completing lessons, quizzes, and interactive exercises. As they accumulate points, they unlock new levels and

earn virtual rewards. This gamified learning approach incentivises consistent learning, provides a sense of achievement, and makes the language learning process more enjoyable and interactive.

18. Problem-Based Learning: Problem-based learning (PBL) is an instructional method where students learn through solving real-world problems. It promotes critical thinking, collaboration, and the application of knowledge to practical situations.

- **Example of Problem-Based Learning:** In a physics class, students might be presented with a real-world problem, such as designing a sustainable energy solution for a community. Working in groups, students would need to research, analyse, and propose a solution that considers the principles of physics, environmental impact, and cost-effectiveness.

19. Mistake-Led Teaching: Mistake-led teaching emphasises the value of mistakes as opportunities for learning and growth. Instead of penalizing mistakes, this approach encourages reflection, analysis, and understanding through the process of making and correcting errors.

- **Example of Mistake-Led Teaching:** In a mathematics class, when students make mistakes in problem-solving, the teacher could use those mistakes as teaching moments. Instead of providing the correct answer immediately, the teacher facilitates a discussion where students analyse the errors, identify misconceptions, and collectively work towards the correct solution. This fosters a positive learning environment where mistakes are viewed as a natural part of the learning process.

20. Collaborative Learning: Collaborative learning involves students working together in groups to achieve shared learning goals. It promotes communication, teamwork, and the exchange of innovative ideas in education.

- **Example of Collaborative Learning:** In a history class, students could be assigned a research project on a specific historical event. Each group member is responsible for investigating different aspects of the event, such as political, social, and economic impacts. The group collaborates to synthesise information and create a comprehensive presentation. This collaborative approach not only deepens individual understanding but also enhances teamwork and communication skills.

Crucial for fostering a dynamic and successful learning atmosphere, inventive teaching techniques play a pivotal role in empowering both educators and students. They enable teachers to cultivate imaginative approaches to instruction while fostering the development of independent learning skills among students. Through the provision of diverse instructional strategies and materials, educators can elevate both student engagement and achievement within the classroom setting.

<https://piogroup.net/blog/20-innovative-teaching-methods-with-examples-how-to-implement-in-education-process>



DEPLOYMENT OF INNOVATION MANAGEMENT FRAMEWORK

BY PADMINI VEDULA AND SANJAY RADHAKRISHNAN



Like any small or large enterprise, schoolhouses also are increasingly under pressure to continuously add value to their stakeholders and build a brand for the future. A guiding framework for Innovation Management could be beneficial. This structure could primarily guide the schools who have embarked on the journey of innovation, to define it, manage it in terms of resources and outcomes and bring a significant change over time. In the survey, it was observed that 40% of the schools saw an improvement in the learning outcomes of the students, 21% increase in the stakeholder management (including parents), 10% improvement in the attendance and fees collection.

Three critical components could give the necessary thrust to the innovation management system in a school. They are **Leadership System, Identifying and strengthening the enablers for innovation, and Measurement and tracking mechanism for innovation.**

A. Leadership System:

The culture of innovation is to be necessarily led from the top. School leaders may play the role of being the innovation catalysts and the sounding board for fostering creative ideas amongst the teachers.

School Culture has been defined in many ways and the focus is on how the school leaders shape the innovation culture in a school setting with respect to building trust, creating a motivating atmosphere, and providing necessary encouragement to their teachers and the students. This process begins with designing the long-term mission, vision, and values for the school, followed by establishing an open

and transparent communication system with the stakeholders within and outside the school, constantly looking for opportunities to encourage the teachers and the students to improve their teaching-learning capabilities, supporting innovation endeavours, and creation of robust reward and recognition system for the teachers that appreciates and fosters innovation adequately within the school ecosystem.

B. Identifying and strengthening the enablers in the school ecosystem to reinforce innovation:

The experience of running a school is an intricate one, therefore the following four enablers become essential for strengthening the innovation culture at a school- **Clearly defined and well-rounded processes, Systems' approach, Capability Development, and Continuous improvements.**



1.Processes: The major processes at schools can be classified as: Functional processes, and these include processes related to day-to-day operations at a school, and Strategic processes, which could include stakeholder management, innovation management, knowledge management, capability development, career progression and succession planning, etc. A robust review mechanism with set of good measures is important. In the long run these measures could create a culture that would support and drive innovation. Schools could derive greater benefits by embracing innovation early on and making it part of their excellence journey rather than as a response to an external or internal stimuli.

2.Systems' approach to innovation: An innovation

management system provides a systemic and systematic approach to address the innovation challenges. Innovation management system is fairly a new adoption at the schools and include many or all the following steps:

- **Step 1:** Defining the scope of innovation in the context of the school.
- **Step 2:** Creation of short-term and long-term innovation goals.
- **Step 3:** Creation of innovation roadmap.
- **Step 4:** Platforms for inviting ideas from stakeholders.
- **Step 5:** Execution of ideas through small improvement projects.
- **Step 6:** Annual Evaluation of innovation efforts and recording of outcomes.
- **Step 7:** Identifying improvement areas and action planning.
- **Step 8:** Recording key learnings and action for reinforcement.

3. Capability Development: One of the critical objectives of school leadership is to build Teacher Leadership and not just well-trained teachers. Teacher Leadership is critical not only for building the capability of the teachers to increase student learning and achievement, but also important from the perspective of building the necessary skills for achieving the innovation goals of the school with teachers at the centre, driving those initiatives.

4. Continuous Improvements: Schools could consider leveraging a few popular tools like Quality Circles, Small Continuous Improvement Projects (SCIPs) at defined intervals to identify/invite improvement related ideas from their teachers, parents, students, and management which could trigger numerous developments in the school. Reviewing the results or the outcomes of the deployment of the stated tools could lead to many benefits including improved efficiency of teachers, better management of the knowledge repository within the school and enhanced stakeholder management.

C. Measurement and tracking mechanism for innovation:

The goal of innovation measurement and tracking is to keep a track of innovation management effectiveness, which means, it addresses the question- **how does the school leader know if innovation framework is working in his/her school?** This approach would give an overall view to the school leader, of the kind of innovation activities at the school, whether they are enough or not to achieve the intended results as per the innovation roadmap laid down by the school.

