

*Merry Christmas to all our Educators!*



EDUCATE TO EMPOWER

# CBCI EDUCATION NEXUS DECEMBER 2024

**WHAT A SUPREME  
COURT RULING ON  
TAXING CATHOLIC  
CLERGY COULD MEAN  
FOR THE COMMUNITY**

**SAINT EDUCATOR  
SERIES- 14  
SAINT ALBERT THE  
GREAT**

**TEACHINGS OF THE  
CHURCH SERIES 5-  
"EX CORDE  
ECCLESIAE" 1990**



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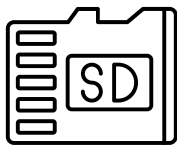
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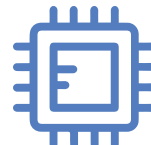
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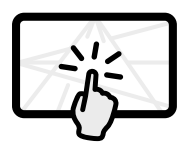
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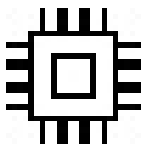
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# SUSTAINING EXCELLENCE IN CATHOLIC SCHOOLS: A CALL TO ACTION

As we celebrate the birth of Jesus Christ, the embodiment of love, compassion, and wisdom, we are reminded of the importance of education in shaping the minds and hearts of future generations. As Catholic educators, we are committed to providing quality education that fosters academic excellence, spiritual growth, and social responsibility.

In our pursuit of excellence, we recognize that sustainability is key. It is not enough to achieve excellence once; we must strive to sustain it over time. This requires commitment to ongoing professional development, innovative pedagogies, and collaborative leadership. Recently, from 01-03 November 2024, we conducted in our capital city, New Delhi, "A National Consultation on Education- with the Leading Catholic Educationalists with the theme: A Renewed Response to Educating the Gen Next"

Some resolutions we arrived at are:

*"We are dedicated to forming AI-native learners with a balanced intellectual foundation that nurtures both AI-collaborative and AI-complementary perceptive and thinking skills, equipping them to thrive in an era where "intelligence" is available on demand."*

*"Our goal is to ensure that every student receives a well-rounded education, fostering both intellectual and personal growth necessary for developing resilience in alignment with Gospel values for the welfare of the nation."*

*"In response to pressing environmental challenges, we are committed to integrating sustainability into our curricula and adopting eco-friendly practices."*

As we reflect on our journey as Catholic educators, we are proud of the progress we have made. However, we also acknowledge the challenges that lie ahead. We must continue to

adapt to changing educational landscapes, leverage technology to enhance learning, and address the evolving needs of our students.

In the coming issues of CBCI Education Nexus, we shall feature articles and stories that highlight our efforts to sustain excellence in Catholic schools. We share best practices in teacher training, innovative approaches to curriculum design, and successful strategies for fostering a culture of excellence.

As we celebrate Christmas, we are reminded of the importance of love, compassion, and kindness in our lives. These values are at the heart of Catholic education, and we strive to instill them in our students.

In the spirit of Christmas, we encourage our educators to reflect on how they can incorporate these values into their teaching practices. How can we create learning environments that foster empathy, understanding, and social responsibility?

As we look to the future, we are filled with hope and optimism. We believe that Catholic education has the power to transform lives, communities, and society. Be a part of the Change!

We wish you a blessed Christmas and a happy new year!



**FR./DR. MARIA CHARLES SDB**  
National Secretary





WE WISH YOU A

*Merry Christmas*

AND A HAPPY NEW YEAR

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from  
CBCI Office For Education and Culture



# *Christmas is the time to be giving!*

As the cold air settles in and the world is adorned with twinkling lights, the season of Christmas beckons us to pause, reflect, and embrace the spirit of warmth and joy. For many, this time of year represents much more than just the exchange of gifts or the promise of a holiday feast. It is a season rooted in love, generosity, and the cherished company of family and friends.

At its heart, Christmas is a celebration of togetherness. It is a time when the distance between loved ones shrinks, whether by the warmth of a visit, the joy of a shared meal, or the simple yet profound act of connecting with others. The twinkling lights on a Christmas tree or the glow of a candle in the window serve as beacons of hope, reminding us that no matter how dark the world may seem at times, there is always light to be found in human connection.

Beyond the decorations and festivities, Christmas holds a deep spiritual meaning for many people around the world. It commemorates the birth of Jesus Christ, a moment of divine love and grace that serves as a beacon of hope and salvation. For those who celebrate the religious aspects of the season, Christmas is a reminder of the unconditional love that transcends all boundaries, inviting us to extend kindness, compassion, and forgiveness to others.

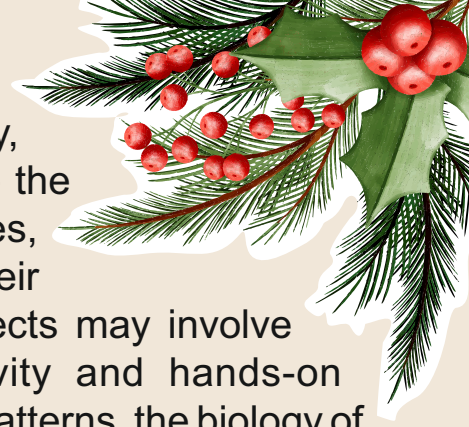
For others, Christmas may represent a time of giving—whether through charitable acts, volunteering, or simply sharing a smile with someone who might need it. The tradition of gift-giving, often a reflection of our love and appreciation for others, teaches us that the best gifts are those that come from the heart, not necessarily from the store. It is not the material items that matter most but the thought, the care, and the intention behind them.

Christmas incorporated in education offers a wonderful opportunity to blend festive joy with valuable learning experiences. Schools often embrace the season by organising activities that celebrate both the cultural and spiritual significance of Christmas. Classroom decorations, themed lessons, and festive music create an atmosphere of celebration,





while also incorporating educational themes such as history, literature, and the arts. For example, students can explore the story of Christmas through literature, read classic holiday tales, or learn about traditions from around the world, enhancing their understanding of diverse cultures and practices. Art projects may involve creating Christmas-themed crafts, encouraging creativity and hands-on learning, while science lessons can explore winter weather patterns, the biology of evergreen trees, or the physics behind snowflakes.



Beyond academics, Christmas also fosters a sense of community and giving, as schools often engage in charitable activities like toy drives or community service projects. These experiences teach students the values of compassion, kindness, and generosity. Integrating Christmas into education not only brightens the classroom but also provides a meaningful way to engage students in a variety of subjects while promoting important life lessons and festive cheer.

In a world that often feels fast paced and disconnected, Christmas offers a gentle reminder to slow down and appreciate the simple joys that surround us. The laughter of children playing, and the sound of carollers singing. All these moments invite us to find beauty in the present and to celebrate the wonders of life, no matter how small.

Christmas, at its core, is a reminder that no matter where we are in life, love and compassion will always lead us home. Whether gathered around a festive table or finding solace in quiet reflection, the spirit of Christmas brings us back to what matters most: the love we share, the joy we spread, and the memories we create with those who mean the most.

As the year draws to a close and the promise of a new year begins, let Christmas inspire us to carry its message of peace, love, and goodwill into the days ahead. For in the end, it is not the gifts we receive, but the love we give and the memories we create that truly make this season so special.

Merry Christmas to all!





# WHAT A SUPREME COURT RULING ON TAXING CATHOLIC CLERGY COULD MEAN FOR THE COMMUNITY


BY JOHN J. KENNEDY: NOVEMBER 22, 2024



For decades, Catholic priests and nuns working in India have benefited from a unique tax exemption. Originating in the mid-20th century, this exemption aimed to recognise the social contributions of priests and nuns, many of whom lived modestly and served in roles within schools, hospitals, and social welfare institutions. Given that all priests and nuns take a vow of poverty, their earnings often flowed directly into the institutions they served rather than into their personal income. The intent was to protect religious orders from a financial burden that would otherwise diminish their ability to serve marginalised communities. Legally, this tax exemption was justified under the principle that earnings accrued by the clergy in service did not qualify as personal income. Instead, they were viewed as funds supporting the religious institutions' work, often operating under charitable or not-for-profit status. Furthermore, the exemption respected the clergy's lifestyle choices, which avoided the accumulation of wealth.

