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JANUARY 2025



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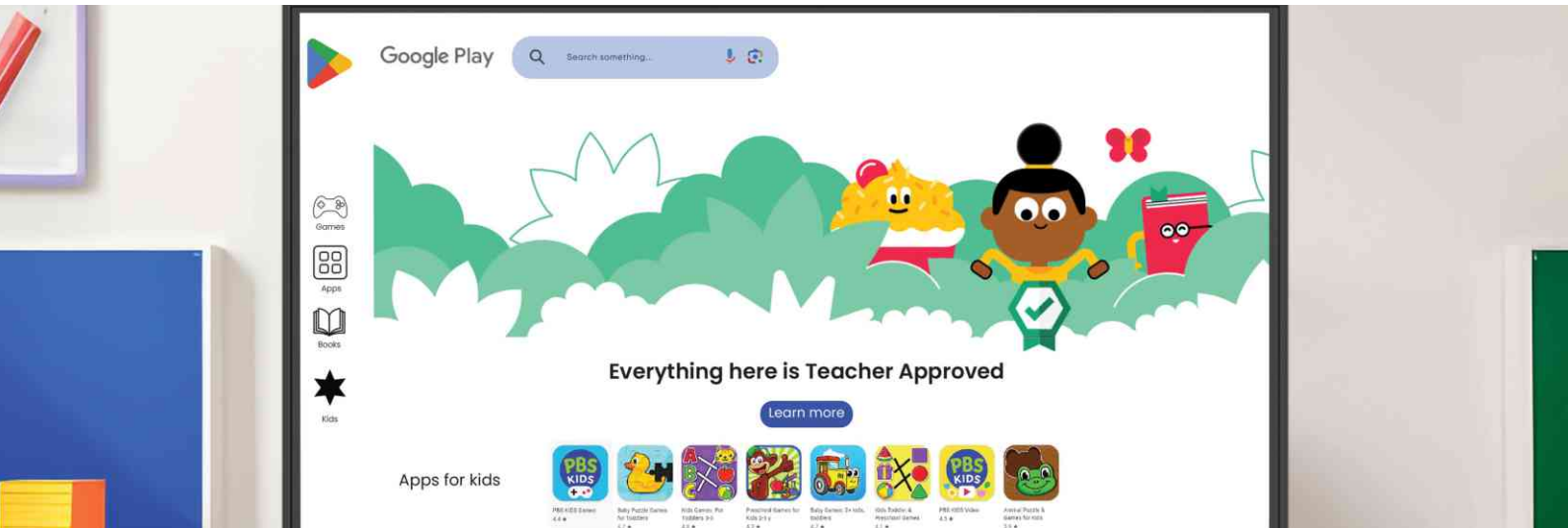
***A MULTI-PRONGED APPROACH TO ENVISION
INDIA'S EDUCATION LANDSCAPE!***

***TEACHING OF THE CHURCH ON CATHOLIC
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VERITATIS GAUDIUM (THE JOY OF TRUTH) 2017***



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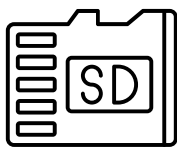
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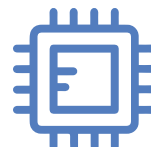
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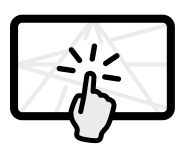
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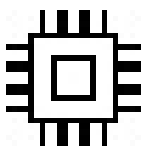
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LET US BE A BEACON OF HOPE IN THE JUBILEE YEAR!

Dear Catholic Educators,

As the new year 2025 begins, may I share with you our joyous and sincere wishes for happiness and peace and success in all your educational endeavours in the service of young people in your care!

Our CBCI Office for Education has its purpose only to serve you and help you in understanding the catholic vision of education and to bring more awareness in the challenging realities of Indian education.

We Catholic educators need to understand that we form one body of a dynamic force, helping to create a collective voice of love; a voice of peace and a voice of wisdom in a world of chaotic voices and opinions.

What do we have to offer to the rest of the society?

We need to ensure a relevant, meaningful education which will help build a resilient society which can withstand the negative forces which continue to destroy our societies.

We need to build myriad groups of responsible young people who will bring peace, prosperity and sustained development to our nation and society.

We need to develop a fraternal world where caring and sharing becomes a way of life with our students showing the way by caring for our neighbourhood.

We have entered into the Jubilee year 2025. To each educator has been given a flame of hope and we need to be not only pilgrims of hope but ambassadors of hope in all our educational institutions.

We have the responsibility to give everyone the hope and strength to look to the future with certainty and a trusting heart and a clear-sighted intelligence. For this we need to come out of our narrow confinements and embrace universal brotherhood.

Jubilee is characterized by a hope that does not pass away, the hope that is in God. May this Jubilee year 2025 help us to rediscover the trust that we have inherited and share it with our young people and passing on a message of hope and dignity for every person.

May our life be a message of authentic hope to young people in this Jubilee year and let us proclaim in action the message of justice and harmony in all our institutions.

Let all our educational institutions, during this year of Jubilee become a beacon of hope for the people for whom it exists!

With a deep sense of hope for our young people, let us forge ahead with best possible strategies!



FR./DR. MARIA CHARLES SDB
National Secretary

HAPPY NEW YEAR 2025

A Year of Growth, Learning, and New Possibilities

As we step into the promising new year, let us take a moment to reflect on the power of education and its ability to shape our lives. The year 2025 presents us with an incredible opportunity to build upon the lessons of the past, challenge ourselves to learn and grow, and embrace the endless possibilities that come with knowledge.

Education is not just about acquiring information; it is about transforming ourselves and the world around us. Every lesson learned, no matter how small, is a step forward in the journey of self-discovery. The beauty of education lies in its ability to open doors to new opportunities, empower us to make informed decisions, and inspire us to create a positive impact in our communities.

As we begin this new year, let us set our intentions for personal and collective growth. Let us approach each day with curiosity and an open mind. Whether through formal education, self-study, or learning from the experiences of those around us, let 2025 be a year in which we make a commitment to lifelong learning. In every challenge, there is a lesson to be learned, and in every success, there is an opportunity to grow.

Let us remember that education is not confined to the classroom. It is present in the conversations we have, the books we read, and the choices we make. It is found in the curiosity we nurture and the knowledge we share. With each step forward, we can contribute to a more informed, compassionate, and enlightened world.

Here's to a year filled with the joy of learning, the satisfaction of growth, and the promise of new beginnings. Let 2025 be the year we embrace education in all its forms, and let it be the catalyst for a brighter, more inspired future.

Happy New Year to you and your family! May this year bring you endless opportunities to learn, grow, and achieve greatness.

HAPPY NEW YEAR

from CBCI OFFICE OF EDUCATION AND CULTURE



MAY THIS YEAR BE FULL OF OPPORTUNITIES
AND FRUITFUL ENCOUNTERS

CHALLENGES IN EDUCATION IN INDIA

As we begin a New Year of 2025, we need to reassess our concerns and priorities of education in India. We have a multitude of concerns, reflecting challenges in access, quality, equity, and alignment with the needs of a rapidly evolving society.