The simple panacea to the above question is to have a two-pronged approach consisting of:

1. A well-planned review mechanism that entails:

- Formation of a team consisting of a balanced mix of teachers, students, and other key stakeholders.
- Determining the frequency of review (monthly, quarterly, half-yearly, or annually). It is recommended to begin with a quarterly review and then revisit the review frequency during the course of the innovation journey at the school.
- Designing a template for recording the findings and observations of every review.
- Establishing responsibility/accountability owners for every action item on the “review findings” template.
- Publishing the outcomes of the innovation efforts or activities undertaken at a defined interval to improve the visibility and support from all the key stakeholders of a school.
- Analysis of the feedback received from the school management, parent/parent bodies, school associations, and other bodies to undertake the necessary corrective actions.

2. Creating a set of powerful metrics to measure- the innovation culture in the school, innovation management process, and enhancement of capability related to innovation.

- Metrics like average SCIP duration from ideation to implementation, number of SCIPs completed within the targeted period, number of ideas which could not be taken up or that have been dropped, feedback or opinion poll/score from the identified stakeholders could be considered for measuring the innovation culture in the school.
- Number of ideas generated, number of ideas implemented, impact of the ideas implemented, investment made (money), and various other data inputs could be used as metrics for measuring the effectiveness of the innovation management process deployed.
- Metrics around stakeholder satisfaction (could have separate line items for different types of stakeholders), no. of teachers/students/stakeholders undergone the requisite training, number of patents filed by teachers/students, number of intelligent failures encountered, etc could be beneficial.





SAINT EDUCATOR SERIES: 13

ST. JEAN-BAPTISTE DE LA SALLE

(30 APRIL 1651 - 7 APRIL 1719)

St. Jean-Baptiste de La Salle (1651–1719) was a French priest and educational reformer, known as the patron saint of teachers. He founded the Institute of the Brothers of the Christian Schools (De La Salle Brothers), dedicated to providing free education to poor children. La Salle introduced innovative teaching methods, such as using the vernacular language instead of Latin, and promoting group instruction rather than individual tutoring. His work laid the foundation for modern educational practices and emphasized the importance of training teachers. Canonized in 1900, he is celebrated for his commitment to accessible, quality education for all.

La Salle was born on April 30, 1651, in Reims, France, into a prosperous family. He was the eldest son of Louis de La Salle and Nicolle Moët de Brouillet. Nicolle came from a noble lineage, and her family ran a successful winery business. At the age of eleven, on March 11, 1662, La Salle underwent the tonsure ceremony, signifying his intention to dedicate his life to God. At sixteen, he was appointed as a canon of Reims Cathedral, and by seventeen, he received minor orders. He pursued his higher education at the College des Bons Enfants and earned a Master of Arts degree on July 10, 1669. After completing his classical, literary, and philosophical studies, he entered the Seminary of Saint-Sulpice in Paris on October 18, 1670. Following the deaths of his mother in 1671 and his father in 1672, La Salle, now 21, left the seminary to care for his younger siblings. In 1672, he received the minor order of subdeacon, became a deacon in 1676, and was ordained a priest on April 9, 1678, at the age of 26. He later earned a doctorate in theology two years after his ordination.

The Sisters of the Child Jesus, a new religious congregation focused on caring for the sick and educating poor girls, received support from the young priest, who helped them get established and served as their chaplain and confessor. It was through this work that he met Adrian Nyel in 1679. With La Salle's assistance, a school was soon established. Shortly afterward, a wealthy woman in Reims offered to fund another school, but only if La Salle would be involved. What began as an effort to assist Nyel in founding a school for the poor in La Salle's hometown eventually became his life's mission.

During that period, most children had little chance for social and economic advancement. Deeply moved by the situation of the poor, who seemed "far from salvation" in both this life and the next, La Salle resolved to use his talents and education to serve children who were "often left to themselves and poorly raised." He saw that the teachers in Reims were struggling, lacking guidance, purpose, and proper training, and he began taking intentional steps to support them. In 1680, he invited them to dine at his home, not only to teach them proper manners but also to inspire and instruct them in their work. His relatives were troubled by this breaking of social norms. In 1681, La Salle went further and invited the teachers to live with him, which greatly upset his family and scandalized his social circle. When his family home was lost at auction due to a lawsuit the following year, La Salle rented a house where he and the small group of teachers continued their work together.

La Salle decided to resign from his position as canon to fully dedicate himself to founding schools and training teachers. Although he had inherited a significant fortune that could have supported his mission, he followed the advice of Father Barre from Paris and sold his assets, donating the proceeds to the poor of the Champagne region, where famine was causing severe hardship. This marked the beginning of a new religious institute, the first of its kind with no priests among its members: the Institute of the Brothers

of the Christian Schools, known as the De La Salle

Brothers in Europe, Australasia, and Asia, and the Christian Brothers in the United States. This institute is often mistaken for a different congregation of the same name, founded by Edmund Ignatius Rice in Ireland, known in the U.S. as the Irish Christian Brothers.

One decision led to another, and La Salle found himself on a path he had never envisioned. La Salle wrote: *"I had imagined that the care which I assumed of the schools and the masters would amount only to a marginal involvement committing me to no more than providing for the subsistence of the masters and assuring that they acquitted themselves of their tasks with piety and devotion ... Indeed, if I had ever thought that the care I was taking of the schoolmasters out of pure charity would ever have made it my duty to live with them, I would have dropped the whole project. ... God, who guides all things with wisdom and serenity, whose way it is not to force the inclinations of persons, willed to commit me entirely to*



the development of the schools. He did this in an imperceptible way and over a long period of time so that one commitment led to another in a way that I did not foresee in the beginning."