After years of judicial silence on the subject, the Supreme Court of India overturned this exemption on November 7, 2024, reasoning that tax equality must apply, regardless of religious vows or lifestyle. The Court argued that the exemption was in conflict with India's principle of secularism, where no religion or religious practice should receive preferential tax treatment unless warranted by other legal principles. The legal arguments were grounded in India's tax laws, which classify income based on its source, rather than the occupation or intention behind it. Since various institutions employ clergy members, the Court held that their income — derived from employment — falls under taxable income according to the law. Moreover, the Court emphasised the uniformity in the tax regime across professions and the need to avoid distinctions based on religious affiliations, particularly given India's pluralistic nature.


Whether the Supreme Court's judgment is fair remains a divisive question. Advocates on the ruling side argue that it reaffirms the Constitution's secular framework. Supporters claim that granting unique tax privileges to clergy members based on religious grounds inadvertently creates an inequitable financial landscape and undermines principles of fiscal parity. However,



critics contend that the judgment fails to account for the distinctive structure of religious orders. Unlike their counterparts in other religions or secular professions, Catholic priests and nuns are not compensated as private individuals; their income is often redirected into church missions and social services. The Supreme Court's decision, critics argue, disregards these unique financial arrangements, thus imposing an undue financial burden on clergy who neither possess nor spend income in the traditional sense.

The decision is expected to profoundly affect the clergy and the institutions they oversee. For larger orders with extensive charitable and educational activities, the additional tax obligation might mean reduced resources for services. Smaller congregations, on the other hand, may face existential financial challenges as they rely on limited incomes to sustain their missions. The tax liability could force these smaller orders to reassess their financial models, perhaps even affecting the scope of services provided to marginalised communities. Conversely, some argue that the ruling might prompt more transparency in the financial operations of religious institutions. Ensuring that all income sources are subject to scrutiny could lead to stronger accountability within religious organisations, providing donors and the public with clearer visibility into the use of funds.

The path forward for the Indian Christian clergy is now fraught with challenging choices. One option is to accept the verdict and restructure their operations to accommodate tax requirements, potentially shifting more resources toward efficient financial management. This approach, while arduous, would place clergy members on equal footing with other citizens under the law, possibly aligning with broader principles of public accountability. Alternatively, the clergy may choose to appeal, advocating for a reconsideration of the unique financial model that defines their roles.



Such a move could involve petitioning for a distinct legal category that would acknowledge the vows of poverty the clergy members took, arguing that their earnings are fundamentally unlike secular income. The decision has stirred mixed reactions within India's Christian community. Some view it as a violation of their religious rights, interpreting the ruling as an imposition that disregards the historical contributions of the church to Indian society. Others see it as a necessary adjustment in an evolving legal and social landscape that demands equality across religious boundaries.

An amicable solution might lie in creating a modified tax provision that recognises the clergy's commitment to service. This could involve offering partial tax concessions based on religious institutions' demonstrable charitable contributions, potentially satisfying the principle of equality before the law and the clergy's need for practical financial support. While the Supreme Court's ruling on the tax status of Indian Christian clergy is rooted in legal logic, its impact underscores the complex intersection of law, religion, and social service. The verdict invites both introspection and proactive adaptation from religious orders, prompting a nuanced debate about the role of religion and social justice in India's democratic fabric.

<https://indianexpress.com/article/opinion/columns/what-supreme-court-ruling-on-taxing-catholic-clergy-could-mean-for-the-community-9683677/>





SAINT EDUCATOR SERIES- 14

# SAINT ALBERT THE GREAT

(C. 1200 – 15 NOVEMBER 1280)

Albertus Magnus, also known as Saint Albert the Great, was a German Dominican friar, philosopher, theologian, and scientist. He is recognized as one of the greatest thinkers of the Middle Ages and is a Doctor of the Church, often called "Doctor Universalis" for his vast knowledge across many disciplines. His scholarly work and dedication to learning earned him the title "the Great," and he is known as the patron saint of scientists and natural sciences.

Little is known about his early family life, but he likely came from a noble or influential family, which afforded him access to a quality education, unusual at the time. Albert's initial education probably took place in local monastic or cathedral schools, where he would have received instruction in basic literacy, religious teachings, and perhaps some classical studies. He demonstrated an early intellectual curiosity and a strong desire for learning, which were signs of his future dedication to scholarship.



As a young man, Albert travelled to Italy to study at the University of Padua, one of Europe's premier centres of learning during the Middle Ages. There, he was introduced to the works of Aristotle, whose texts had recently been rediscovered and were stirring up debate within European scholarly circles. This exposure had a lasting impact on Albert, as he became one of the foremost medieval interpreters of Aristotle's philosophy. At Padua, Albert likely studied the trivium (grammar, rhetoric, and logic) and the quadrivium (arithmetic, geometry, music, and





astronomy) as these subjects formed the basis of higher education. His studies in these areas gave him a foundation in the arts and sciences and likely sparked his lifelong interest in understanding the natural world.

Around 1223, while still a young man, Albert joined the Dominican Order. Legend has it that he encountered Blessed Jordan of Saxony, a prominent Dominican preacher, and the successor to Saint Dominic, who inspired Albert to join the order. The Dominicans were committed to education, intellectual pursuit, and preaching, aligning well with Albert's scholarly aspirations. The order sent him to Cologne, where he formally began his training as a friar.

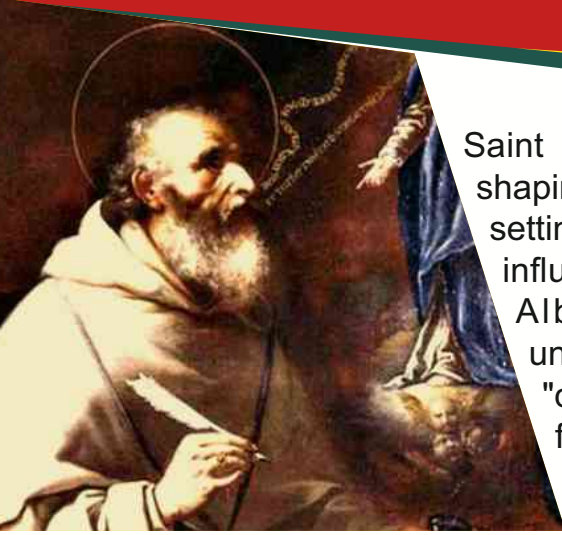
In a time when Aristotle's ideas were controversial within the Church, Albert recognized the value of using Aristotelian logic and empirical observation to understand the natural world. His work paved the way for scholasticism, a method of critical thinking that combines reason and theology, which became the dominant academic approach in medieval Europe. Albert was an early advocate for empirical observation and experimentation in the study of nature, centuries before the scientific method was formalized. His scientific writings covered an astonishing range of topics, including botany, zoology, mineralogy, and astronomy. He conducted experiments, recorded observations, and created detailed classifications of plants, animals, and minerals, demonstrating a scientific approach that was rare in his time.

Albert's writings often explored the relationship between nature and divine creation, proposing that the natural world could be understood as a manifestation of God's rational order. He argued that studying nature was a form of worship, as it revealed the intricacies of God's design. This philosophy gave religious legitimacy to scientific inquiry during a time when such pursuits were sometimes viewed with suspicion.

Saint Albert the Great saw science and faith as complementary, believing that both paths led to truth and a deeper understanding of God. He championed the idea of the "unity of truth," which held that empirical knowledge from science could not contradict divine truths because both came from God's wisdom. Unlike many scholars of his time, Albert embraced empirical observation, advocating for firsthand study of the natural world. He believed that observing nature revealed the rational order established by God and that studying this order was a way to honour Him.

Albert's respect for natural laws as expressions of divine order was foundational. He saw them as part of God's design, promoting the view that science was not a threat to faith but a means to appreciate God's work. His integration of Aristotelian philosophy into Christian thought offered a rational framework for studying creation and validated the pursuit of knowledge within a theological context. This approach influenced the Church's acceptance of scientific inquiry, paving the way for a more harmonious relationship between faith and reason, and inspiring generations of Christian thinkers to pursue scientific study as a form of worship.