We have many issues which need to be addressed:

- Persistent disparities in access to education for marginalized groups (Scheduled Castes, Scheduled Tribes, and Other Backward Classes) and economically weaker sections; Geographic disparities, especially in rural and remote areas and inadequate infrastructure in many schools, including lack of basic amenities.
- Poor learning outcomes, with students struggling in foundational literacy and numeracy, as highlighted by ASER and other reports; Inadequate teacher training and professional development and overcrowded classrooms and outdated teaching methods.
- High pupil-to-teacher ratios in government schools; Lack of accountability and absenteeism among teachers in some regions; Overburdened teachers with non-teaching administrative tasks and compromised quality of teaching and learning.
- Limited access to digital devices and reliable internet, particularly in rural and low-income households; Uneven implementation of digital education initiatives introduced post-COVID-19 and widening gap between urban and rural education, exacerbating inequities.
- Limited integration of vocational training and skill development in school curricula; Disconnect between academic education and industry needs and high unemployment rates among graduates despite growing demand for skilled workers.
- Increasing dependence on private schools and coaching centers; High fees in private institutions make quality education inaccessible to many and growing inequality in education opportunities.
- Slow and uneven implementation of the

National Education Policy (NEP) reforms; Challenges in transitioning to new pedagogical approaches and curricula and missed opportunities to transform the education system comprehensively.

There are many such challenges in Indian education which need to be addressed. We are sharing with you a few potential solution and strategies which can be explored by the educators in a separate article in this issue.

Catholic educators have a unique opportunity to address India's education challenges by blending academic rigor with values, inclusivity, and service. Through innovation, collaboration, and a steadfast commitment to Gospel values, Catholic schools can transform the educational landscape and empower the next generation to contribute meaningfully to society.

May the new year bring in a wave of new innovative strategies to address the challenges in Education in India!



A MULTI-PRONGED APPROACH TO ENVISION INDIA'S EDUCATION LANDSCAPE!

Education is the cornerstone of a nation's development, fostering social equity, economic growth, and cultural enrichment. In India, the education sector faces significant challenges, including disparities in access, inequity among various socio-economic groups, and a lack of quality in many schools. Addressing these challenges requires a multi-pronged approach, combining policy reforms, grassroots initiatives, and innovative practices to ensure that every child receives equitable, high-quality education.

1. Bridging Disparities in Access

Disparities in access to education are often rooted in socio-economic factors, geography, and gender. Marginalized communities, especially in rural and remote areas, face significant barriers to education, including inadequate infrastructure, teacher shortages, and economic constraints.

Strategies:

- **Infrastructure Development:** Invest in building schools in underserved areas with adequate classrooms, sanitation facilities, and digital resources.
- **Transport and Connectivity:** Provide transportation facilities and improve road connectivity to ensure students in remote regions can reach schools.
- **Community Participation:** Engage local communities in managing schools through village education committees to foster accountability and local ownership.

2. Promoting Equity Among Diverse Groups

Equity in education involves addressing systemic inequalities faced by



various groups, including Scheduled Castes, Scheduled Tribes, Other Backward Classes, girls, and children with disabilities.

Strategies:

- **Scholarships and Financial Aid:** Offer targeted scholarships, free uniforms, and mid-day meals to economically disadvantaged students to reduce dropout rates.
- **Inclusive Education:** Train teachers to address the needs of students with disabilities and ensure schools are equipped with ramps, accessible toilets, and other facilities.
- **Girl-Centric Policies:** Promote campaigns emphasizing the importance of girls' education, provide menstrual hygiene management in schools, and address safety concerns.

3. Enhancing the Quality of Education

While access is critical, ensuring quality is equally important. Many schools suffer from outdated curricula, untrained teachers, and rote-based teaching methods that fail to prepare students for a dynamic world.

Strategies:

- **Teacher Training and Support:** Implement continuous professional development programs for teachers, emphasizing modern pedagogy, classroom management, and digital tools.
- **Curriculum Reform:** Align curricula with 21st-century skills such as critical thinking, creativity, and problem-solving, as well as environmental sustainability and global citizenship.
- **Technology Integration:** Use digital platforms and e-learning tools to enhance teaching and learning, especially in areas with teacher shortages.

4. Reducing the Urban-Rural Divide

The urban-rural divide in education remains a significant challenge, with rural schools often lagging behind in infrastructure, resources, and outcomes.

Strategies:

- **Cluster-Based Resource Sharing:** Create clusters of rural schools to share resources such as libraries, laboratories, and trained teachers.
- **ICT in Education:** Leverage information and communication technology (ICT) to deliver high-quality content to rural students through smart classrooms and

virtual labs.

- **Government - NGO Collaboration:** Partner with NGOs to bring innovative teaching methods and additional resources to rural schools.

5. Addressing Gender Inequities

Despite progress, gender disparities in education persist, especially in rural and conservative settings.

Strategies:

- **Awareness Campaigns:** Run community programs highlighting the importance of educating girls and addressing societal biases.
- **Safety Measures:** Ensure the safety of girls through secure transportation, anti-harassment policies, and well-lit school premises.
- **Role Models:** Highlight successful women from similar socio-economic backgrounds to inspire girls and their families.

6. Public-Private Partnerships

Collaboration between the public and private sectors can bridge gaps in funding, innovation, and implementation.

Strategies:

- **Adopt-a-School Programs:** Encourage corporates and NGOs to adopt government schools and improve their infrastructure and teaching resources.
- **EdTech Solutions:** Partner with private firms to provide digital tools, content, and teacher training.
- **Skill-Based Education:** Work with industries to introduce vocational training aligned with market demands.

7. Policy Reforms and Monitoring

Effective policy implementation and monitoring are crucial for systemic change.

Strategies:

- **Data-Driven Decisions:** Use data analytics to identify gaps and prioritize interventions.
- **Accountability Mechanisms:** Establish robust systems to monitor teacher attendance, student progress, and infrastructure development.
- **NEP 2020 Implementation:** Accelerate the implementation of the National Education Policy 2020, focusing on foundational literacy, early childhood education, and holistic development.

8. Addressing the Digital Divide

The pandemic highlighted the importance of digital

education but also exposed the stark digital divide.

Strategies:

- **Affordable Devices:** Distribute low-cost tablets and laptops to students in underserved areas.
- **Connectivity Solutions:** Partner with telecom providers to ensure affordable internet access in rural regions.
- **Blended Learning Models:** Combine traditional teaching methods with digital resources to create a flexible learning environment.

9. Encouraging Community and Parental Involvement

Active participation by parents and communities can enhance educational outcomes.

Strategies:

- **Parental Engagement:** Conduct workshops to involve parents in their children's education and emphasize its importance.
- **Community Schools:** Develop community-led schools that are managed and supported locally.
- **Volunteering Programs:** Encourage educated individuals from communities to mentor and support students.

10. Fostering Innovation and Research

Encouraging research and innovation can lead to context-specific solutions for educational challenges.

Strategies:

- **Education Research Institutes:** Set up dedicated research centers to study and propose solutions for local education issues.
- **Pilot Projects:** Test innovative models such as micro-schools, flipped classrooms, and peer teaching before scaling them.
- **Knowledge Sharing:** Facilitate regular conferences and platforms for educators to share best practices.

Conclusion

Addressing disparity, inequity, and lack of quality in education in India requires a concerted effort from the government, educators, communities, and private players. By implementing targeted strategies, leveraging technology, and fostering an inclusive mindset, India can create an education system that empowers every child to reach their full potential and contribute meaningfully to society. As we move into 2025, the vision of equitable and quality education must become a shared national priority, ensuring that no child is left behind.

DETENTION POLICY

A FIX OR A FRACTURE?

BY P. JOHN J. KENNEDY: 31 DECEMBER 2024



The new policy might increase drop-out rates for marginalised groups, writes P John J Kennedy

Over the past year, the Indian education sector, from primary to tertiary levels, has witnessed the introduction of numerous schemes, changes, and reforms. While these initiatives may appear well-intentioned on the surface, they often lack the depth of thought required to address the needs of India's vast and diverse population.