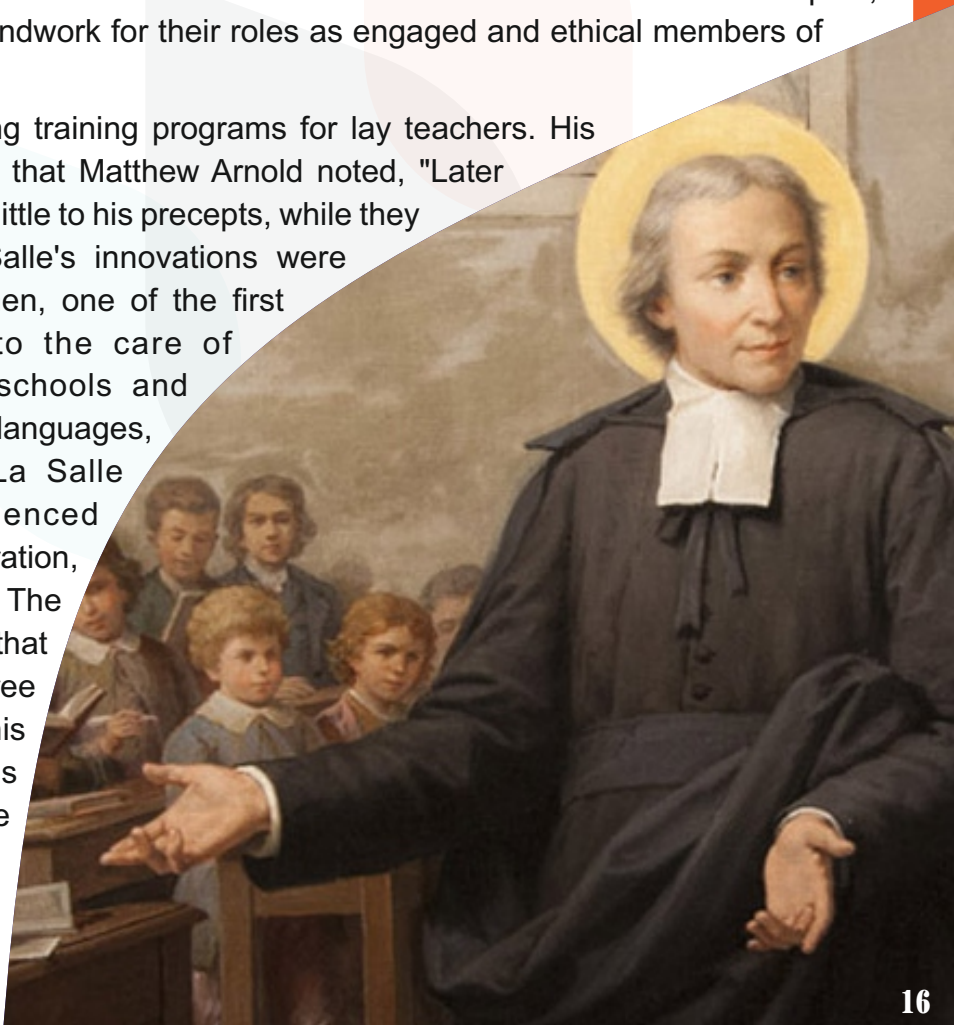
La Salle's efforts faced resistance from church authorities, who opposed his creation of a new kind of religious community—a group of consecrated laymen dedicated to running free schools "together and by association." His innovative teaching methods also drew criticism from the established educational community. Despite these challenges, La Salle and his small group of free teachers established the Institute of the Brothers of the Christian Schools, which, according to the La Salle website, is wholly committed to providing Christian education to "children of artisans and the poor," living a life similar to that of Catholic religious orders. In 1685, La Salle founded what is widely regarded as the first normal school, a school specifically aimed at training teachers, in Reims.

St. Jean-Baptiste de La Salle is known as the "Saint Educator" because of his transformative contributions to education, particularly for the poor and marginalized. During his time, education was largely inaccessible to those without means, with most children receiving little to no formal instruction. La Salle recognized that without education, these children had little chance of improving their social or economic circumstances. Driven by a deep sense of compassion and a commitment to social justice, he devoted his life to making education available to all, regardless of their background.

La Salle's approach to education was revolutionary. He developed a new model of schooling that emphasized structure, discipline, and a sense of community among both teachers and students. He introduced the use of the vernacular language in classrooms instead of Latin, making education more accessible to ordinary children. La Salle also established the first training programs for teachers, believing that well-trained educators were crucial for effective learning. His "normal schools," the first of their kind, were designed to prepare teachers both academically and spiritually, instilling in them the values of dedication and service.

Moreover, La Salle's vision extended beyond academics. He emphasized moral and religious education, aiming to nurture the whole person. His schools were places where students not only learned to read and write but also developed a strong moral character. He instilled in his students' values like respect, responsibility, and faith, laying the groundwork for their roles as engaged and ethical members of society.

La Salle was a trailblazer in developing training programs for lay teachers. His educational writings were so impactful that Matthew Arnold noted, "Later works on the same subject have added little to his precepts, while they entirely lack his spirit." Among La Salle's innovations were Sunday courses for working young men, one of the first institutions in France dedicated to the care of delinquents, as well as technical schools and secondary schools focused on modern languages, arts, and sciences. According to La Salle University, his writings have influenced educational practices, school administration, and teacher training for over 300 years. The Lasallian schools, which form a network that has followed La Salle's principles for three centuries, continue to carry forward his legacy. Many schools and numerous streets, often located near these institutions, are named in his honour.



TEACHINGS OF THE CHURCH SERIES 4

“THE RELIGIOUS DIMENSION OF EDUCATION IN A CATHOLIC SCHOOL” 1988

Introduction:

The Religious Dimension of Education in a Catholic School emphasizes the integral role of Catholic education in forming the whole person, uniting faith, culture, and life. It highlights that Catholic schools aim to foster not only intellectual growth but also spiritual and moral development, ensuring that faith permeates all aspects of learning. The document asserts that education in Catholic schools goes beyond academic instruction, seeking to nurture a Christian worldview. It recognizes the school's role in forming individuals who live their faith in daily life, contributing to both the Church and broader society.



Part One- The Religious Dimension in the Lives of Today's Youth:

The section on The Religious Dimension in the Lives of Today's Youth explores the growing challenges that young people face in modern society, which increasingly separates faith from daily life. Youth today often encounter a fragmented world, where materialism, individualism, and secular values dominate. Many young people struggle to find meaning, purpose, and direction in life. The document emphasizes that Catholic schools have a vital role in addressing these needs by offering a faith-based education that goes beyond mere academic instruction.

Catholic education aims to help students integrate faith into their personal experiences, providing them with the moral and spiritual tools to navigate life's complexities. Catholic schools are called to be places where students can encounter the Gospel message in a way that resonates with their search for identity and purpose. By fostering a community of faith, Catholic schools create environments where young people can develop a deeper relationship with God, understand their place in the world, and live out Christian values.

The document stresses the importance of responding to the spiritual hunger of young people by encouraging dialogue, reflection, and engagement with faith in ways that are relevant to their lives. This holistic approach supports the intellectual, moral, and spiritual formation of students, preparing them to contribute positively to society as faithful individuals.

