CBCI
EDUCATION NEXUS
AUGUST 2024

THE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

THE IMPACT OF TECHNOLOGY ON THE INDIAN EDUCATION SYSTEM

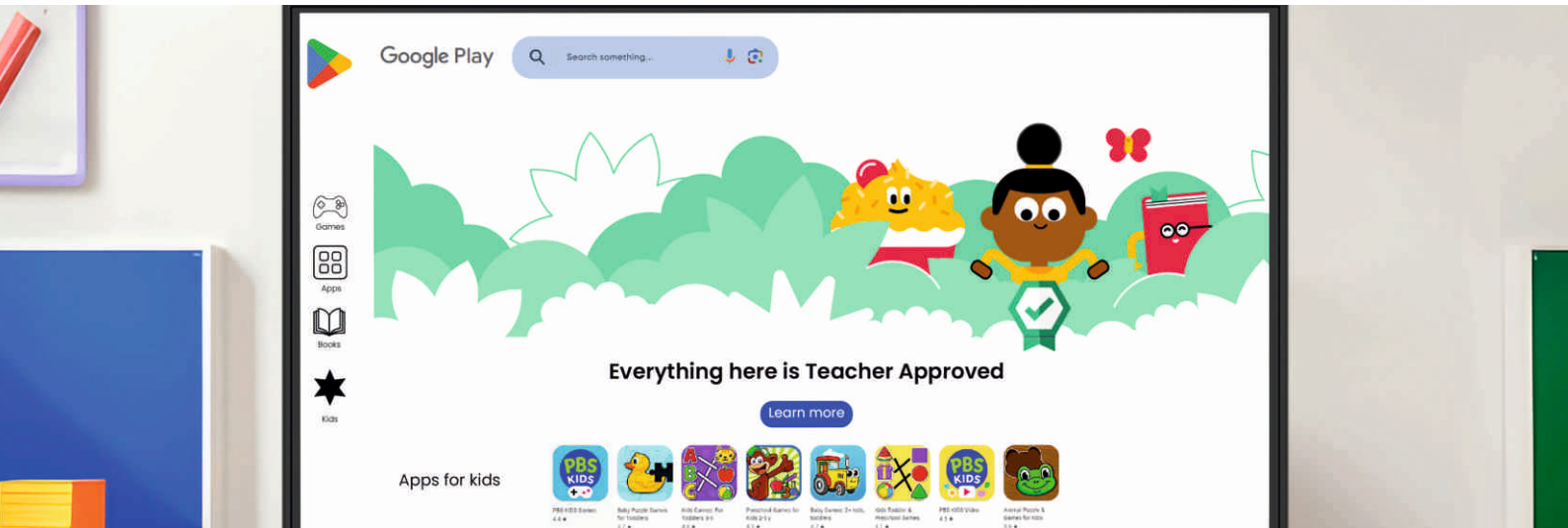**TEACHINGS OF THE CHURCH ON CATHOLIC EDUCAITON 2: THE CATHOLIC SCHOOL (1977)**

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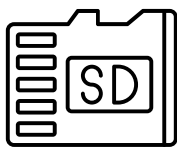

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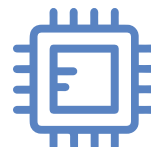**Core Services**

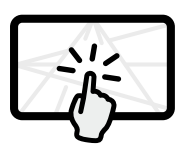**Collaboration Tools**

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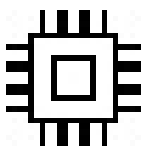
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TECHNOLOGY IN THE HANDS OF GREAT TEACHERS CAN BE TRANSFORMATIONAL!

While many of our Principals/Headmasters have adapted with ease various tools of technology for imparting education, there are still many who have been resisting bringing in modern education technology in their schools or colleges. We need to accept the fact that with evolving job market, digital skills and technical skills are imperative in preparing students for future careers. They need to be familiar with latest tools and platforms to stay competitive.