Albert's influence extended to his students, most notably Saint Thomas Aquinas, whom he taught at the University of Paris and later in Cologne. Saint Albert the Great was a pivotal mentor to

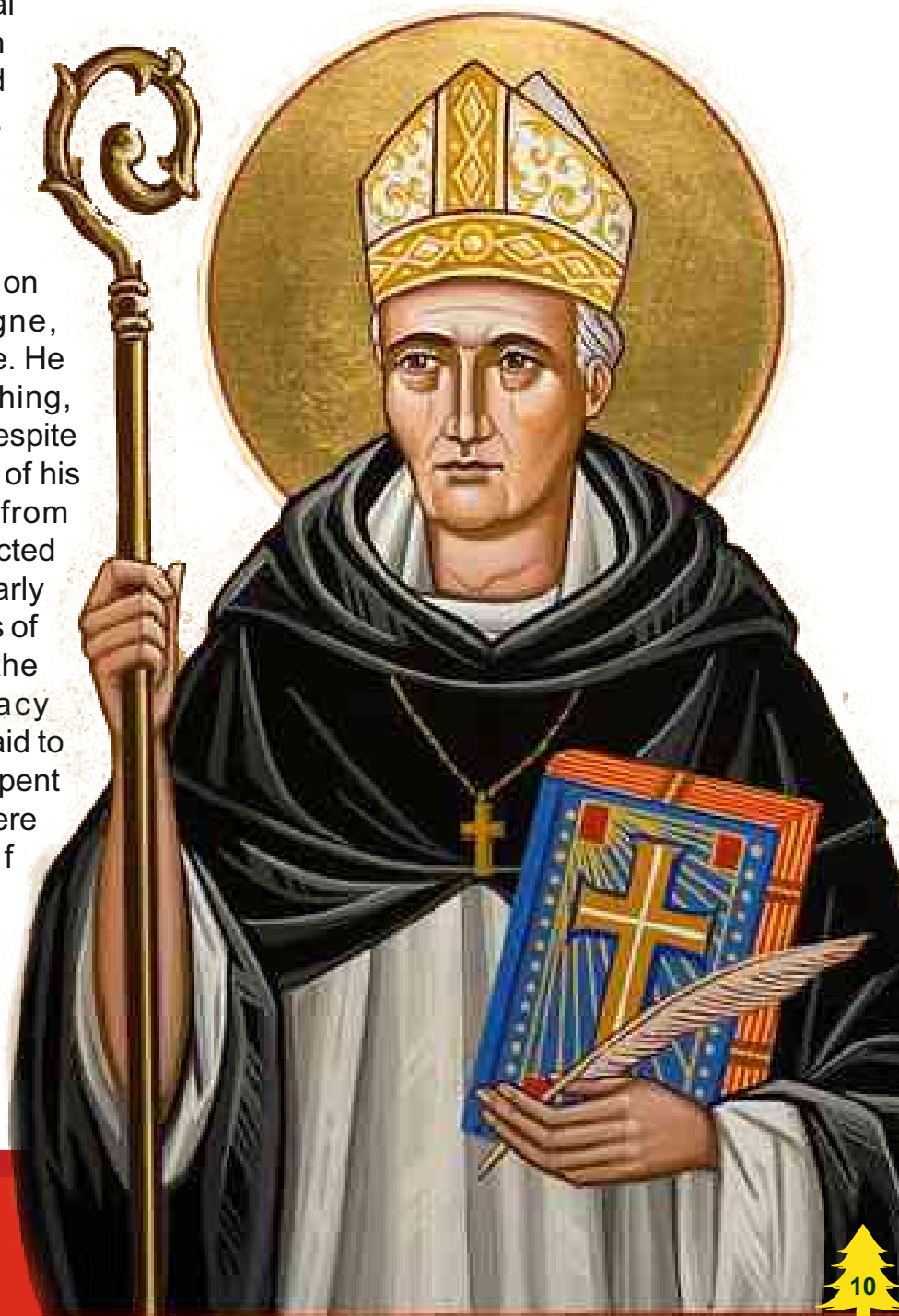


Saint Thomas Aquinas, shaping his intellectual and spiritual growth and setting him on a path to become one of the Church's most influential theologians. Recognizing Thomas's brilliance, Albert defended him against critics who initially underestimated Thomas's quiet demeanour, calling him a "dumb ox" due to his silence in class. Albert, however, famously predicted that Thomas's "bellow" would be heard worldwide.

Albert introduced Thomas to the works of Aristotle and encouraged him to use Aristotelian logic to deepen theological understanding. This grounding enabled Thomas to later develop his own synthesis of faith and reason, culminating in his masterpiece, *Summa Theologica*. Albert's emphasis on empirical study, reason, and respect for natural law greatly influenced Thomas's approach to theology. Through Albert's mentorship, Thomas Aquinas grew into a profound thinker who upheld Albert's vision of harmonizing science and faith. Albert's guidance helped shape Thomas's intellectual independence, giving the Church one of its most enduring and systematic theological frameworks. Their relationship stands as one of the most impactful in the history of Christian thought.

Saint Albert the Great passed away on November 15, 1280, in Cologne, Germany, at around 80 years of age. He had spent his later years teaching, writing, and mentoring students, despite a decline in health. Toward the end of his life, Albert reportedly suffered from memory loss, which may have affected his ability to continue his scholarly work. Albert's death marked the loss of one of the greatest minds of the medieval Church, whose legacy bridged science and faith. He was laid to rest in Cologne, where he had spent much of his teaching career and where his tomb became a site of veneration.

Saint Albert the Great was recognized as a saint for his remarkable contributions to theology, philosophy, and natural sciences, as well as for his deep



piety and commitment to integrating faith with reason. His canonization came centuries after his death, acknowledging both his scholarly impact and his spiritual influence.

In 1931, Pope Pius XI officially canonized Albert and declared him a Doctor of the Church, one of the highest honours given to saints whose theological teachings are of lasting significance. This title recognized Albert's pioneering work in harmonizing faith and scientific inquiry and for his dedication to understanding God through the study of the natural world.

Albert's recognition as a saint also affirmed the Church's support for the integration of science and theology, emphasizing that the pursuit of knowledge could coexist with, and even enhance, faith. His feast day is celebrated on November 15, honouring his legacy as a patron saint of scientists, philosophers, and students, and as a model of how intellectual rigour and faith can support one another.

Saint Albert the Great is known as a “saint educator” for his profound impact on medieval scholarship, education, and the integration of faith and reason. His teachings encouraged intellectual inquiry within the Church, legitimizing the study of natural science as a way to honour God's creation. Known for his empirical approach, Albert conducted research in fields such as botany, zoology, and mineralogy, modelling for his students a commitment to firsthand study and observation. His integration of science and theology set an example for future educators and showed that scientific discovery could coexist harmoniously with religious belief. As a saint educator, Albert the Great remains an inspiring figure for educators, embodying the ideals of intellectual curiosity, rigorous scholarship, and a synthesis of faith and knowledge.

<https://www.britannica.com/biography/Saint-Albertus-Magnus>

<https://www.newadvent.org/cathen/01264a.htm>

[https://en.wikipedia.org/wiki/Albertus\\_Magnus](https://en.wikipedia.org/wiki/Albertus_Magnus)

<https://plato.stanford.edu/entries/albert-great/>





# TEACHINGS OF THE CHURCH SERIES 5-

## "EX CORDE ECCLESIAE" 1990



### Introduction:

Ex Corde Ecclesiae is an apostolic constitution issued by Pope John Paul II on August 15, 1990. The document's title translates to "From the Heart of the Church" and addresses the role of Catholic universities and institutions of higher learning. It lays out the mission, responsibilities, and identity of Catholic universities, emphasizing their commitment to both the faith and the pursuit of truth.