As the year draws to a close, yet another so-called reform has been announced, which, unsurprisingly, risks diluting the original purpose for which the scheme was conceived. The Ministry of Education, through its gazette notification dated December 16, 2024, has introduced the 'Right to Children to Free and Compulsory Education (Amendment) Rules, 2024,' permitting schools to hold back students in classes 5 and 8 if they fail to meet promotion criteria in regular examinations. This amendment effectively reverses the protection under Section 16 of the Right to Education Act, 2009, which prohibited the detention of a child until the completion of elementary education.

This rollback has sparked intense debate among educationists, policymakers, and the public due to its potential to reshape India's educational landscape. While some welcome the move, others lament that it has defeated the very purpose of the Act, which was introduced due to the continuous struggle of almost 100 years for free and compulsory education.

Although the policy allows detained students to retake the examination within two months, it raises concerns about the feasibility of effective remedial measures in such a short timeframe. It is unrealistic and risks setting students up for repeated failure. While some private school managements welcome the accountability the policy seeks to establish, others highlight its disproportionate impact on marginalised communities, including Dalits, tribals, and rural students. For these groups, the policy could increase dropout rates and push children into child labour, aggravating existing educational inequities.

A call for re-evaluating the policy

Unfortunately, education's inclusion in the concurrent list allows central and state governments to influence policy, often leading to inconsistent implementation. For instance, the National Education Policy (NEP) 2020 remains unevenly applied across states, confusing educators and students. Ideally, education should be with the States as it was earlier. Introducing a detention policy amidst such uncertainty only adds to the education system's challenges.

According to the Ministry of Education, the detention policy aims to enhance academic standards by promoting student accountability. However, it seems more a response to concerns about declining pass percentages and a perceived lack of academic rigour. Sadly, this approach fails to address systemic issues such as inadequate teacher training, insufficient resources, and socio-economic barriers contributing to poor student performance. Also, historically, detention policies have not yielded positive outcomes in India.

Instead of motivating students, they have often led to stigmatisation and higher dropout rates, particularly among disadvantaged groups. In addition, the policy's provision for post-exam remedial support highlights a significant flaw: why wait until students fail to intervene? Shouldn't such support be ongoing throughout the academic year? However, logistical challenges such as high student-teacher ratios, limited teacher training, and resource constraints hinder early intervention. Hence, what is needed is a more





proactive and inclusive approach.

Therefore, the detention policy calls for a re-evaluation of India's assessment practices. Many schools rely on summative assessments, primarily written tests, as the sole measure of progress. This disadvantages students with diverse learning styles and intelligences. Moreover, the arbitrary fixation on minimum pass marks of 35 or 40 undermines a holistic understanding of student capabilities.

In contrast, developed countries emphasise continuous assessment and skill-based learning, focusing on student growth rather than penalising underperformance. As the detention policy exposes deeper systemic issues, it calls for radical rethinking. Branding students as “failed” and halting their academic progress does little to improve outcomes. A more flexible grading system, which allows students to advance while reflecting their skill levels, could offer a viable alternative. Additionally, with the increasing role of technology, the necessity of high proficiency in all the subjects for all students warrants reevaluation. Why enforce mastery of content at that level that may even be redundant in the age of automation?

India's education system must prioritise inclusivity, continuous learning, and skill development over rigid and outdated academic benchmarks. A forward-looking approach should focus on systemic reforms that empower students to thrive. It is high time India's education system evolved to meet the demands of the 21st century.

<https://www.deccanherald.com/education/detention-policy-a-fix-or-a-fracture-3336689>

SAINT EDUCATOR SERIES- 15

Saint Cyril of Alexandria

(c. 376–444 AD)



Saint Cyril of Alexandria was a significant figure in early Christianity, celebrated as a theologian, bishop, and Church Father. He served as the Patriarch of Alexandria from 412 until his death in 444. Known for his pivotal role in defining Christological doctrine, he is venerated as a saint in both the Eastern Orthodox Church and the Roman Catholic Church.

Little is known with certainty about Cyril's early life. He was born around 376 in the town of Didouseya, Egypt, now known as El-Mahalla El-Kubra. A few years after his birth, his maternal uncle, Theophilus, ascended to the influential position of Patriarch of Alexandria. Cyril's mother remained closely connected to her brother, and under Theophilus's guidance, Cyril received an excellent education. His writings reveal familiarity with prominent Christian scholars of his time, including Eusebius, Origen, Didymus the Blind, and other influential figures from the Alexandrian Church.

Cyril underwent the formal Christian education typical of the era. Between the ages of twelve and fourteen (390–392), he studied grammar. From fifteen to twenty (393–397), he focused on rhetoric and the humanities. Finally, he dedicated himself to theology and biblical studies from 398 to 402.

In 403, Cyril accompanied his uncle to the "Synod of the Oak" in Constantinople, a controversial council that deposed John Chrysostom as Archbishop of Constantinople. The previous year, Theophilus had been summoned by the emperor to Constantinople to answer charges brought against him by certain Egyptian monks, whom he had persecuted as Origenists. Accused of heresy, the monks had been subjected to severe treatment, including the destruction of their dwellings by soldiers and armed servants under Theophilus's command.

Arriving in Constantinople with twenty-nine suffragan bishops, Theophilus allied himself with opponents of Chrysostom and compiled an extensive list of accusations against the Archbishop. Many of these accusations were widely regarded as unfounded. Chrysostom, in turn, refused to recognize the



legitimacy of a synod where his adversaries acted as judges. Despite this, the synod resulted in Chrysostom's deposition, a decision that deepened divisions within the Church.

Theophilus passed away on October 15, 412, and three days later, on October 18, 412, Cyril was appointed as Pope or Patriarch of Alexandria. His appointment, however, was preceded by violent riots between his supporters and those backing his rival, Archdeacon Timotheus. As noted by the historian Socrates Scholasticus, such unrest was a common occurrence in Alexandria.

Cyril succeeded his uncle in a role that wielded significant power and influence, rivalling that of the prefect in a city fraught with tension. Alexandria's diverse population of pagans, Jews, and Christians frequently clashed in what was often a volatile and violent environment. Early in his tenure, Cyril asserted his authority by ordering the closure of Novatianist churches and the seizure of their sacred vessels. This move signalled his intent to consolidate control and establish dominance over dissenting Christian factions within the city.

Cyril viewed the embodiment of God in the person of Jesus Christ as a profoundly mystical reality. He believed that the divine nature of the Godman radiated outward, transforming human nature into a graced and deified state, ultimately promising immortality and transfiguration to believers. This understanding emphasized the unifying power of the incarnation to elevate humanity into the condition of the saints.

Nestorius, by contrast, interpreted the incarnation primarily as a moral and ethical model for the faithful, encouraging them to follow the example set by Jesus. Cyril, however, consistently stressed the profound truth that it was God Himself who walked the streets of Nazareth. This belief underpinned his defence of Mary's title as Theotokos, meaning "God-bearer," which was rendered in Latin as Mater Dei or Dei Genitrix ("Mother of God"). For Cyril, the incarnation was the divine Logos appearing in a transfigured humanity.

Nestorius, on the other hand, distinguished sharply between "Jesus the man" and "the divine Logos," a distinction that Cyril believed introduced an unacceptable division. Cyril argued that such a dichotomy risked widening the ontological gap between humanity and God, effectively undermining the unity of Christ's person and jeopardizing the doctrine of salvation. Some contemporaries also feared that Nestorius's views could diminish the singular and unified identity of Christ as both fully divine and fully human.