Part Two- The Religious Dimension of the School Climate:

The section on The Religious Dimension of the School Climate emphasises that the atmosphere of a Catholic school should reflect its identity as a faith-based community, where Gospel values permeate every aspect of school life. The climate of a Catholic school is not merely about rules or policies; it is the lived expression of Christian values—charity, respect, justice, and compassion—visible in relationships

among students, teachers, and staff. The document stresses that a Catholic school's environment should foster a sense of belonging, where each individual is valued and encouraged to develop holistically: intellectually, emotionally, morally, and spiritually.

The school climate serves as a “living witness” to the faith, nurturing students' growth in a community that reflects the teachings of Christ. This atmosphere supports the religious education of students not only through formal lessons but through experiences of community, prayer, liturgy, and service. The daily interactions and shared experiences within the school become a way for students to encounter God, learn to live in harmony with others, and apply their faith in real-life contexts. The document emphasizes that the religious dimension of the school climate is essential in forming a strong, supportive faith community that enriches students' spiritual lives and moral development.



Part Three- The Religious Dimension of School Life and Work:

The section on The Religious Dimension of School Life and Work highlights how every aspect of school life—both academic and extracurricular—should be deeply intertwined with the values of the Catholic faith. The document stresses that Catholic schools must foster an environment where learning is not just about academic achievement but about holistic growth, rooted in the Christian understanding of the person. All school activities, whether in the classroom, on the sports field, or during school events, should reflect a commitment to Gospel values such as respect, justice, love, and service.

Teachers and staff are called to model these values in their work, acting not just as educators but as witnesses to the faith. Their relationships

with students, their methods of instruction, and their engagement with the broader community should be consistent with the Catholic mission. The integration of faith into all aspects of school life helps students see how their academic pursuits, personal development, and future careers can be lived out as expressions of their faith.

Furthermore, the document emphasizes that the school should encourage students to view work as a form of participation in God's creation, fostering a sense of purpose and responsibility in their academic efforts and preparing them to contribute positively to society.

Part Four- Religious Instruction in the Classroom and the Religious Dimension of Formation:

The section on Religious Instruction in the Classroom and the Religious Dimension of Formation underscores the central role of religious education in shaping students' intellectual, moral, and spiritual growth. Religious instruction in Catholic schools is not merely one subject among many; it is foundational to the entire educational process. It seeks to impart a deep understanding of the Catholic faith, its teachings, traditions, and history, while encouraging students to integrate this knowledge into their daily lives.

This instruction goes beyond the transmission of religious facts. It fosters critical thinking and personal reflection, helping students explore the relevance of their faith in the modern world. Through this education, students are invited to encounter Christ, develop a personal relationship with God, and live out their faith authentically.

The Religious Dimension of Formation complements classroom instruction by focusing on the holistic development of the student. This formation includes moral, spiritual, and character development, aiming to cultivate virtues such as compassion, integrity, and responsibility. Both formal religious instruction and the broader process of formation work together to guide students in becoming morally responsible, faith-filled individuals who contribute positively to society and the Church.

Part Five- The Religious Dimension of the Formation Process as a Whole:

The section on The Religious Dimension of the Formation Process as a Whole emphasises that the entire educational experience in a Catholic school is aimed at the integral formation of students, where faith and life are intertwined. This formation process seeks to develop the whole person—spiritually, morally, intellectually, and emotionally—guided by the values of the Gospel. It is not limited to formal religious instruction but extends to all aspects of school life, from relationships and community involvement to academic and extracurricular activities.

The document highlights that this holistic formation helps students grow in their understanding of their faith, while also shaping their moral character and personal identity. It fosters an environment where students can experience faith as a living reality, influencing how they interact with others, make decisions, and view their role in the world. Teachers, administrators, and staff are key contributors to this process, acting as role models of Christian living, thus reinforcing the faith-based atmosphere.

This formation process aims to prepare students to live lives of virtue, service, and leadership. By integrating faith into the fabric of school life, Catholic education equips students with the spiritual and ethical foundation to contribute positively to society and live in accordance with their Christian values.

Conclusion:

The Conclusion reaffirms the essential role of Catholic education in the holistic development of students. It emphasises that Catholic schools are more than academic institutions; they are communities where faith, culture, and life intersect. By fostering an environment rooted in Gospel values, Catholic schools help students integrate their faith into all aspects of their lives, preparing them to be responsible, compassionate, and faith-filled individuals. The document calls for a continuous commitment to maintaining the religious identity of Catholic schools, ensuring they remain places of spiritual growth and moral formation.



https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_1_9880407_cat_holic-school_en.html



EDUCATE TO EMPOWER



CHURCH'S RENEWED RESPONSE IN EDUCATING THE DIGITAL NATIVES

A NATIONAL CONSULTATION ON EDUCATION WITH LEADING CATHOLIC EDUCATIONALISTS

01-03 Nov, 2024

📍 **Don Bosco, Okhla, New Delhi- 110025**

Organized by

**CBCI & CCBI Office for Education & Culture
New Delhi, INDIA**

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CONCEPT NOTE

Why do we need a National Consultation on Education today? Yes, there is a dire need for the Catholic Leaders in Education to come together to discuss about various issues pertaining to education today. We have chosen the theme: "Church's Renewed Thrust in Educating the Digital Natives" Why is it important for us as Educators?

Educating the young today places huge responsibilities on everyone in the Educational Sector. Even as we are entering into the Jubilee year 2025 and moving forward to celebrate the Great Jubilee of our Redemption in 2033, we reiterate our policy to continue promoting an inclusive education that nurtures the intellectual, emotional, moral, and spiritual development of students, regardless of their religious or socio-economic background.

Standardized assessments reveal that many students, even in higher grades, struggle with basic literacy and numeracy skills. The curriculum often focuses on rote learning instead of fostering critical thinking, creativity, and problem-solving skills. Integrating real-world applications and interdisciplinary learning is not an easy transition. We realize more and more that in a rapidly changing society today, we need to equip them with new skills, values and mindsets. A new entrepreneurial mindset is also emerging. Have we caught wind of this transition or are we still clinging on to the old system? What is the renewed response of the Church in India to continue its relevance, innovation and trend setting quality and missionary commitment with its reworked Catholic Education Policy, Strategic Pastoral Plan and compliance to NEP 2020?

We are on the threshold of Education 5.0 which caters to the complex reality of the present generation of Digital Natives. This is an 'AI-resilience' generation. They need a different type of education as they are more connected, exposed to diverse perspectives, and better equipped with skills for the future. However, challenges like the digital divide, high-pressure competitive environments, and the need for further inclusivity still exist. More than the content, the students today need distinctive styles of thinking and perceptions. As the AI toolkits are barging in with more and more analytical thinking and decision-making roles and as the new generation is surely at ease with AI, machine learning and coding, where do we 'begin' education from here?