**Part One- A. The Identity of a Catholic University:** The identity of a Catholic university is thoroughly outlined, emphasizing its unique role within the Church and the broader world. A Catholic university is not just an academic institution but an integral part of the Church's mission to spread the Gospel, promote truth, and serve humanity. Its identity is rooted in its deep connection to the Catholic faith, which should permeate every aspect of its life. The university's mission is to engage in the pursuit of truth, with the recognition

on that the ultimate truth is found in God. This pursuit of truth is not limited to academic knowledge but encompasses the moral and spiritual dimensions of human existence. The document emphasizes that the Catholic university's teaching and research must be consistent with the Church's doctrine and moral teachings. Its academic freedom is respected but is always exercised within the framework of the Church's teaching authority. This ensures that the university remains faithful to its Catholic identity while fostering intellectual inquiry. Moreover, the university's commitment to the Catholic faith is not solely an intellectual exercise but should also inspire students and faculty to live out their faith in both their personal and professional lives. The faculty, as key figures in shaping the university's identity, are called to be witnesses of the Catholic faith. They are

expected to integrate faith into their academic disciplines and to model Christian values in their teaching and research. The document stresses that the Catholic university must remain a place where students not only receive a high-quality education but are also nurtured spiritually, helping them develop a deeper understanding of the Catholic faith and a commitment to living it out in service to society. Ultimately, the identity of a Catholic university is one that integrates academic excellence with a commitment to the Christian mission, fostering an environment where faith, reason, and service converge for the greater good of society and the Church.

**Part One- B. The Mission of Service of a Catholic University:** The mission of service of a Catholic university is emphasised as a central aspect of its identity and purpose. A Catholic university is called not only to engage in the pursuit of knowledge but also to serve the Church and society, contributing to the common good. This mission of service extends beyond the classroom and research to the broader community, seeking to foster a deeper understanding of the human person and the moral responsibility that comes with knowledge. The university's commitment to service is rooted in the teachings of the Church, particularly in the areas of justice, peace, and human dignity.

The document highlights that a Catholic university must integrate its academic work with a commitment to the social teachings of the Church. This involves not only addressing the academic needs of students but also forming them to be responsible citizens who are conscious of their moral duties in society. The university should encourage students to live out their faith through acts of service, promoting social justice, solidarity, and care for the poor and marginalized. By doing so, it plays a crucial role in shaping individuals who will contribute to the well-being of society, guided by Christian values.

The university's service extends to the wider Church community, supporting the Church's evangelizing mission and helping to build a world that reflects Gospel values. Catholic universities are called to be a witness to the truth, promoting Christian humanism and a culture of life. In this way, the mission of service in a Catholic university is inseparable from its academic endeavours, forming individuals who are intellectually competent and morally grounded, ready to contribute to both the Church and the world in a spirit of service.

**Part Two- General Norms:** It guides the operation and governance of Catholic universities, emphasizing the need for these institutions to maintain their Catholic identity while ensuring academic integrity and excellence. These norms provide a framework for how Catholic universities should integrate their faith-based mission with their academic, cultural, and social responsibilities.

One of the central principles highlighted in the General Norms is that Catholic universities must be authentically Catholic in their identity and mission. This means that they should adhere to the teachings of the Church and remain in communion with the Pope and bishops. The document stresses that Catholic universities should provide a comprehensive education that incorporates both faith and reason, ensuring that Catholic doctrine and moral teachings are integrated into the curriculum. Faculty members, in particular, play a crucial role in upholding this



identity, as they are expected to witness to the Catholic faith in their teaching and research.

The norms also establish the importance of governance in maintaining the university's Catholic character. Catholic universities should be governed in a manner that reflects their religious identity, with the active participation of bishops, clergy, and laypersons in decision-making processes. The local bishop is granted a special role in overseeing the Catholic character of the institution, ensuring that the university remains faithful to its mission and teachings.

In terms of academic freedom, the General Norms reaffirm the university's commitment to academic inquiry while ensuring that this freedom is exercised within the boundaries of Catholic doctrine.

While Catholic universities are encouraged to pursue excellence in all academic fields, they must do so in a way that respects the ethical and moral teachings of the Church. This balanced approach is intended to protect the integrity of the Catholic identity of the university while fostering intellectual freedom and innovation.

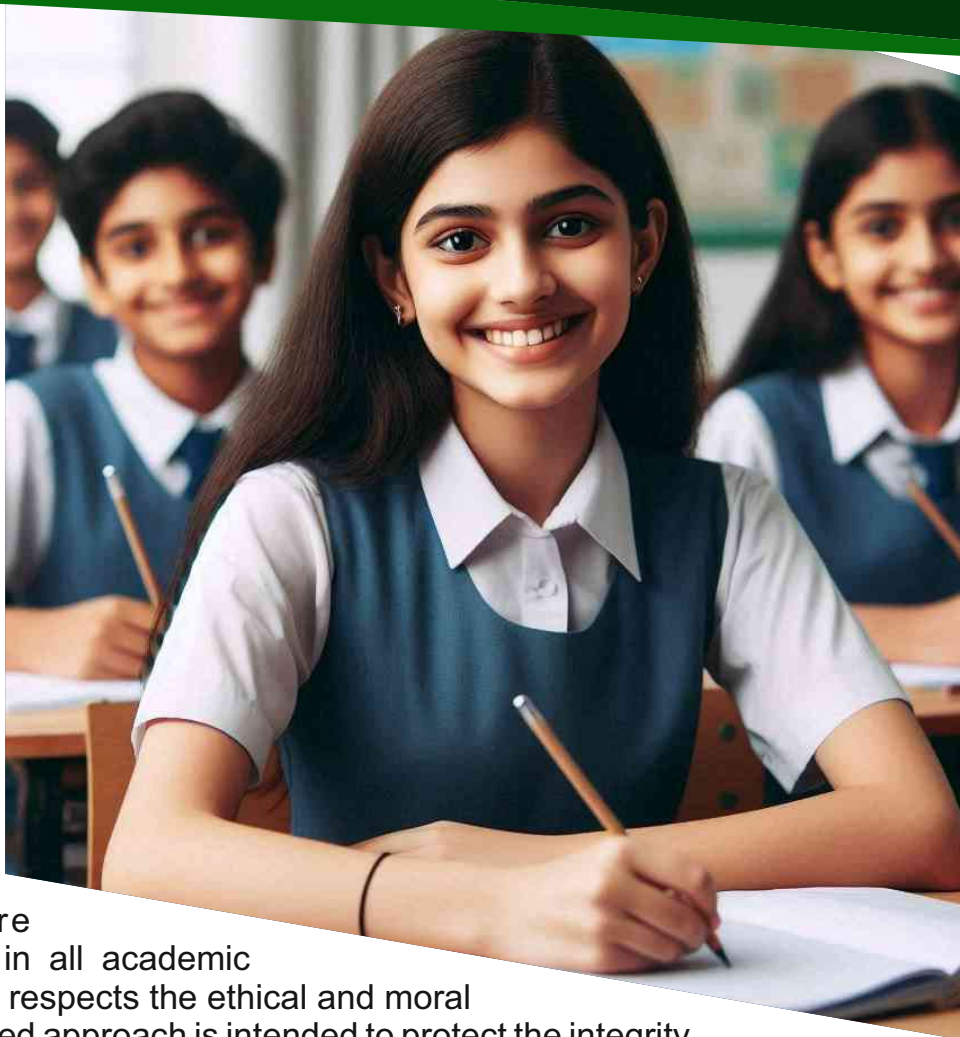
The General Norms call for Catholic universities to foster an environment that is not only academically rigorous but also spiritually enriching. These institutions are tasked with promoting the holistic development of students, encouraging them to grow intellectually, morally, and spiritually. This means offering a curriculum that supports the formation of the whole person, integrating both academic learning and religious faith.

The General Norms of *Ex Corde Ecclesiae* provide a comprehensive set of guidelines to ensure that Catholic universities remain faithful to their mission of integrating faith and reason, serving both the Church and society, and contributing to the intellectual and spiritual development of their students. These norms are designed to ensure that Catholic universities maintain their identity while offering high-quality education that prepares students for both professional success and responsible, faith-filled citizenship.