In Cyril's theology, the Son of God existed in two distinct states: the state of the pre-incarnate Word (Logos) before becoming enfleshed and the state of the Word incarnate in the person of Jesus. Cyril maintained that the Logos Incarnate truly suffered and died on the Cross, making it possible for the Son of God to suffer



without compromising His divine nature. Cyril fervently argued for the continuity of a single subject, God the Word, from the pre-incarnate state to the incarnate state. He insisted that the divine Logos was fully and genuinely present in the flesh and in the world. This presence was not merely symbolic, moral, or external—as adoptionists and, in Cyril's view, Nestorius had implied—but an actual union of the divine and human natures in the person of Jesus Christ.

Saint Cyril of Alexandria is called a "saint educator" because of his profound influence on Christian theology and his role in defending and articulating key doctrines of the faith. His work not only addressed the controversies of his time but also provided a foundation for the Church's understanding of Christology that continues to educate and inspire Christians to this day.

Cyril's theological writings and teachings played a crucial role in clarifying the nature of Jesus Christ as both fully divine and fully human. He argued passionately for the unity of Christ's divine and human natures, particularly through his defence of Mary's title as Theotokos ("God-bearer"). This teaching, affirmed at the Council of Ephesus in 431, emphasized that Jesus was not two separate entities but one person in whom divinity and humanity were perfectly united. By doing so, Cyril helped safeguard the doctrine of the Incarnation, which is central to Christian faith, and provided a clear framework for understanding Christ that has educated believers across centuries.

Cyril was also a prolific writer, producing commentaries on Scripture, theological treatises, and letters that addressed the spiritual and doctrinal needs of his contemporaries. His works reflect a deep engagement with Scripture and the theological traditions of the early Church, showing his ability to synthesize complex ideas into teachings that were accessible and transformative for the faithful. These

writings continue to serve as vital resources for theologians and believers, cementing his legacy as a teacher of the faith.

Cyril's role as an educator extended beyond theological doctrine to his pastoral leadership. In a time of significant social and religious turmoil in Alexandria, he sought to guide his flock through challenges and divisions, fostering unity and strengthening their faith. His commitment to educating the Church, both intellectually and spiritually, earned him recognition as a "saint educator," whose influence resonates throughout Christian history. His feast day is celebrated on June 27 in the Roman Catholic Church and June 9 in the Eastern Orthodox Church.

<https://www.britannica.com/biography/Saint-Cyril-of-Alexandria>

https://en.wikipedia.org/wiki/Cyril_of_Alexandria

<https://www.newadvent.org/cathen/04592b.htm>



TEACHINGS OF THE CHURCH ON CATHOLIC EDUCATION SERIES 6- VERITATIS GAUDIUM (THE JOY OF TRUTH): 2017

The "Veritatis Gaudium" ("The Joy of Truth") is an apostolic constitution issued by Pope Francis on January 29, 2018. It addresses the renewal of ecclesiastical universities and faculties, providing guidelines for Catholic higher education in theology, philosophy, and related disciplines. This document seeks to foster a global dialogue and deepen the Church's engagement with contemporary issues, particularly in light of the challenges posed by globalization, cultural shifts, and scientific advancements. This constitution reflects Pope Francis's call for a dynamic, dialogical, and transformative approach to Catholic education. Its emphasis on engaging with the broader world positions ecclesiastical institutions as key contributors to addressing global challenges.

Part One- General Norms:

Section I- Nature and Purpose of Ecclesiastical Universities and Faculties:

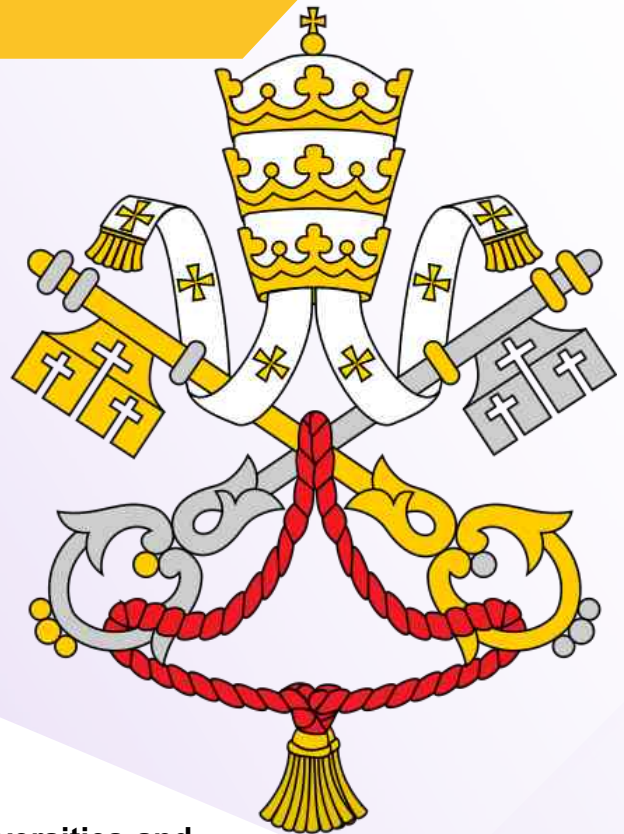
Section I highlights the mission of ecclesiastical universities and faculties to study and teach sacred sciences, such as theology, philosophy, and canon law, while addressing contemporary challenges. These institutions aim to deepen the understanding of divine truth and prepare students for roles in ministry, research, and society. Rooted in faith and reason, they foster interdisciplinary dialogue and cultural engagement. Beyond intellectual formation, they emphasise spiritual and moral development, cultivating leaders for the Church's evangelizing mission. By integrating knowledge, faith, and service, they contribute to the Church's role in addressing global issues with wisdom and compassion.

Section II- The Academic Community and Its Government:

Section II emphasizes the collaborative nature of ecclesiastical universities, highlighting the shared mission of teachers, students, and staff in fostering academic excellence, spiritual growth, and service to the Church. Governance is entrusted to the rector or president, supported by deans and faculty councils, ensuring fidelity to the Church's magisterium and institutional mission. Academic leaders oversee curricula, uphold standards, and encourage dialogue and participation within the community. Faculty members integrate faith and reason in their teaching and research, while students actively engage in their intellectual and moral formation. Together, they advance the Church's educational and evangelizing mission.

Section III- Teachers:

Section III highlights the vital role of teachers in ecclesiastical universities and faculties as transmitters of knowledge and witnesses to the Gospel. Teachers must possess advanced academic qualifications and



demonstrate fidelity to the Church's magisterium, integrating faith and reason in their teaching and research. They are called to embody moral integrity and serve as role models, fostering intellectual, spiritual, and ethical growth in their students. While exercising academic freedom, they must remain faithful to Catholic doctrine. Through collaboration and innovation, teachers contribute to the Church's mission, preparing students for leadership and service in ecclesial and societal contexts.

Section IV- Students:

Section IV emphasises the formation of students as central to the mission of ecclesiastical universities and faculties. Students are called to actively engage in their studies, integrating intellectual rigor with spiritual and moral growth. They are prepared for roles in ministry, research, and leadership within the Church and society. The document highlights the importance of personal responsibility, fostering a deep commitment to the search for truth and the Church's mission. By embracing dialogue, cultural engagement, and interdisciplinary collaboration, students are equipped to address contemporary challenges, embody Gospel values, and contribute meaningfully to the Church's evangelizing and global service mission.