There's a significant gap in teacher training and pedagogical methods. Ensuring teachers are well-trained and motivated is a herculean task ahead of us. Many teacher training programs fail to equip educators with the necessary digital skills to integrate technology into their teaching. Many teachers need to be updated on new educational practices, curriculum changes, or technology integration. Don't they need continuous professional development training?

In India, a strong focus on exam results, especially board exams and entrance tests like JEE, NEET, etc., leads to significant stress and anxiety. The mental and emotional health of students in schools and colleges in India is an increasingly important issue due to academic pressure, societal expectations, and modern lifestyle challenges. Many schools and colleges in India lack trained mental health professionals. Even where counsellors are available, there is often a high student-to-counsellor ratio, making it difficult for students to receive adequate support. Students face bullying in both physical and online environments, which can lead to depression, anxiety, and low self-esteem. The safety of children in schools in India is still wanting. India has one of the highest suicide rates among youth. The last decade has seen a rise of over 7000 student suicide than the previous decade. Have we started addressing these issues? Our schools have always tried to reach out to the neighbourhood. We should reinforce values-based education, helping students develop integrity, empathy, and a sense of social responsibility.

What should be the focus of educators especially the Catholic Educators today?

The objectives of the National Consultation on Education will therefore be:

- Analysing the contexts and challenges of education in India: How do we cope with the transition?
- Discovering new methodologies in educating the 'Alpha Generation' and the 'Digital Natives'
- Addressing the emotional and mental health of children in our educational Institutions
- Seeking practical ways to offer continuous professional development to teachers.
- Ways of strengthening our structures of animation and governance within the Region/Diocese/Province
- Reflecting on practical ways of taking forward the education ministry
- Church's Renewed response to continue its relevance as prime education provider, and missionary commitment with its Strategic Pastoral Plan culled out from its reworked Catholic Education Policy and NEP 2020 compliance.



We shall bring on board eminent speakers, analysts and experts on education to this National Consultation. We consider each of the participants to be experts. Your presence is of great value to us. This National Consultation is invitation based. Those invited are: Regional Education Secretaries; National Education Delegates/Secretaries of Religious Congregations and Province /Diocesan Education Secretaries. If Regional Secretary wishes he can bring along two or three more members (Secretaries/Principals) who have contributed much in the field of education. We have a limited number of seats. Hence, we request you to register immediately. The registration will open on 15th September and will be closed on 15th October 2024.

Thank you,

Fr.Dr. Maria Charles SDB

Secretary,

CBCI Office for Education and Culture

Fr. Joseph Manipadam SDB

Secretary,

CCBI Office for Education and Culture



TRANSFORMING INDIA'S INNOVATION LANDSCAPE: NEED FOR ACADEMIA-INDUSTRY COLLABORATIONS.

By ET Contributors: September 12, 2024

India has achieved its highest-ever ranking in the Global Innovation Index for 2023, securing the 40th position. However, challenges persist in R&D expenditure, academia-industry collaboration, and researcher numbers. To improve, India must bridge the technology readiness gap, strengthen societal connections, promote Multidisciplinarity, and embrace mission-mode projects.

In the recently published Global Innovation Index for 2023, India has achieved its highest-ever ranking, securing the 40th position out of 132 countries. However, a closer examination of the detailed rankings unveils critical issues that demand immediate attention within India's higher education system. In India, the extremely low government spending for research and the poor academia-industry connect poses a major challenge for our ability to diversify beyond the IT sector and venture into deep-technology areas, which is essential for job creation in the core sectors.

While increased government funding can bolster Research and Development (R&D), a more diverse funding model becomes imperative for the Relevance and Deliverance (R&D) of research. A triple helix model of academia-industry-government collaboration is essential for translating knowledge into wealth. The dearth of strong industry links is a concern for Indian academia.

Without notable academia-industry collaborations, India's global academic publishing stature may rise, but its knowledge-to-wealth translation record will remain meagre. To address this, we must take action on the following points to make research from our academic institutions more relevant and useful to society.

- 1. Bridging the TRL Gap:** India should establish institutions dedicated to scouting early-stage IP from academia and invest in boosting TRL. These institutions should involve experts in product development, manufacturing, and regulatory approvals and act as bridges between academia and industry.
- 2. Strengthening Society Connect:** Many academic projects lack relevance because of this disconnect. Structured funding programs need to be created in line with ministries, industries, and strategic agencies to engage with academia effectively.
- 3. Promoting Multidisciplinarity:** We need to make our institutions multi-disciplinary without compromising on their core strengths. This will require significant resource allocation and autonomy. Expansion without adequate resources and autonomy can adversely affect program quality. National Education Policy (NEP) 2020 implementation therefore requires significant fund allocation.
- 4. Embracing Mission Mode Projects:** Funding agencies should collaborate with industries to define grand challenges addressing societal issues. A portion of resources should be allocated to focused mission-mode projects that involve academia and industry.

It's important for the government to mandate increased academia-industry collaboration through policy and incentive mechanisms as it strengthens competitiveness, promotes new product development, and ensures a high-quality human resource pool, benefiting industries, academia, students, and society.

<https://education.economictimes.indiatimes.com/news/higher-education/transforming-indias-innovation-landscape-need-for-academia-industry-collaborations/113254319>

STEPS TO INTEGRATE TECHNOLOGY INTO THE NEW EDUCATION SYSTEM

By PIB Delhi

National Education Policy 2020 places strong emphasis on the fusion of technology with education, particularly in the context of preserving and promoting the nation's diverse linguistic heritage/diversity. National Council of Educational Research and Training (NCERT) is running a Bhasha Sangam programme as also Machine Translation cell which is translating various books into the scheduled languages. All India Council for Technical Education (AICTE) and University Grants Commission (UGC) have leveraged Anuvadini App to translate books for Undergraduate and Post Graduate courses including technical books in multiple Indian languages.

Ministry of Electronics and Information Technology (MEITY) launched Mission Digital India Bhashini in the year 2022 to develop core language technologies for speech and text translation for 22 Scheduled Indian languages in the open source. The Bhashini open Application Programming Interface (APIs) for language translation in text and voice have been listed on API Setu (<https://apisetu.gov.in>) Bhashini APIs are available for anyone to integrate with any application.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2039811.pdf



MANAGEMENT EDUCATION IN THE AI ERA - PERSPECTIVES FROM DR VARUN NAGARAJ

By Sheeba Chauhan: July 26, 2024



In an exclusive interview with ETEducation, Dr Varun Nagaraj, from SP Jain Institute of Management & Research, discusses the potential and limitations of Skill Universities in addressing India's skills gap. He emphasises the importance of critical thinking and practical training over mere technical skills. Dr Nagaraj also explores the evolving landscape of management education, highlighting the impact of AI and the benefits of online and hybrid learning models for enhancing analytical skills.