**Part Two- Transitional Norms:** These are designed to guide Catholic universities through a period of adaptation and alignment with the principles set forth in the apostolic constitution. These norms recognize that many Catholic universities may need time to adjust their governance, academic programs, and institutional structures in order to fully embrace the document's vision for maintaining a Catholic identity while promoting academic excellence.

One of the key provisions in the Transitional Norms is that Catholic universities, particularly those that have been operating for some time, are given a period of transition to align their practices with the new guidelines. The norms recognize that some institutions may already have strong Catholic identities, while others may need to make significant adjustments. For these universities, the transitional phase allows for a gradual integration of the principles of *Ex Corde Ecclesiae*, especially concerning the integration of faith with academic disciplines and the involvement of Catholic faculty.

The role of the local bishop is also emphasized in the





transitional norms. While many Catholic universities are autonomous, the document acknowledges the bishop's authority and responsibility to ensure that Catholic identity is maintained. The transitional norms suggest that the bishop may need to assess the Catholic nature of these universities and guide them during this adjustment period. This may include facilitating dialogue with university leadership, advising on curriculum changes, and ensuring that faculty members adhere to Catholic teachings in their work.

A crucial aspect of the transitional process is the appointment of Catholic faculty and staff. *Ex Corde Ecclesiae* stresses the importance of having faculty who are committed to the Catholic faith, particularly in departments related to theology, philosophy, and ethics. The transitional norms address how universities can take steps to ensure that faculty members share the institution's Catholic mission, especially in areas where this alignment might need to be strengthened. This may involve offering additional formation in the Catholic faith for existing faculty or prioritizing Catholic identity in hiring practices moving forward.

The Transitional Norms also recognize that in certain cases, the full implementation of the document's guidelines may take time, particularly in regions or countries where the understanding of Catholic identity in universities may differ. In these contexts, the norms provide some flexibility, allowing universities to phase in changes as they work to maintain both academic freedom and fidelity to Catholic teachings.

The Transitional Norms are intended to help Catholic universities make the necessary adjustments to ensure their identity as Catholic institutions, while respecting their academic freedom and ensuring that they continue to serve the Church and society. These norms provide a framework for Catholic universities to gradually align with the directives of the document, fostering a culture that integrates faith, reason, and service to the broader community.

### **Conclusion:**

The mission that the Church, with great hope, entrusts to Catholic Universities holds a cultural and religious meaning of vital importance because it concerns the very future of humanity. The renewal requested of Catholic Universities will make them better able to respond to the task of bringing the message of Christ to man, to society, to the various

cultures: "Every human reality, both individual and social has been liberated by Christ: persons, as well as the activities of men and women, of which culture is the highest

and incarnate expression. The salvific action of the Church on cultures is achieved, first of all, by means of persons, families and educators... Jesus Christ, our Saviour, offers his light and his hope to all those who promote the sciences, the arts, letters and the numerous fields developed by modern culture. Therefore, all the sons and daughters of the Church should become aware of their mission and discover how the strength of the Gospel can penetrate and regenerate the mentalities and dominant values that inspire individual cultures, as well as the opinions and mental attitudes that are derived from it".

[https://www.vatican.va/content/john-paul-ii/en/apost\\_constitutions/documents/hf\\_jp-ii\\_apc\\_15081990\\_ex-corde-ecclesiae.html](https://www.vatican.va/content/john-paul-ii/en/apost_constitutions/documents/hf_jp-ii_apc_15081990_ex-corde-ecclesiae.html)





EDUCATE TO EMPOWER



# CBCI NATIONAL CONSULTATION ON EDUCATION WITH LEADING CATHOLIC EDUCATIONALISTS

## A RENEWED RESPONSE IN EDUCATING THE GEN NEXT!

**01-03 Nov, 2024**

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

ORGANIZED BY



CBCI & CCBI OFFICE FOR EDUCATION &  
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# REPORT ON THE NATIONAL CONSULTATION ON EDUCATION WITH LEADING CATHOLIC EDUCATIONALISTS

The National Consultation on Education was organised by the CBCI Office for Education

had given their talks.

The second day on 2<sup>nd</sup> November started



and Culture in collaboration with the CCBI Office for Education. It was held in Don Bosco, Okhla, New Delhi from the 1<sup>st</sup> of November 2024 to the 3<sup>rd</sup> of November 2024. The Theme of this Consultation was “**A Renewed Response in Educating the Gen Next**”. Participants from all around the country joined us for this Consultation.

Most Rev. Anil Couto, Archbishop of New Delhi, offered the Holy Mass on 1<sup>st</sup> November 2024 to bless the start of the National Consultation. It was followed by the Inaugural Session which had the Chairperson's address by Archbishop Elias Gonsalves, Chairperson of the CBCI Office for Education and Culture, and the Inaugural address by Archbishop Anil Couto, Archbishop of New Delhi and Secretary General of CBCI & CCBI. There was also a Prayer dance, Thematic presentation, and Felicitations of the Special Invitees after they

with Archbishop Elias Gonsalves offering the Holy Mass followed by the first session at 09:00 am. The theme for this session was “**Driving Change: Building a Culture of Excellence in our Educational Institutions**”. The Session was Moderated by Fr. Dr. Martin Mallathu CMI, National Coordinator of Education for CMI Congregation. Dr. Sanjay Radhakrishnan, School Excellence Expert and Advisor on Strategy and Excellence for Teachmint, spoke on the topic “**Leadership and Vision for Excellence**” and Sr. Dr. Dorothy AC, Principal, St Ann's College of Education (Autonomous), Mangalore, spoke on the topic “**The Excellence Equation: Building Educators, Students and Communities**”. All the aspects connected with excellence were narrated. They spoke about some tips and theories for Institutions to follow and accept, and if all these come together then



excellence won't be a dream but a reality. Then Shri Sanjay Kumar IAS delivered the Keynote Address with the theme **“Empowering India with New Education Initiatives”**. He dealt exclusively with the New Education Policy 2020. The Moderator for this session was Fr. John Ravi, Secretary, Jesuit School Education South Asia, and he listed four important takeaways from Shri Sanjay's talk which were:



- The need or importance of liberating technology for learning.
- Importance of Skill Development for Economic Empowerment, where he talked about vocational education.
- Promoting critical thinking and creativity among staff and students, which is very important.
- Encouraging Civic encouragement and Social responsibility by involving all the stakeholders and very specially mentioning the parents.

The second session started at 12:00 pm with the theme **“School-Based Mental Health Interventions”**. The Session was Moderated by Sr. Dr. Deepthi UFS, Secretary General, Xavier Board of Higher Education. Ms. Pratibha Malhotra, Consultant Psychologist, Project CACA, spoke on the topic **“Raising Resilient Minds: Supporting Children's Emotional and Mental Health”**. She spoke on the conducive environment created for the children, an environment that can make or break a child, we are the important

stakeholders and as educators, we have a greater responsibility, emphasised the social stigma that we are familiar with that is attached to mental health, and also emphasised on stress management and also the process of developing resilience among the children. The session was followed by Teachmint Edu Tech, which presented Deepika's Children's Digest.

The third session started at 02:40 pm with the theme **“Future-Ready: Redefining Education for the Digital Generation”**. The Session was Moderated by Fr. Dr. John Parankimalil, National Education Secretary, Salesians of Don Bosco (SDB). Swapnil Mandhana, Director, Learning & Development, Teachmint, spoke on the topic **“Incorporating Edu Tech in Classroom Teaching: Bridging the Gap”** and Dr. (Engg) Varghese Panthalookaran, CMI, Rajagiri School of Engineering & Technology (RSET), Author and Educationist, spoke on the topic **“Intellectual Formation in the Age of Intelligence”**. They spoke about technology as an integral part of education, individual learning outcomes despite varying education tools and approaches, the



potential for wiping the learning gaps, the need for professional learning of teachers so that they can use their digital pedagogy effectively, enhanced personalised learning and engagement with the right tech tools, and the importance of feedback and

monitoring. They also spoke about AI's influence on the Gen Next challenges, the



increase in dominance of AI in personal and professional realms, AI-integrated learning theories, collaborative AI with complementary AI, the need for holistic pedagogy, AI native and entrepreneurial pedagogy, and the preparation for the age of intelligence.