Section V- Officials and Administrative and Service Personnel:

Section V recognises the essential roles of officials, administrative staff, and service personnel in supporting the mission of ecclesiastical universities and faculties. These individuals contribute to the efficient operation of the institutions, ensuring an environment conducive to academic excellence, spiritual growth, and community engagement. Their work, performed with professionalism and dedication, reflects a shared commitment to the Church's values and mission. By fostering collaboration and upholding ethical standards, they help maintain harmony within the academic community. Their service ensures that the institutions function effectively as centres of education, research, and formation for the Church and the broader society.



Section VI- Plan of Studies:

Section VI outlines the structure and purpose of the plan of studies in ecclesiastical universities and faculties. It emphasises a curriculum rooted in sacred sciences, particularly theology, philosophy, and canon law, while encouraging interdisciplinary approaches to address contemporary challenges. The plan must integrate faith and reason, fostering a comprehensive understanding of divine truth and its application in modern contexts. Programs are designed to prepare students for ministry, research, and leadership roles, emphasizing intellectual rigor and spiritual formation. Academic standards are established in harmony with Church teachings, ensuring that studies contribute to the Church's mission of evangelization and service.

Section VII- Academic Degrees and Other Awards:

Section VII addresses academic degrees and other awards in ecclesiastical institutions. It outlines the types of degrees conferred (bachelor's, licentiate, and doctorate) and their respective requirements. The section emphasises maintaining high academic standards, ensuring that degrees reflect intellectual rigor and a deep understanding of theological and ecclesiastical disciplines. It also highlights the importance of canonical recognition for these awards, ensuring their validity within the Church and broader academic contexts. Additionally, it provides guidelines for granting honorary degrees and other distinctions, stressing their alignment with the institution's mission and commitment to fostering excellence in scholarship and service.

Section VIII- Didactic Facilities:

Section VIII focuses on the didactic facilities necessary for effective teaching and learning in



ecclesiastical institutions. It emphasises the importance of maintaining modern, well-equipped facilities, including libraries, research centres, and digital resources, to support academic excellence. Institutions are encouraged to integrate advanced technologies and methodologies to enhance education and research. The section also highlights the role of collaborative spaces that foster dialogue and interdisciplinary engagement among students and faculty. Accessibility and inclusivity in educational infrastructure are stressed to ensure all learners can benefit. Overall, the section underscores the need for facilities that align with contemporary academic demands.

Section IX- Financial Administration:

Section IX outlines principles for the financial administration of ecclesiastical institutions. It emphasises transparency, accountability, and prudent management of resources to ensure sustainability and alignment with the Church's mission. Institutions are required to establish clear financial policies, maintain accurate records, and conduct regular audits. Proper allocation of funds is encouraged to support academic activities, infrastructure, and scholarships for students in need. The section highlights the responsibility of administrators to prioritize ethical practices and promote solidarity, ensuring financial decisions reflect the Gospel's values. Collaboration with ecclesiastical authorities and adherence to canonical norms are also essential for sound financial governance.

Section X- Strategic Planning and Cooperation of Faculties:

Section X emphasises the importance of strategic planning and cooperation among ecclesiastical faculties to fulfil their academic and ecclesial mission effectively. Institutions are encouraged to develop comprehensive plans aligning their educational objectives with the Church's vision and contemporary global challenges. The section advocates for collaboration between faculties, dioceses, and other academic entities to enhance interdisciplinary research and resource sharing. Strategic planning should address societal needs, promote cultural dialogue, and prioritize innovation in teaching and research. It underscores the need for coordinated efforts to build networks of cooperation, fostering academic excellence and contributing to the Church's evangelizing mission.

Part Two- Special Norms:

Section I- Faculty of Theology:

Section I focuses on the Faculty of Theology, highlighting its central role in ecclesiastical academic institutions. It emphasises theology as a discipline that deepens understanding of divine revelation, fosters faith, and supports the Church's evangelizing mission. The section underscores the importance of integrating theological studies with contemporary issues, promoting dialogue between faith and reason. Theology faculties are tasked with forming individuals for pastoral, academic, and missionary leadership, grounded in Scripture, Tradition, and the Magisterium. Collaboration with other disciplines and openness to cultural diversity are encouraged, ensuring theology remains relevant and responsive to the needs of the modern world.

Section II- Faculty of Canon Law:

Section II addresses the Faculty of Canon Law, emphasising its role in studying and teaching the legal framework that governs the Church's life and mission. It highlights the importance of forming experts capable of interpreting and applying canon law to support ecclesial structures, pastoral care, and the administration of justice. The faculty must ensure students gain a thorough understanding of the Church's legal tradition, rooted in theology and ecclesiology. Collaboration with civil law faculties and interdisciplinary approaches are encouraged to address contemporary legal and social challenges. This

formation prepares graduates for service in ecclesiastical and societal contexts.

Section III- Faculty of Philosophy:

Section III focuses on the Faculty of Philosophy, highlighting its role in fostering critical thinking and a deeper understanding of human existence and reality. It emphasises the study of philosophy as essential for engaging with fundamental questions about truth, ethics, and the relationship between faith and reason. The faculty is tasked with exploring philosophical traditions while addressing contemporary cultural and scientific developments. Students are formed to engage in dialogue with diverse worldviews and disciplines, contributing to the Church's mission of evangelization. This formation prepares graduates for intellectual, pastoral, and cultural leadership within the Church and broader society.

Section IV- Other Faculties:

Section IV addresses faculties beyond theology, canon law, and philosophy, emphasising their importance in the Church's mission and academic landscape. These faculties, including those in sciences, social sciences, and humanities, contribute to interdisciplinary dialogue and the integration of faith with contemporary knowledge. They are tasked with forming professionals who can apply Catholic principles in their respective fields while addressing global challenges. The section highlights the need for these faculties to maintain academic excellence, foster ethical responsibility, and promote collaboration with ecclesiastical and secular institutions. This ensures their relevance and impact within the Church and society at large.

Final Norms:

The Final Norms outline the procedural and regulatory provisions for implementing the constitution. They mandate ecclesiastical institutions to revise their statutes and curricula in accordance with the document's directives, subject to approval by the Holy See.

The norms stress adherence to canonical requirements and cooperation with ecclesiastical authorities to ensure

alignment with the Church's mission. Institutions are encouraged to foster innovation while maintaining fidelity to tradition. The section also specifies timelines for compliance and emphasizes accountability in governance and academic activities. These norms aim to ensure the effective realisation of the document's vision across Catholic higher education.

https://www.vatican.va/content/francesco/en/apost_constitutions/documents/papa-francesco_costituzione-ap_20171208_veritatis-gaudium.html



POPE FRANCIS URGES PRAYERS FOR EDUCATION RIGHTS

Vatican, January 3, 2025: Pope Francis has dedicated his January prayer intention to advocating for "the right to an education," urging the Catholic Church worldwide to unite in prayer for this cause. In his monthly The Pope Video, the Holy Father emphasized the severity of the global education crisis, describing it as "an educational catastrophe," with approximately 250 million children and youth deprived of schooling due to wars, migration, and poverty.



Pope Francis reminded the faithful of the Gospel's call to welcome strangers, stating, "Whoever welcomes the foreigner, welcomes Jesus Christ." He urged prayers for those affected by war and displacement, advocating for their right to education regardless of immigration status as a cornerstone for building a more humane world.

He highlighted education as a powerful tool to combat discrimination, criminal networks, and exploitation, particularly for migrants and refugees. "Education can save lives," he noted, stressing its role in fostering integration and paving the way for a brighter future.

The Pope Video initiative, launched by the Pope's Worldwide Prayer Network in 2016, disseminates the Pontiff's monthly prayer intentions globally. The project has garnered over 203 million views across 23 languages and is distributed by Vatican Media, with support from La Machi Communication for Good Causes. It seeks to mobilize Catholics to respond through prayer and action to pressing global challenges in alignment with the Church's mission.