As India strides towards becoming a global leader in education and skill development, states are exploring novel initiatives such as establishing dedicated Skill Universities to bridge the prevalent skills gap. The urgency for such initiatives is underscored by reports indicating that by 2030, India will have the world's largest working-age population. However, a significant portion of this workforce remains under-skilled, necessitating urgent reforms in education and training.

In the exclusive interview with ETEducation, Dr Varun Nagaraj, Dean and Professor of Information Management & Analytics, SP Jain Institute of Management & Analytics, SP Jain Institute of Management & Research (SPJIMR) shared his perspective on the potential of Skill Universities, the evolution of management courses in India, and the critical role of AI in shaping the job market for management students. He also delved into the importance of short-term professional courses and the future of education in information management and analytics, especially in the context of online and hybrid learning models. His insights offered a comprehensive overview of how educational institutions can adapt to and thrive in an increasingly digital and skills-oriented world.

For more information, click on the link to get the full interview.

https://education.economictimes.indiatimes.com/news/higher-education/management-education-in-the-ai-era-perspectives-from-dr-varun-nagaraj/112033766?action=profile_completion&utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2024-08-04&dt=2024-08-04&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t

POPE TO LAUDATO SI' CENTRE FOR HIGHER EDUCATION: LET'S SAFEGUARD GOD-GIVEN CREATION

By Deborah Castellano Lubov: 19 September 2024



Pope Francis express his gratitude to the Laudato Si' Centre for Higher Education, and encourages them in their efforts to safeguarding the always-more-vulnerable environment.

The human family must guard what has been entrusted to it by its Creator, Pope Francis suggested on Thursday, 19 September, to a delegation from the Laudato Si' Centre for Higher Education.

A journey with many fruits

The Holy Father said he wished to take the opportunity to recall with gratitude the journey that has been made thus far. "To make visible and concrete the will to promote ecological conversion, I thought of creating a tangible model of thought, structure, and action, which I named Borgo Laudato Si'," he said, noting he had considered that the properties and dependencies of the Villas of Castel Gandolfo "were the right space" to host this kind of "laboratory," where the formative contents can be tested.

For this purpose, at the beginning of 2023, he established the Laudato Si' Centre for Higher Education as a scientific, educational, and social activity body. To empower it best, he suggested, it is endowed with its own patrimonial, technical, administrative, and accounting independence and "operates for the integral formation of the person within the scope of sustainable economy," and according to the principles of the Encyclical.

Intense work

In the months following its establishment, the Centre for Higher Education, the Holy Father commended, began working to develop the "Borgo" project. Assisted by high-level national and international experts, the Centre outlined the project's three main guidelines, which are inclusive education in integral ecology, circular and generative economy, and environmental sustainability.

Aimed for excellence and safeguarding

The project for Borgo also includes the development of a new vineyard for wine production, which "aims to be a synthesis of tradition and innovation, a "trademark" of the Borgo." For this too, he said, the Centre for Higher Education has relied on the advice of some of the leading experts because the intention is to aim for excellence.

Integral Ecology

Addressing those before him as "friends," the Pope said he wished to express his gratitude to all who, in different ways, are collaborating on this important project. "I am sure," Pope Francis reassured, "that the result of this collaboration will well represent the principles of integral ecology that I wanted to highlight in the Encyclical Laudato Si' and in the Apostolic Exhortation Laudate Deum."

<https://www.vaticannews.va/en/pope/news/2024-09/pope-francis-center-high-formation-laudato-si.html>



ST. JOSEPH'S INSTITUTE LAUNCHES A CULINARY PROGRAM TO EMPOWER YOUNG MOTHERS IN INDIA.

By LiCAS News: 18 September 2024

St. Joseph's Institute of Skills has launched a three-month baking training program aimed at empowering young women, particularly mothers aged 18 to 27, by providing practical skills and employment opportunities.

The initiative, developed in partnership with Vihaan Organization, is designed to equip participants with the knowledge and tools necessary to start small-scale baking businesses from their homes, according to a report by Catholic Connect. Many of the participants include women who have faced challenges such as unemployment, early school dropout, or the impacts of HIV/AIDS and sexual harassment.

St. Joseph's Institute, established in 2020-21, has already trained more than 1,100 students, with a focus on individuals from marginalised communities. This latest initiative is set to enrol 25 women this year, with the potential for expansion to other locations in the future. The baking program, while providing practical skills, also offers participants a chance to utilise their free time in a productive way. The institute hopes the program will not only help young women support themselves but also give them the confidence to become entrepreneurs in their own right.

Established by Archbishop Peter Machado, Archbishop of Bangalore, the institute serves as a post-COVID initiative aimed at providing vocational opportunities to semi-educated youths and school dropouts. Focused on different areas of Bangalore and extending to the remotest parts of Karnataka, it helps individuals, often from disadvantaged backgrounds to secure livelihoods and improve their economic circumstances.

<https://www.vaticannews.va/en/church/news/2024-09/india-saint-joseph-institute-culinary-program-young-mothers.html>

'SIGNIFICANCE OF LIBERAL ARTS IN IITS AND WHY WE NEED TO DEVELOP IIT STUDENTS AS CRITICAL THINKERS'.

By Express News Service: September 24, 2024



'We need to develop the IIT students as critical thinkers, and not narrowly defined technical experts,' Dr Sayantan Mandal shares his opinion.

Everyone is realising that the future is more uncertain than it was once thought. Students of any IIT know that it is a race only a few can win, and others will deal with it anyway. The remedies suggested are, however, meandering into the known trajectories of pumping more skills, increasing industry-academia linkages, and focusing more on technical and marketable knowledge. This prevalent narrative is fuelled by a utilitarian viewpoint that prioritises immediate economic returns.

We need a new way of looking at the problem to find the solution that sustains the test of changing times. It is therefore important to develop students as critical thinkers and problem solvers, and not just narrowly defined technical experts.