The fourth session started at 04:40 pm with the theme **“Innovate, Inspire, Lead: Advancing Teacher Development for the 21st Century”**. The Session was Moderated by Fr. Dr. Francis Assisi D'Almeida, Regional Sec- Karnataka Region. Ms. Ritu Malhotra, Educator, Climate Activist and recipient of “Sarojini Naidu Award”, spoke on the topic **“The Evolving Educator: Building Capacities and Transforming Teachers”** and Mr. Anit Gupta, Happiness Coach and Sustainability Crusader, spoke on the topic **“Happy Teachers and Classrooms”**. They spoke about how creating a positive learning environment that benefits both educators and students is essential for the overall success of a school, when teachers are happy in their roles, they are more likely to be engaged, motivated and effective in the classroom. This can have a profound impact on students as happy and enthusiastic teachers can inspire a love for learning and encourage active participation. This in turn can lead to improved academic

performance, better student-teacher relationships and a more enjoyable and fulfilling school experience for everyone involved. Happy teachers can also contribute to a positive school culture fostering a sense of community and collaboration among staff and students alike.

The third day on 3<sup>rd</sup> November again started with the Holy Mass by Archbishop Elias Gonsalves followed by the fifth session at 09:00 am with the theme **“Guiding Light: The Church's Vision for Educating the Next Generation”**. The Session was Moderated by Fr. Dr. Stephen Alathara, CCBI Deputy Secretary General. Fr. Joseph Manipadam, National Coordinator of Education for CCBI, spoke on the topic **“The Church's Response: Shaping Education with Values and Vision”** and Dr. Paul Puduserry, Social Science Researcher and Educationist, spoke on the topic **“Sustaining Purpose, Embracing Change: Renewing Strategies for Catholic Education in India”**. They spoke about the Visions and Missions of the Church regarding Education, and how we have to help the Church educate the Generation Next.



The session was followed by the presentation of the CCBI venture of Textbooks. The sixth session started at 11:15 am with the theme **“Roadmap for Catholic Education in India”**. The Session was



Moderated by Fr. L. Joji Reddy, SJ, Principal, Loyola Academy, Hyderabad. Dr. Joseph Emmanuel, CEO and Secretary, CISCE, spoke on the topic **“A Collaborative Path for the Future”** and Dr. John Joseph Kennedy, Professor & Dean, CHRIST Deemed to be University and a Columnist, spoke on the topic **“Educating India Forward: Challenges and Opportunities for the Church in India”**. They spoke about capacity building, becoming a qualitative leader who converts the vision for the institution into action, collaboration, networking and creating educational resources, and how curriculum, quality assessment, academic audit, and enabling environment are very important in order to run an institution. They also spoke about how we are living in a polarised world where we think the other is a threat, and how to infuse some of these important topics in the curriculum. In such a scenario we need to have networking. They said Catholic Education should be different, it should be a Transforming Education, individuals should commit to common good and should engage in dialogue and solidarity to uplift the



marginalised, should focus on Catholic Identity, grab different opportunities, and should concentrate on Upskilling.

The seventh session started at 02:30 pm with the theme **“Pathways Forward: Key Insights from the National Consultation on Education”**. In this, there was a Regional Level group discussion which was Moderated by Fr. Dr. Maria Charles SDB, National Secretary, CBCI Office for Education and Culture, and was followed by the presentation of the Key findings of the discussion. Then there was a Summation of the whole National Consultation on Education by Fr. Dr. Varghese Panthaloookaran and Fr. Dr. Paul Puduserry.

The National Consultation ended with the concluding remarks given by Most Rev. Elias Gonsalves, Chairperson of the CBCI Office for Education and Culture. And the Vote of Thanks was given by Fr. Dr. Maria Charles SDB, the National Secretary of the CBCI Office for Education and Culture.



# STATEMENT FOR CBCI EDUCATIONAL CONSULTATION ON "A RENEWED RESPONSE IN EDUCATING THE GEN NEXT" 01 – 03, NOVEMBER 2024

As stewards of Catholic education, rooted deeply in the Gospel and Catholic Tradition, we honour the legacy of our pioneers while embracing a renewed mission to prepare “Gen Next” for the demands of a dynamic, interconnected world in the age of AI. We are dedicated to forming AI-native learners with a balanced intellectual foundation that nurtures both AI-collaborative and AI-complementary perceptive and thinking skills, equipping them to thrive in an era where “intelligence” is available on demand. Aligned with the vision of the National Education Policy (NEP) 2020, our approach combines academic rigor with an ethical grounding, shaping students who are knowledgeable, socially responsible, and inspired to serve society and protect God's creation.

Guided by the Catholic Intellectual Tradition and in harmony with NEP 2020's commitment to inclusivity, we prioritize comprehensive teacher training to enable educators to meet the diverse needs of all students, especially those from economically disadvantaged and linguistically diverse backgrounds. We are committed to developing and promoting innovative pedagogies that foster entrepreneurial thinking in AI-native learners, contributing to India's aspiration to become an Entrepreneurial Nation. Our goal is to ensure that every student receives a well-rounded education, fostering both intellectual and personal growth necessary for developing resilience in alignment with Gospel values for the welfare of the nation.

Through strengthened partnerships with families, communities, and local organizations, we aim to extend our impact beyond the classroom, nurturing a spirit of civic responsibility that prepares students to contribute meaningfully to society and to nation-building. In response to pressing

environmental challenges, we are committed to integrating sustainability into our curricula and adopting eco-friendly practices. We instil in students a respect for creation, encouraging them to be responsible caretakers of the planet, its people, and its prosperity. Our vision is to nurture global citizens who are intellectually capable, morally grounded, and actively engaged in building a just, sustainable, and prosperous world.

Through our renewed commitment to the noble legacy of inclusive education in our nation, and inspired by the Gospel and Catholic Tradition, we empower students to uphold the values of faith, service, and unity, fostering a legacy of excellence and compassion.



# 55<sup>TH</sup> NATIONAL CONVENTION & GENERAL BODY MEETING OF THE AINACS

Dear Friends,

Prayerful greetings from the ALL India Association of Catholic Schools, New Delhi. The Association organized its 55th National Convention & General Body Meeting from 22nd October to 25th October 2024 in the Novotel Convention Centre, Visakhapatnam, Andhra Pradesh.

The Theme for the Convention was “STRENGTHENING STEWARDSHIP: EDUCATION IN TIMES OF CRISIS, CHALLENGES AND REVIVAL”. There were 860 participants for the Convention. The registration for the Convention began on 22nd October from 2.30 pm onwards followed by the Convention kit distribution.

The 55th National convention began on 23rd October, with the Holy Eucharistic Celebration, presided over by Most Rev. Francis Kalist, the Archbishop of Pondicherry and Cuddalore followed by the inaugural ceremony.

The Chief Guest of the day was Major Mohommed Ali Shah (Indian Actor & Motivational Speaker) and the Guests of Honour were Most Rev. Francis Kalist and Rev. Fr. Baviri Suresh Babu (Provincial of MSFS, Visakhapatnam). There were 12 resource persons who shared their experiences and knowledge with the delegates, during the Convention days. There were relevant and important topics for the school administration like Child Protection Policy, Implementation of POCSO, Juvenile Justice Act, Legal Matters, Taxation & FCRA etc. The delegates were very active and involved during the sessions.

The days began with a cultural program by the students of different schools around. Most Rev. Thomas Tharayil (Archbishop of Changanassery) and Most Rev. Elias Gonsalves (Archbishop of Nagpur, CBCI Chairperson) also graced the occasion on different days with their presence and blessings.

The Convention was concluded on 25th October, with the Holy Eucharist presided over by Most Rev. Alias Gonsalves, Archbishop of Nagpur.

Rev. Fr. Sojan John. O. Praem  
National General Secretary  
AINACS- Delhi.