This month's message reiterates the Church's commitment to addressing educational inequality and its devastating impact on children worldwide, inviting the faithful to reflect and act upon this urgent call.

Courtesy: Vatican News



101ST COUNCIL MEETING OF THE INTERNATIONAL CATHOLIC OFFICE FOR EDUCATION

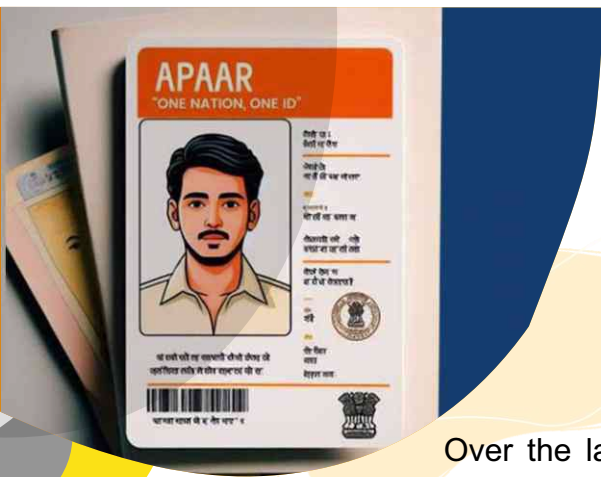
The International Office for Catholic Education (OIEC) had organized its 101st Council Meeting in Geneva, Switzerland from 3rd December to 6th December 2024. The Executive Council has about 16 countries, representing various regions of the Catholic world. Fr. Maria Charles, National Secretary represented the Catholic Bishops' Conference of India, as the only representative from India.

The meeting was convened mainly to share simple, convivial and constructive moments together. Besides fraternal sharing from different regions and moments of spirituality, there was a sharing by the President Fr. Jawad Alamat and the Secretary General Herve Lecomte. There were a few resource persons mainly from the United Nations in Geneva. An overview of the mission of the permanent representation in International Bodies was presented by Mrs. Diakite-Lacroix, Michel Bertet and Herve Lecomte. There was a sharing by Maria D'Onofrio, Secretary General International Catholic Centre at Geneva on "Training on the Universal Periodic Review (UPR)". There was a conference given by the Apostolic Nuncio Mgr Balestrero on 'The OIEC and multilateralism for Sustainable Development'. The resource persons were mainly from the United Nations in Geneva and part of the meeting was also held at Palais des Nations Unies (United Nations)

The group also was taken to a school in Geneva to understand how education takes place in Switzerland. A Presentation of education in Switzerland was shared by Abbe Desthieux. The participants were from the regions of Middle East, Asia, Africa, Europe, South America and Australia.







TRACKING EVERY CHILD, OVER 7 CRORE APAAR IDS GENERATED AND VALIDATED FOR MONITORING LEARNING OUTCOMES– SHRI DHARMENDRA PRADHAN

BY PIB DELHI: 17 DECEMBER 2024

Over the last decade, India's school education landscape has witnessed unprecedented growth and transformation under this government's leadership. From robust improvements in school infrastructure and digital inclusion to empowering Nari Shakti and promoting Bharatiya languages, every initiative has been driven by a commitment to quality, equity, and holistic development, stated Shri Dharmendra Pradhan, while addressing a press conference in New Delhi today. Shri Pradhan highlighted that we stand at a pivotal juncture where our schools are not only centres of learning but also enablers of opportunity, skill, and empowerment for every child in the country. The highlights of this progress are as follows:

- 1. Growth of School Infrastructure (2013-14 to 2023-24):** The government's efforts have led to significant improvements in school infrastructure:
 - Electricity availability increased from 53% to 91.8%. Access to computers improved from 24.1% to 57.2%, and internet facilities rose from 7.3% to 53.9%.
 - Drinking water access went up from 83.2% to 98.3%, while handwashing facilities jumped from 43.1% to 94.7%.
 - Availability of playgrounds rose from 66.9% to 82.4%.
 - Library facilities expanded from 76.4% to 89%.
 - Provision of ramps grew from 56.8% to 77.1%, and handrails increased from 33.9% to 52.3%.
 - Rainwater harvesting facilities saw a major boost from 4.2% to 28.4%.
- 2. Increased Investment in Education:** The per-child expenditure incurred by the government has grown by more than 130%, rising from ₹10,780 in 2013-14 to ₹25,043 in 2021-22.
- 3. Focus on Bharatiya Bhasha:** The government has prioritized linguistic diversity:
 - Textbooks for Classes 1 and 2 are now available in 23 Indian languages.
 - Multilingual e-content has been developed in 126 Indian languages and 7 foreign languages on the DIKSHA platform.
 - A total of 104 primers in Indian languages have been released.
 - Dedicated educational channels have been launched: A Tamil language channel on 29th July 2024.
 - ULLAS channel for adult education on 8th September 2024. A channel for hearing-impaired learners in Indian Sign Language (ISL) under the PM e-Vidya initiative on 6th December 2024.
- 4. Improvement in Student Performance:** There has been a significant rise in the performance of students in board exams:
 - A 64% increase in students scoring higher grades in Class X.
 - A 66% increase in students performing better in Class XII.
- 5. Nari Shakti in School Education:** Women have emerged as a driving force in education:
 - The number of female teachers has grown by over 30% since 2014. Over 61% of teachers recruited between 2014 and 2024 are women.
 - Female teachers now significantly outnumber male teachers.
- 6. Quality and Equity in KVS/NVS:**
 - Representation of rural students in Navodaya Vidyalayas has increased from 78% in 2014 to 90% in 2024.
 - OBC reservation of 27% was introduced in 2021, with representation reaching 38.83% in NVS

and 29.33% in KVS by 2024.

- The number of KVs and NVs has grown from 1,701 to 1,943 schools.

7. Academic success:

- More than 45,000 students qualified for NEET.
- Over 10,000 students cleared IIT-JEE Mains, with 2,000+ students securing admission into IITs.
- Notably, 19,154 NEET qualifiers and 4,325 JEE Mains qualifiers from NVS achieved success without external coaching.

8. Growth of CBSE Schools: The number of CBSE-affiliated schools has more than doubled, increasing from 14,974 in 2014 to 30,415 in 2024.

9. Mainstreaming Skill Education: Vocational education has been expanded significantly:

- Schools offering vocational courses have risen from 960 in 2014 to 29,342 in 2024.
- Student enrolment in skill education has surged from 58,720 in 2014 to over 30.8 lakh in 2024.

10. IT-Enabled Transparency: The government has brought digital reforms to school management:

- Admissions, transfers, and CBSE affiliation processes are now fully online.
- KVS, NVS, and CBSE are operating on 100% e-office platforms.

11. New Bharat-Centric Textbooks under NCF: The development of competency-based, inclusive textbooks has progressed rapidly:

- New textbooks have been made available for 7 out of 15 grades, with textbooks coming out for 4 more grades in the next academic year.
- Textbooks for Arts, Physical Education, and Well-being (Grades 3–8) and for Vocational Education (Grades 6–8) are being developed.
- NCERT's annual textbook printing has expanded from 5 crore to 15 crore books to meet demand.
- Textbooks are being prepared in all scheduled Indian languages and made accessible via online platforms.