IITs are institutions that provide technical solutions but first, putting down the techno-glasses that dominate the IITs is essential. To solve the real-world problems, the institutions need to recognise that most problems are not purely technical. Without this comprehension, the technocratic solutions

are like patchwork on a dark road. They may solve one issue with a technical intervention but create multiple others as an aftereffect to be solved, technically again. It is an unending loop.

First, a common narrative is that this is why IITs have the Humanities and Social Sciences (HSS) departments – to teach critical social linkages, ethics and so on. Secondly, there is a need for an out-of-the-box willingness to integrate liberal arts and engage in meaningful interdisciplinary collaborations. It requires course alignment, cross-disciplinary communication, challenging conventions, and innovation in pedagogy. Most importantly, it demands a shift towards a non-hierarchical perspective.

Like a caste-based hierarchical system – technical and professional subjects are generally treated with utmost respect and recognition. According to a dominant section of faculty members and institutional administrators, the liberal arts departments are there only because of the mandates from the Government (Sarkar Committee in 1948). Even though the NEP 2020 has highlighted that humanities and liberal arts have the potential to bring an analytical nature and could help in holistic intellectual flourishing of students, the practice says otherwise.

In a market-centric world geared towards immediate saleability, everything has to have immediate impact. It is almost like instant coffee — you want it, you get it. Liberal arts, on the other hand, is like a traditional brewing machine. It takes its time. It also operates with a different philosophy of long-term impact. As a result, it is often considered as a misfit and is pushed to the periphery of the IIT systems.

It is important to recall that technocratic approaches often solve the symptoms, not always the real problem. It perceives the problems as independent and not interconnected ones. True inclusion of liberal arts in technical higher education is not only desirable but also an absolute necessity. It would help to re-wire the mechanistic, fact-centric, and isolated interpretation of problems and break the technocratic loop.

The question one has to explore here is how cross-disciplinary dialogues on re-modelling education can initiate in the IITs and other tech higher educational institutes. How can we collaboratively create opportunities for developing the future professionals, who are critical thinkers first.

<https://indianexpress.com/article/education/we-need-to-develop-iit-students-as-critical-thinkers-jee-main-advanced-9580535/>



HERE ARE THE LIST OF SKILLS GROWING AMONG INDIAN LEARNERS.

By Education Desk: September 26, 2024

English grammar and problem-solving are in high demand globally, as they enhance operational efficacy and interpersonal communication, making them essential skills across all regions and industries.

Computer-aided three-dimensional interactive applications, GitHub, English grammar, problem-solving, and system design interviews are some of the skills growing among Indian learners. The Global Workplace Learning Index, released by Udemy, an online skills marketplace and learning platform shared a quarterly report providing insights into which technical and professional skills are growing in demand to help organisations stay ahead of the competition worldwide.

The findings show that skills in design, technology, communication, critical thinking, and system architecture are growing at a faster pace. English grammar and problem-solving are in high demand globally, as they enhance operational efficacy and interpersonal communication, making them essential skills across all regions and industries. The Q2 Index highlights the evolving needs of the Indian workforce and the importance of upskilling to remain competitive in the job market.

<https://indianexpress.com/article/education/github-catia-english-grammar-problem-solving-skills-growing-among-indian-learners-report-9587169/>

IIT-MADRAS INTRODUCES ONLINE CERTIFICATE COURSES IN DATA SCIENCE & AI AND ELECTRONIC SYSTEMS FOR SCHOOL STUDENTS.

By Education Desk: September 24, 2024

The Indian Institute of Technology, Madras launched an 'IITM School Connect' programme. For this, two certificate course programmes have been launched, namely 'Data Science and Artificial Intelligence' and 'Electronic Systems'. School students interested in being a part of IIT Madras' course can register at the official website: school-connect.study.iitm.ac.in.

These are four to eight-week certification courses, that have been designed by IIT Madras professors, with content specifically tailored for school students. The programmes will be taught in the online mode and are aimed at providing hands-on career experience for class 11 and 12 students. The key highlights of this programme include recorded lecture videos, hands-on training, live interactions, assignments, and computer-based assessment for certification.

<https://indianexpress.com/article/education/iit-madras-launches-online-certificate-courses-in-data-science-ai-and-electronic-systems-for-school-students-9583531/>



IIT DELHI LAUNCHES CERTIFICATE PROGRAMME IN TECHNOLOGY & AI LEADERSHIP.

By Education Desk: September 24, 2024

The Indian Institute of Technology (IIT) Delhi has launched an advanced programme in Technology & AI Leadership (TAILP). This programme aims to equip emerging technology leaders with the critical skills needed to lead with confidence in an AI-driven world.

This programme offers a curriculum covering essential topics such as AI and machine learning for business, digital transformation, cyber resilience, and emerging technologies such as blockchain and metaverse. In addition, the course includes a guided capstone project that allows participants to apply their learning to real-world technology assessment challenges.

A two-day campus immersion at IIT-Delhi will provides participants with an opportunity to engage with faculty, collaborate with peers, and partake in workshops designed to refine leadership skills and enhance their understanding of AI-driven business environments.

Participants will learn to create technology strategies, manage IT systems with a focus on cybersecurity and compliance and build leadership skills essential for AI-driven projects, claimed the press release adding that with access to cutting-edge AI research from the Institute, learners will possess the skills to foster resilience and innovation and stay competitive in the evolving digital economy.

<https://indianexpress.com/article/education/iit-delhi-introduces-certificate-programme-in-technology-ai-leadership-fees-rs-1-69-lakh-9583589/>



PRESIDENT OF INDIA CONFERS NATIONAL AWARDS ON TEACHERS

By PIB Delhi: 5 September 2024

Teachers play the Most Important Role in the Success of any Education System: President Murmu



The President of India, Smt Droupadi Murmu conferred National Awards on teachers from across the country at a function held in New Delhi on September 5, 2024, on Teachers' Day. The President conferred the National Teachers' Award 2024 to 82 selected Awardees.

Addressing the gathering, the President said that teachers have to prepare such citizens who are not only educated but also sensitive, honest, and enterprising. She stated that moving ahead in life is success, but the meaning of life lies in working for the welfare of others. We should have compassion. Our conduct should be ethical. A successful life lies in the meaningful life. Teaching these values to the students is the duty of teachers.

The President said that teachers play the most important role in success of any education system. Teaching is not just a job. It is a sacred mission of human development. If a child is not able to perform well, then the education system and teachers have a bigger responsibility. She pointed out that often teachers' pay special attention only to those students who perform well in exams. However excellent academic performance is only one dimension of excellence. A child may be a very good sportsperson; some child might have leadership skills; another child enthusiastically participates in social welfare activities. The teacher has to identify the natural talent of each child and bring it out.