# CHILDREN'S DIGEST



The CBCI (Catholic Bishops' Conference of India) has decided to collaborate with Children's Digest, a highly regarded magazine designed for young readers. The goal of this partnership is to recommend Children's Digest to schools, with the aim of fostering a love for reading and encouraging academic and creative development among students.

## Overview of Children's Digest:

### 1. Format:

The magazine is multi-coloured and contains a variety of engaging content.

### 2. Content:

- Articles, stories, and cartoons to capture the interest of young readers.
- Puzzles and quizzes to challenge their intellect and stimulate problem-solving skills.
- Historical narratives, including stories about Indian freedom fighters and important discoveries made by Indians, aimed at instilling pride in India's heritage.
- The content also supports students in preparing for competitive exams with questions and answers by enhancing their general knowledge and reading habits.

## Benefits to Schools and Students:

1. Engaging for both students and teachers: The magazine's content is thought-provoking and caters to a wide age range.
2. Creative Contributions: Schools are encouraged to motivate students and teachers to contribute by submitting stories, articles, poems, and drawings. This opportunity allows students to improve their creativity and receive recognition for their work.

## Special Initiative:

1. Children's Digest Champion Quiz: The magazine will host a free quiz competition each January, designed to encourage thorough reading and preparation for competitive exams.
2. Rewards and Prizes: Both participants and winners of the quiz will receive attractive gifts and prizes, providing an additional incentive for students to engage with the magazine's content.

This collaboration promises to enrich the educational experience by offering students a platform for creative expression, intellectual development, and national pride through engaging reading material.

Rashtra Deepika  
**CHILDREN'S DIGEST**  
An Exclusive Magazine for the young & young at heart

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# PLANET FRATERNITY



*Planet Fraternity* is an initiative by the **Office International de l'Enseignement Catholique (OIEC)** aimed at fostering global solidarity, unity, and fraternity among Catholic educational institutions worldwide. Inspired by Pope Francis' encyclical *Fratelli Tutti*, which emphasizes universal brotherhood, the program seeks to build bridges across cultural, social, and economic divides through education.

The initiative encourages schools to create partnerships, share resources, and engage in projects that promote intercultural dialogue, sustainability, and mutual respect. By connecting students and educators globally, *Planet Fraternity* embodies the Catholic mission of forming individuals who are compassionate, socially responsible, and committed to the common good.

Ultimately, the program envisions a world where schools become hubs of fraternity, preparing young people to contribute to a more inclusive and harmonious global society.

Please register at the earliest to join this international movement of students to protect our 'Common Home'

Your school too will be recognised at the world level. Do not miss this opportunity.

the link to discover:

[PLANET FRATERNITY - en](https://planetfraternity.org)



# THE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Dear partners in Catholic education,

Faced with the rapid and profound changes that artificial intelligence (AI) is bringing about in our societies, the Office International de l'Enseignement Catholique (OIEC) has taken the

initiative of setting up an international working group dedicated to this crucial subject. The task of

this group, made up of committed

individuals and

members of educational communities,

is to reflect on the

educational, ethical

and societal

issues related to

AI, and to propose

ways of supporting it

that are adapted to the realities of

our network.

As part of this process, we have launched an

international questionnaire

designed to gather young people's perceptions, concerns and hopes regarding AI. This survey is aimed at students from various backgrounds, with a view to better understanding their relationship with this technology, its impact on their daily lives and their aspirations for the future.

The results of this questionnaire will form the basis of an in-depth analysis that will be shared during a webinar organised by the OIEC in February 2025. In addition, these contributions

will feed into a collaborative work, intended to enrich educational thinking on AI and to propose concrete tools for an ethical and enlightened use of this technology in the service of the common good.

We are now asking for your support in distributing this questionnaire to young people in your organisations. By mobilising a diversity of voices through our networks, we will be able to represent the richness and plurality of experiences in our educational institutions around the world.

Here are the links to the questionnaire, available in several languages:

French: <https://forms.gle/e1MTp6RtQcNL1qEk6>

English:

<https://forms.gle/tN1oFDGqGy8pe5CZ7>

Spanish: <https://forms.gle/cNijxTD56TZgkoUY6>

We can also provide you with this questionnaire in other languages, according to your needs.

The Church, through its educational institutions, has a vital role to play in accompanying young people through these technological changes, ensuring that they contribute to the integral development of the person and the building of a meaningful future.

We would like to thank you in advance for your invaluable support, and remain at your disposal should you have any questions or require further details about this project. Your commitment to young people is a strength for the future of our educational communities.

We at CBCI Office for Education and Culture request you to kindly ask your students to answer the questionnaire at the earliest opportunity.





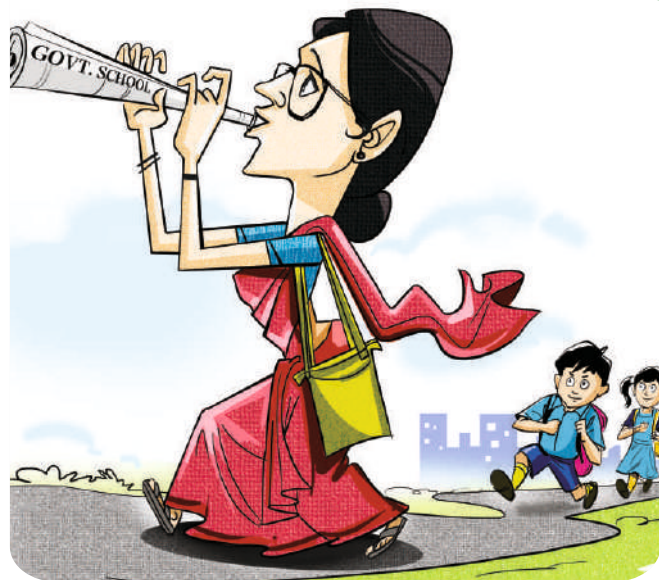
## TELANGANA EDUCATION DEPT TO ADJUST TEACHER ALLOTMENT IN GOVT SCHOOLS

By Aarti Kashyap: 21 September 2024

The School Education department on Friday issued a general order to reorganise the school units and provide teachers to needy schools by adjusting surplus teachers. The move aims to address the issue of irrational allocation of teachers and uneven student-to-teacher ratio in government schools. The order directed the collectors to make adjustments at district levels by relocating surplus teachers to those schools where there are fewer or no teachers.

The department said that school-wise data revealed anomalies in the number of teachers against the children's enrolment in government schools as it is reported that teachers outnumbered the students in some schools and vice-versa. This anomaly was to be addressed immediately to bring quality education from the primary to high school level.

As per the order, if two primary schools, two upper primary schools, one primary and one



upper primary school are functioning on the same premises, those schools will be treated as one school unit and teachers will be adjusted as per the need. Also, two high schools functioning in the same premises would be treated as one school. However, teachers said that this exercise was unnecessary in the light of the new DSE recruitments in which 11,062 teachers will be recruited.

<https://www.newindianexpress.com/states/te/2024/Sep/21/telangana-education-dept-to-adjust-teacher-allotment-in-govt-schools>

## MUMBAI: 55 PER CENT CITY SCHOOLS ARE MINORITY-RUN

By Dipti Singh: 04 November, 2024

Mumbai is increasingly becoming a city dominated by minority schools, as data from the Deputy Director of School Education reveals. Of the 1,731 private schools across Mumbai's three zones, 950 are classified as minority institutions, making 55 per cent of private schools in the city minority-based by linguistic or religious grounds, leaving only 45 per cent as non-minority institutions. This significant presence of minority schools has raised concerns among parents, educators,



and policy experts. Many question whether these schools genuinely serve their intended minority populations or are using their status



to bypass obligations under the Right to Education (RTE) Act.

The shift toward minority status has been dramatic: prior to 2009, Mumbai had fewer than 70 minority schools. This number surged to 225 after the RTE Act's passage. Between 2013 and 2014, it jumped further, surpassing 640. Today's figures show an almost threefold increase in minority schools over the past decade, reaching 950 in 2024. The rapid increase has prompted calls for an audit of minority schools to confirm if these institutions truly serve their respective minority communities.