12. PM POSHAN Scheme: The Central government's investment in PM POSHAN has grown significantly:

- Over ₹1.04 lakh crore was allocated from 2014–2024, compared to ₹71,525 crore in the previous decade.
- Material cost for meals was revised upwards by 13.7% from Rs. 5.45 to Rs. 6.19 for Primary and Balvatika classes. And from Rs. 8.17 to Rs. 9.29 for Upper Primary classes, with effect from 01.12.24.
- The Central Government will bear the additional cost of Rs. 425.62 Cr. in FY 24-25 on account of this enhancement.

13. Data-Driven Decision Making: Technology is enabling targeted interventions and improved learning outcomes:

- 32 Vidya Samiksha Kendras have been established, with 24 integrated with the Rashtriya VSK at NCERT. In addition, there is a VSK setup at CBSE.
- More than 7 crore APAAR IDs (Automated Permanent Academic Account Registry) have been generated and validated, ensuring unique tracking of student progress.
- The PARAKH Rashtriya Sarvekshan was conducted on 4th December 2024, covering approx. 23 lakh students across 87,619 schools.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB%20releae%20of%20the%20Press%20Conference%20held%20today.pdf



IIT DELHI LAUNCHES 6-MONTH GENERATIVE AI CERTIFICATE COURSE

BY FUNDASPRING: DECEMBER 18, 2024

The Indian Institute of Technology (IIT) Delhi has introduced a cutting-edge 6-month certificate course in Generative AI as part of its Continuing Education Programme (CEP). This initiative aims to empower professionals with cutting-edge expertise in artificial intelligence, focusing on advanced AI techniques and hands-on experience with state-of-the-art tools.

Course Overview:

The course comprises six specialized modules, including:

- Mathematical Foundations for Machine Learning (ML)
- Natural Language Processing (NLP)
- Generative AI for Text and Vision
- Responsible AI

Participants will gain hands-on experience using tools like Python, NumPy, Pandas, PyTorch, and TensorFlow. For NLP, practical applications will involve popular frameworks such as NLTK and spaCy.

Key Features:

- **Live Online Interactive Sessions:** The programme offers live online interactive sessions in a Direct-to-Device (D2D) format, featuring industry-relevant case studies, projects, and assignments.
- **One-Day Campus Immersion:** Participants will enjoy a one-day campus immersion experience at IIT Delhi, providing an exclusive opportunity for in-person interactions and learning.
- **Industry-Relevant Curriculum:** The curriculum focuses on Large Language Models (LLMs) such as GPT, BERT, and T5, as well as emerging domains like Vision-Language Models (VLMs) and Reinforcement Learning with Human Feedback (RLHF).

Eligibility and Application Process:

- **Eligibility:** The course is designed for working professionals with a background in science, technology, engineering, or mathematical sciences. Prior experience or knowledge of coding or programming is preferred.
- **Application Process:** Applications are open until February 11, with a fee of Rs 1,180. Classes begin on February 15, and the total course fee is Rs 1.69 lakh plus taxes.

Impact and Benefits:

The introduction of this certificate course is set to attract AI enthusiasts and industry professionals eager to enhance their skills in one of the most sought-after fields today. With a focus on innovation and real-world applications, the course promises to shape future leaders in artificial intelligence.

<https://fundaspring.com/blogs/education-headlines-in-india/iit-delhi-generative-ai-course>



NEET EXAM TO GO ONLINE: DHARMENDRA PRADHAN ANNOUNCES MAJOR REFORMS

BY FUNDASPRING: DECEMBER 18, 2024

Union Education Minister Dharmendra Pradhan recently hinted at significant reforms for the National Eligibility cum Entrance Test (NEET), the gateway for admission to medical colleges in India. One of the most notable proposals is the potential shift of NEET to an online mode by 2025. This move aims to address various challenges faced by the current exam system and ensure a more secure and efficient process.

Why Move NEET Online?





INDIA LAUNCHES G20 TALENT VISA TO ATTRACT TOP GLOBAL SCHOLARS

BY FUNDASPRING: DECEMBER 20, 2024

In a significant move to boost academic collaboration and innovation, India has launched the G20 Talent Visa. This new initiative is designed to attract top-tier scholars, researchers, and professionals from G20 nations, providing them with opportunities to engage in academic and research activities in India. The G20 Talent Visa, approved by the Ministry of Home

Affairs, aims to position India as a global hub for education and research.

Overview of the G20 Talent Visa:

The G20 Talent Visa falls under the S-5 sub-category of the student visa framework. It is specifically tailored to facilitate the entry of distinguished scholars and researchers from G20 nations into India. The primary objective is to enhance the exchange of knowledge, promote collaborative research, and elevate the quality of education and innovation in the country.

Key Features of the G20 Talent Visa:

- **Eligibility and Application:** The visa is open to scholars, researchers, and professionals from G20 nations. Applicants must demonstrate exceptional academic achievements and a proven track record in their respective fields.
- **Duration and Benefits:** The visa provides a flexible duration, allowing scholars to stay in India for short-term academic projects or long-term research initiatives. Visa holders will have access to India's premier educational institutions, research facilities, and academic networks.
- **Collaborative Opportunities:** The visa promotes international collaboration by enabling scholars to work closely with Indian researchers and institutions. This fosters a vibrant environment for cross-cultural academic exchange and innovation.

Implementation and Impact:

The University Grants Commission (UGC) has been actively involved in the implementation of the G20 Talent Visa. Higher education institutions across India have been urged to disseminate information about the visa among their stakeholders, including faculty, researchers, and students. This collaborative effort aims to maximize the benefits of the initiative and ensure broad participation.

The introduction of the G20 Talent Visa is expected to have a profound impact on India's academic landscape:

1. **Enhanced Research Output:** By attracting top global talent, Indian institutions can significantly boost their research output and contribute to global advancements in various fields.
2. **Internationalization of Education:** The presence of international scholars will enrich the academic environment, providing students with diverse perspectives and fostering a culture of inclusivity.
3. **Strengthening Academic Networks:** The visa facilitates the creation of strong academic networks, enabling continuous collaboration and knowledge exchange between Indian and international institutions.

<https://fundaspring.com/blogs/education-headlines-in-india/india-g20-talent-visa>

The decision to consider moving NEET online stems from several factors:

1. **Enhanced Security:** Online exams can significantly reduce the risk of paper leaks and other malpractices that have plagued the offline examination system.
2. **Efficiency:** Digital exams streamline the entire process, from registration to result declaration, ensuring timely and accurate outcomes.
3. **Accessibility:** An online mode makes it easier to conduct exams across diverse geographical locations, providing equal opportunities for all candidates.

Key Features of the Proposed Reforms:

- **Multi-Stage Testing:** The reforms suggest a multi-stage testing process to better assess candidates' knowledge and skills over several phases.
- **Digital Exam System:** The introduction of a digital exam system is expected to bring transparency and fairness to the testing process.
- **Focus on Entrance Exams:** The National Testing Agency (NTA) will now solely focus on conducting entrance exams, discontinuing recruitment exams. This change aims to enhance the quality and integrity of entrance tests like NEET.

<https://fundaspring.com/blogs/education-headlines-in-india/neet-exam-online-reforms>

RURAL INDIA'S LITERACY LEAP: A DECADE OF PROGRESS

BY FUNDASPRING: DECEMBER 11, 2024

Over the past decade, rural India has witnessed a significant rise in literacy rates, marking a milestone in the country's educational progress. According to recent government data, the literacy rate in rural areas has increased by 10 percentage points, from 67.77% in 2011 to 77.50% in 2023-24.