The President said that the status of women in any society is an important criterion for its development. She stated that it is the responsibility of teachers and parents to educate children in such a way that they always behave in accordance with the dignity of women. She emphasised that respect for women should not be only in 'words' but also in 'practice'.

The President told teachers that the generation of their students will create a developed India. She advised teachers and students to have a global mindset and world-class skills. She stated that great teachers build a great nation. Only teachers with a developed mindset can create citizens who will build a developed nation. She expressed confidence that by inspiring students, our teachers will make India the knowledge hub of the world.

NEP 2020 recognizes that motivated, energized, and capable faculty is critical for the advancement of the students, institution, and profession. It also envisages incentives such as rewards and recognition to cultivate a culture of excellence in the education ecosystem.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2052338.pdf



MINISTRY OF EDUCATION AND MINISTRY OF HEALTH & FAMILY WELFARE ISSUE JOINT ADVISORY TO STATES/UTS FOR EFFECTIVE IMPLEMENTATION OF TOBACCO-FREE EDUCATIONAL INSTITUTIONS GUIDELINES AND MANUAL

By PIB Delhi: 21 September 2024

In a significant move to combat tobacco use among youth, the Secretaries of the Union Ministry of Education and the Ministry of Health & Family Welfare have jointly issued an advisory to all States and Union Territories.

The advisory, addressed to Chief Secretaries, calls for the rigorous implementation of the Tobacco-Free Educational Institution (ToFEI) manual, in line with the provisions of the Cigarettes and Other Tobacco Products Act (COTPA), 2003 in educational institutions. This joint advisory, signed by the Secretaries of the Department of School Education, the Department of Higher Education, and the Department of Health & Family Welfare, underscores the alarming effects of tobacco consumption, particularly on children and adolescents.

The advisory emphasises the need for collaborative efforts of all the stakeholders to safeguard young people from the dangers of tobacco addiction. The goal is to protect future generations by raising awareness of the harmful effects of tobacco use and promoting tobacco control measures within educational institutions.

The advisory encourages educational institutions including schools at all levels, colleges for higher or professional education and universities, both in the public and private sector to adopt the ToFEI manual and guidelines as a comprehensive guide to safeguard the health and well-being of students. Through collaborative efforts, the government aims to reduce tobacco use among children and prevent future generations from falling prey to addiction.

The Ministry of Education and the Ministry of Health & Family Welfare will work closely with state and district-level officials to ensure these measures are effectively implemented in educational institutions.

URL to access the Implementation Manual for ToFEI Manual:

https://dsel.education.gov.in/sites/default/files/update/im_tofel.pdf

URL to access the ToFEI Guidelines:

<https://ntcp.mohfw.gov.in/assets/document/TEFI-Guidelines.pdf>

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2057347.pdf

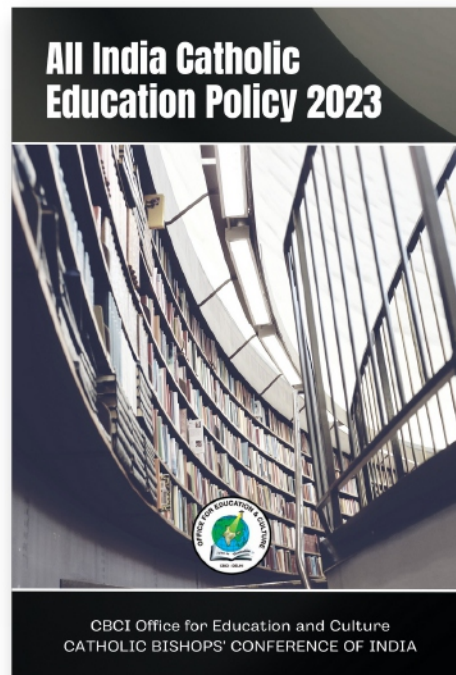


ALL INDIA CATHOLIC EDUCATION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

All India Catholic Education Policy 2023 is brought out by the CBCI Office for Education and Culture of the Catholic Bishops Conference of India. This revised edition offers many avenues for relevant pedagogies and educational choices. This comprehensive policy contains norms and directives for all the Catholic educational institutions of India regarding the multi-dimensional approaches of our education ministry. The Policy emphasizes the care of Catholics, especially the poor and the marginalized; the identity and role of the Catholic education ministry in India and our contribution to school education, higher education and technical and vocational education. This policy offers guidelines for a value-based educational climate, administrative and management policy and sets standards for our education ministry in the future.

PRICE: RS. 160



All India Catholic Education Policy 2023

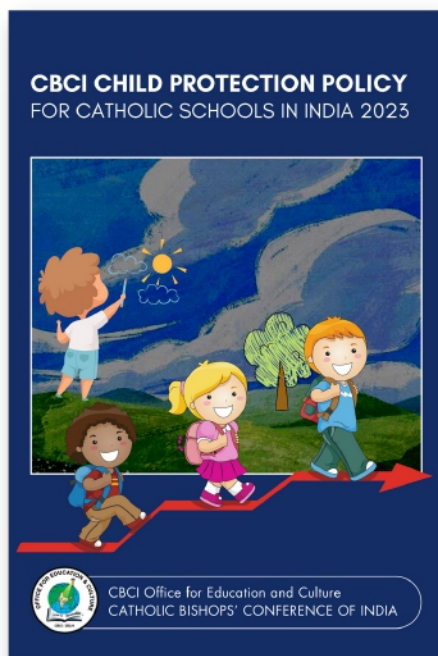
CBCI Office for Education and Culture
CATHOLIC BISHOPS' CONFERENCE OF INDIA

CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

The Catholic Church in India operates and manages nearly 20,000 educational institutions which include formal primary schools, middle schools, high schools, colleges and trade schools. The Catholic Bishops' Conference (CBCI) of India envisions not only providing quality education for the children and youth but also creating a safe and conducive environment for enabling the well-being, growth and development of each child it serves. This child protection policy brought out by the CBCI Office for Education and Culture is an expression of the commitment of the Catholic Church to ensure that each child feels secure and receives an enabling environment for their development. This policy establishes processes procedures and duties for all stakeholders working directly or indirectly with children in their schools.

PRICE: RS. 140



CBCI CHILD PROTECTION POLICY FOR CATHOLIC SCHOOLS IN INDIA 2023

CBCI Office for Education and Culture
CATHOLIC BISHOPS' CONFERENCE OF INDIA



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