As the number of minority schools in Mumbai continues to rise, the debate over their purpose and impact on the city's educational

landscape remains unresolved. To some, this trend signals a policy loophole that could undermine the inclusive intentions of the RTE Act. Many argue that an independent audit could ensure that minority status benefits genuinely reach the intended communities.

A March 2021 survey by the NCPCR found that 62.5 per cent of students in minority schools nationwide are from non-minority communities. In some states, this figure exceeds 70 per cent, raising further questions about the alignment of minority school status with actual student demographics.

<https://www.mid-day.com/mumbai/mumbai-news/article/mumbai-55-per-cent-city-schools-are-minority-run-23422618>

## INTERNATIONAL PHOTOGRAPHY COMPETITION: SPORT IN MOTION

**By Dicastery for Culture and Education: November 4, 2024**

In the context of the Jubilee of Sport of the Year 2025, which has as its general motto hope, the Dicastery for Culture and Education wishes to celebrate this date with an international photography competition, under the title: "Sport in Motion". For this purpose, the Dicastery intends to bring together three words that are often separated: youth – sport – art.

If art, despite other characteristics, is an act of creativity, subjectivity and exclusivity, it also has an ethical-political function: it aims to tell the story of humanity and, in this narration, to denounce its risks and prophesy its beauties. For its part, photography is the art that allows us to capture the instant in the fabric of reality, the wisdom of fixing the exact moment of a movement to communicate a certain message. For this reason, the competition aims to encourage a certain segment of society to take up this art: young people, so



that they become producers of art and not just consumers of art.

In this sense, the competition is aimed at photographers under the age of 25, whether professional or not, so that young people can tell us about reality through their eyes, seeing what adults cannot always see, showing us that "essential that is invisible to the eyes". But in addition to this general theme (Sport and Hope), the photo contest also aims to combine another underlying sub-theme, taken from the Global Education Pact. There are four sub-categories in the competition: sport and family (sport as a moment of family life), sport and disability (sport as a platform

for inclusion), sport and politics (sport as a resource accessible to all), sport and ecology (the relationship of sport with the elements of nature).

Registrations can be made by email ([sportinmotion@dce.va](mailto:sportinmotion@dce.va)) and further information (regulations) are available on the Dicastery's website: [www.dce.va](http://www.dce.va). The deadline for entries is April 30, 2025, and the

winners will be announced during the Jubilee of Sport (June 14-15, 2025). The winners will be rewarded with a meeting with the Holy Father, a visit to the Vatican Museums, a workshop in the Osservatore Romano newspaper, and international dissemination of their photos in the Holy See's media.

<https://www.dce.va/it/news/2024/concorso-di-fotografia.html>

## **MADURAI BENCH OF MADRAS HC SUGGESTS LEGISLATION TO MONITOR ADMINISTRATION OF PROPERTIES OF CHRISTIAN INSTITUTIONS AND CONTROL ILLEGAL ACTIVITIES OF ADMINISTRATORS**

**By The Hindu Bureau: November 21, 2024**

The Madurai Bench of the Madras High Court has suggested that the Central government enact a legislation along the lines of the Hindu Religious Endowments Act and the Waqf Act to monitor the administration of properties of Christian institutions and curb any illegal activities by the administrators. The court said it had taken judicial notice of some fraudulent transactions made by the administrators of Christian communities selling properties illegally to enrich themselves.

The main reason for the illegal transactions was the lack of suitable legislation to control the management of the properties of the Christian society, the court said. Therefore, to keep a check on the administration of the properties of Christian institutions, a legislation with suitable provisions to manage such properties was required, the court said.

The court said it had issued such a direction only in the interest of protection of the properties of Christian institutions,



considering the extraordinary situation. It made the suggestion while hearing a case relating to a Christian Society. The court sought a response from the Centre and the State governments in this regard.

<https://www.thehindu.com/news/cities/Madurai/hc-suggests-centre-to-bring-suitable-act-to-check-administration-of-properties-of-christian-institutions-and-control-illegal-activities-of-administrators/article68894677.ece>

# UGC APPROVES GUIDELINES ON FLEXIBLE-DURATION DEGREES FOR UNDERGRADUATE STUDENTS

By Maitri Porecha: November 28, 2024

Students pursuing undergraduate degree programmes could soon have the flexibility to finish their degree earlier or extend it beyond the stipulated duration. The University Grants Commission had approved a Standard Operating Protocol (SOP) on Accelerated Degree Programs (ADPs) in its meeting held on November 13.

The National Credit Framework (NCrF) enables learners with varying learning abilities to move through the curriculum at rates faster or slower than the standard duration of a programme by earning the required credits. The UGC SOP guides HEIs in designing academic content, credits, assessment methods and in awarding of degree while implementing extended and accelerated degrees.

The UGC has proposed that HEIs may earmark 10% of their sanctioned student intake for ADPs. The institutes may also constitute a committee to scrutinise applications received at the end of the first or the second semester under EDPs and ADPs and select students accordingly. The committee constituted by the HEI will evaluate the credit-completing potential of a student based on their performance in the first or the second semester and give its recommendations and shall also recommend a reduction or an increase in the number of courses and total credits per semester, as per the duration opted by the students, the UGC has proposed.

In a three-year undergraduate programme, students can shorten its duration by a maximum of one semester. For example, students can earn the total credits needed for



a three-year undergraduate programme in five semesters. Similarly, in a four-year undergraduate programme, students can shorten its duration by one semester or a maximum of two semesters. For example, students can earn the total credits required for a four-year undergraduate programme in six or seven semesters.

HEIs may issue degrees for students on completion of the programme in the opted duration (shortened or extended) and need not wait for completion of the standard duration for the award of the degree, the UGC has stated. It has also stated that government departments, private organisations, and recruiting agencies like UPSC/State Service Commissions and so on, should treat shortened or extended degrees on a par with those of standard duration.

<https://www.thehindu.com/news/national/ugc-approves-guidelines-on-flexible-duration-degrees-for-undergraduate-students/article68923335.ece>



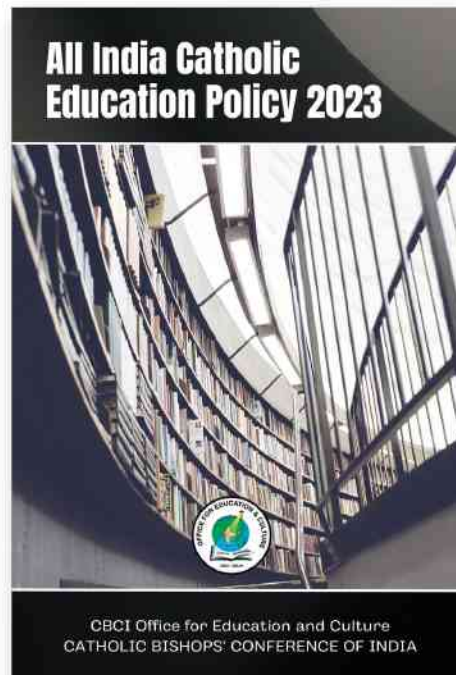


## ALL INDIA CATHOLIC EDUCATION POLICY

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**

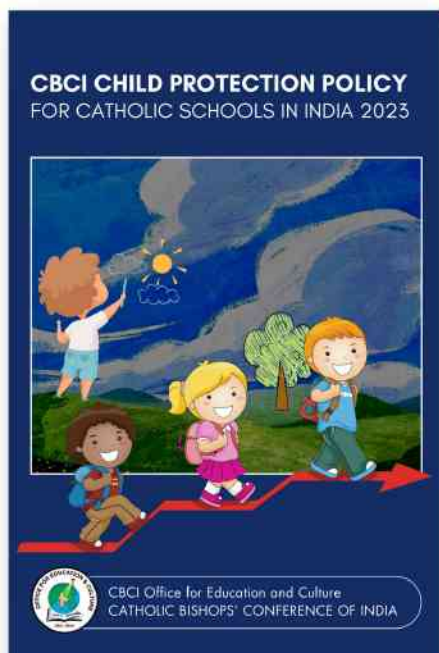


## CBCI CHILD PROTECTION POLICY

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**



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