- **Government Initiatives:** Several centrally sponsored schemes and programs have played a crucial role in boosting rural literacy. Programs like the Samagra Shiksha Abhiyan, Saakshar Bharat Mission, Padhna Likhna Abhiyan, and the ongoing ULLAS-Nav Bharat Saksharta Karyakram have been instrumental in this progress.
- **Focus on Female Literacy:** Female literacy has seen a remarkable improvement, rising from 57.93% in 2011 to 70.4% in 2023-24. This focus on empowering women through education has been a key driver of overall literacy growth.
- **Community Engagement:** Mobilizing communities to emphasize the importance of education and addressing socio-economic barriers has been essential in increasing school enrolment and retention.
- **Volunteer-Driven Programs:** The ULLAS program, targeting individuals aged 15 and above, has been particularly effective in boosting adult literacy. The program's volunteer-driven approach and adaptability to local needs have made it a success.

Despite the progress, challenges remain in achieving universal literacy. Addressing issues such as poverty, child labour, and lack of infrastructure continues to be a priority. The government and various organizations are working together to bridge these gaps and ensure equitable access to quality education for all.

The rise in rural India's literacy rate over the past decade is a testament to the effectiveness of targeted government programs and community efforts. As the country continues to strive for universal education, the focus on female literacy and community engagement will remain crucial in achieving this goal.

<https://fundaspring.com/blogs/education-headlines-in-india/rural-india-literacy-leap>



SHRI DHARMENDRA PRADHAN CALLED UPON MINORITY INSTITUTIONS TO ACTIVELY CONTRIBUTE TO IMPLEMENTATION OF NEP 2020

BY PIB DELHI: 18 DECEMBER 2024

Union Minister for Education, Shri Dharmendra Pradhan addressed 20th Foundation Day of the National Commission for Minority Educational Institutions in New Delhi. Shri Dharmendra Pradhan, while addressing the audience, emphasized the importance of the rights enshrined in the Indian Constitution for minorities as the nation marks the 75th year of adoption of the constitution. He also highlighted the role of National Commission for Minority Educational Institutions in bringing positive change through education.

The Minister stressed the urgent need to implement the National Education Policy (NEP) 2020 in letter and spirit. He called upon minority institutions to actively contribute to the implementation of NEP 2020. He also stressed on the importance of skill development and initiatives like Academic Bank Credit, NCRF, etc.

Shri Pradhan also envisioned India's leadership in the 21st-century knowledge-based economy and reiterated that the dream of Viksit Bharat can only be realized through the collective efforts of all Indians, regardless of caste or religion. He emphasized that India's inclusive

society will serve as a beacon of solutions for global challenges. The Minister commended the National Commission for Minority Educational Institutions for its dedicated efforts and reaffirmed the Government's commitment to welfare of all.

Chairperson, National Commission for Minorities, Ministry of Minority Affairs, Shri Iqbal Singh Lalpura; Prof. (Dr) Faizan Mustafa, Dr Imam Umer Ahmed Ilyasi, Upadhyaya Ravindra Muni, Dr Bhikkhu Dhammapal Maha Thero and Archbishop Raphy Manjaly were also present on the occasion.



LIMES ICONNECTWE (ICW): "CONNECTING COMMUNITIES, TRANSFORMING LIVES"

BY RAJESH KAUL, FOUNDER AND DIRECTOR.



iConnectWe (ICW) is the flagship brand of LM Energy and Software Pvt. Ltd. (LMES), an MSME and a Licensed Internet Service Provider (ISP) under the Department of Telecommunications (DoT), India. ICW is dedicated to fostering digital empowerment and inclusive growth by building a robust connectivity bridge to uplift urban, semi-urban, and rural areas across India.

Our mission is to drive a technology revolution in regions where it is needed most, ensuring connectivity forms the backbone of transformative digital initiatives such as:

- Internet Connectivity Solutions
- Remote Education Platforms
- Telehealth Services
- Public Wi-Fi Hotspot Zones

What We Do:

ICW's offerings act as a catalyst for creating a connected ecosystem, laying the foundation for smart solutions that foster efficient, sustainable, and growth-oriented systems. By delivering cutting-edge technologies, we empower communities and industries, transforming lives and enhancing operational efficiencies.

Our Key Differentiators:

1. **State-of-the-Art Network Design:** Advanced infrastructure catering to diverse needs, leveraging FTTH (Fiber-to-the Home) and Wireless Networks for seamless connectivity.
2. **Technology-Driven Initiatives:** Development of innovative solutions, including an in-house connectivity monitoring system, ensuring consistent and efficient remote management of our services.
3. **Customer-Centric Approach:** A robust technical competence centre and dedicated customer support ensure rapid response times and reliable service delivery.

Our Vision:

To empower every individual and business in India with uninterrupted, affordable, and high-quality connectivity, enabling them to thrive in the digital era. At iConnectWe, we don't just connect people to the internet; we connect them to opportunities, knowledge, and growth.

At LMES, we are committed to bridging the digital divide by connecting the "unconnected" and empowering communities across Rajasthan and Jammu & Kashmir. Our mission is to deliver reliable, high-speed internet connectivity to transform lives in urban, semi-urban, and rural areas.

Our Services:

- **Seamless Internet Connectivity:** For homes, offices, and businesses.
- **Remote Education:** Enabling students to access quality learning resources from anywhere.
- **Remote Healthcare:** Supporting telemedicine and access to health services.
- **Public Wi-Fi Hotspot Zones:** Creating digital hubs in communities to foster inclusivity.

Whether it's bringing broadband to a home, connecting a remote school, or setting up a public Wi-Fi zone in underserved areas, we are building a future where every individual has access to the power of connectivity.

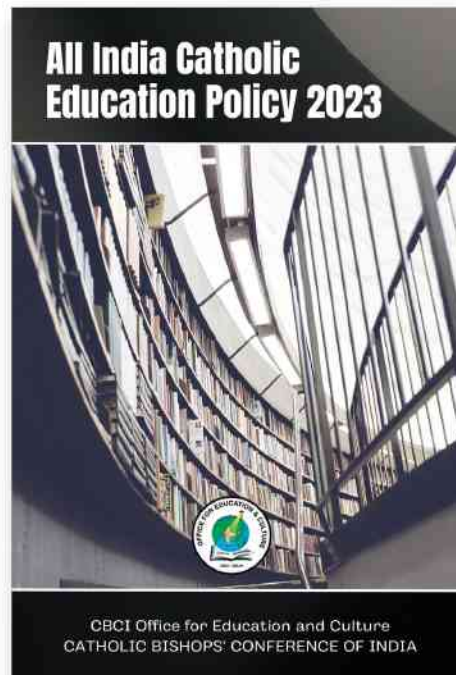


ALL INDIA CATHOLIC EDUCATION POLICY

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

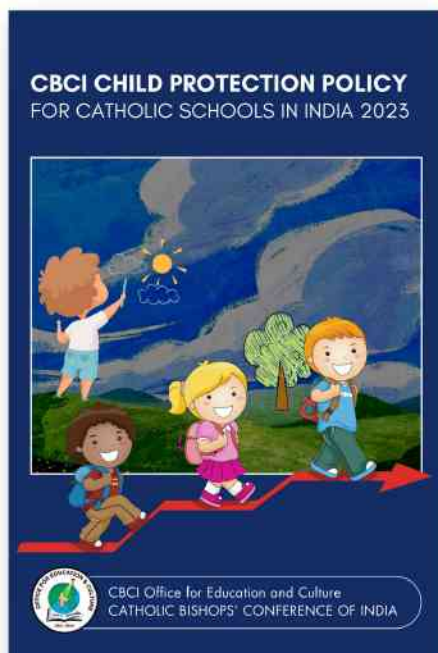


CBCI CHILD PROTECTION POLICY

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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