But first before jumping into buying expensive educational technology tools, we need to identify the needs by conducting a thorough assessment to understand the specific needs of our students, teachers and the curriculum. Second, we need to set clear objectives by defining what we need to aim to achieve with the integration of technology such improved engagement with students, enhancing personalised learning or administrative efficiency. It requires careful planning, ongoing support, and a focus on enhancing learning outcomes. We need to adapt to the right technology for our students. There are both global resources and Open Educational Resources (OER) are available to support diverse educational needs.

As Eric Sheninger, CEO of Aspire Change EDU says, "Technology allows educators to break the boundaries of the traditional classroom, offering more collaborative, engaging, and personalized learning experiences." Some wonder what types of Education Technology are there for us to embed them into our school system? We have been using some of these earlier too:

· **LEARNING MANAGEMENT SYSTEMS (LMS):** Platforms like Google Classroom, Moodle, or Canvas to manage course content, assignments, administrative tools streamline tasks such as grading, attendance and communication.

· **INTERACTIVE WHITEBOARDS:** Tools like SMART Boards to enhance interactive learning.

· **EDUCATIONAL APPS:** Subject-specific apps for learning languages, mathematics, science, etc.

· **VIRTUAL REALITY (VR) AND AUGMENTED REALITY (AR):** For immersive learning experiences in subjects like history, science, and geography.

· **GAMIFICATION:** Using game design elements in learning to increase engagement and motivation.

· **ADAPTIVE LEARNING TECHNOLOGIES:** Systems that adjust the learning experience based on the student's performance, like DreamBox or Khan Academy.

Hence, to select the appropriate technology always research various options, implement pilot programmes on a small scale and ensure that the technology is user-friendly and accessible to all students, including those with disabilities.

Was it George Couros, author of Innovator's Mindset who said, "Technology will not replace great teachers, but technology in the hands of great teachers can be transformational."

FR./DR. MARIA CHARLES SDB
National Secretary

THE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Artificial intelligence in education enhances personalized learning, automates administrative tasks, and provides intelligent tutoring systems. AI-driven tools adapt to individual student needs, offer real-time feedback, and support virtual learning environments, improving engagement and outcomes while freeing educators to focus on teaching and mentorship.

Artificial Intelligence (AI) is a transformative technology with significant potential across various sectors. It offers advancements in efficiency, productivity, and innovation. However, the integration of AI also brings forth critical ethical, social, and economic challenges that require thorough examination.

Artificial Intelligence (AI) is increasingly integrated into education, offering numerous benefits and posing several challenges. A critical analysis of AI in education reveals both its potential to transform learning and its associated risks.

Artificial intelligence (AI) is revolutionizing education by providing personalized learning experiences, automating administrative tasks, and enhancing educational content. As noted by educational technology expert Daphne Koller, "AI can help us understand how students learn and what they need to succeed, allowing us to provide targeted instruction that improves learning outcomes." This customization guarantees that students obtain the appropriate level of challenge and support, which in turn enhances their engagement and comprehension.

AI automates many administrative tasks, such as grading and scheduling, which allows educators to focus more on teaching and interacting with students. AI-driven systems can grade multiple-choice tests and even some essays with remarkable accuracy, providing timely feedback to students. According to education researcher Rose Luckin, "AI can take over the repetitive tasks, freeing teachers to concentrate on what they do best: teach and inspire." This efficiency not only reduces the workload for educators but also accelerates the feedback loop, helping students learn more effectively.

Furthermore, AI enhances educational content through intelligent tutoring systems and virtual learning environments. These systems can offer real-time assistance and feedback, simulating one-on-one tutoring. For instance, AI tutors can provide explanations and answer questions, making learning more interactive and accessible. As highlighted by AI researcher Sebastian Thrun, "AI has the potential to democratize education, making high-quality resources available to everyone, regardless of location or socioeconomic status." By breaking down barriers to education, AI fosters a more inclusive and equitable learning environment.

Schools also use AI tools to help students understand and learn better. The use of AI tools in education is transforming the learning landscape by offering various innovative
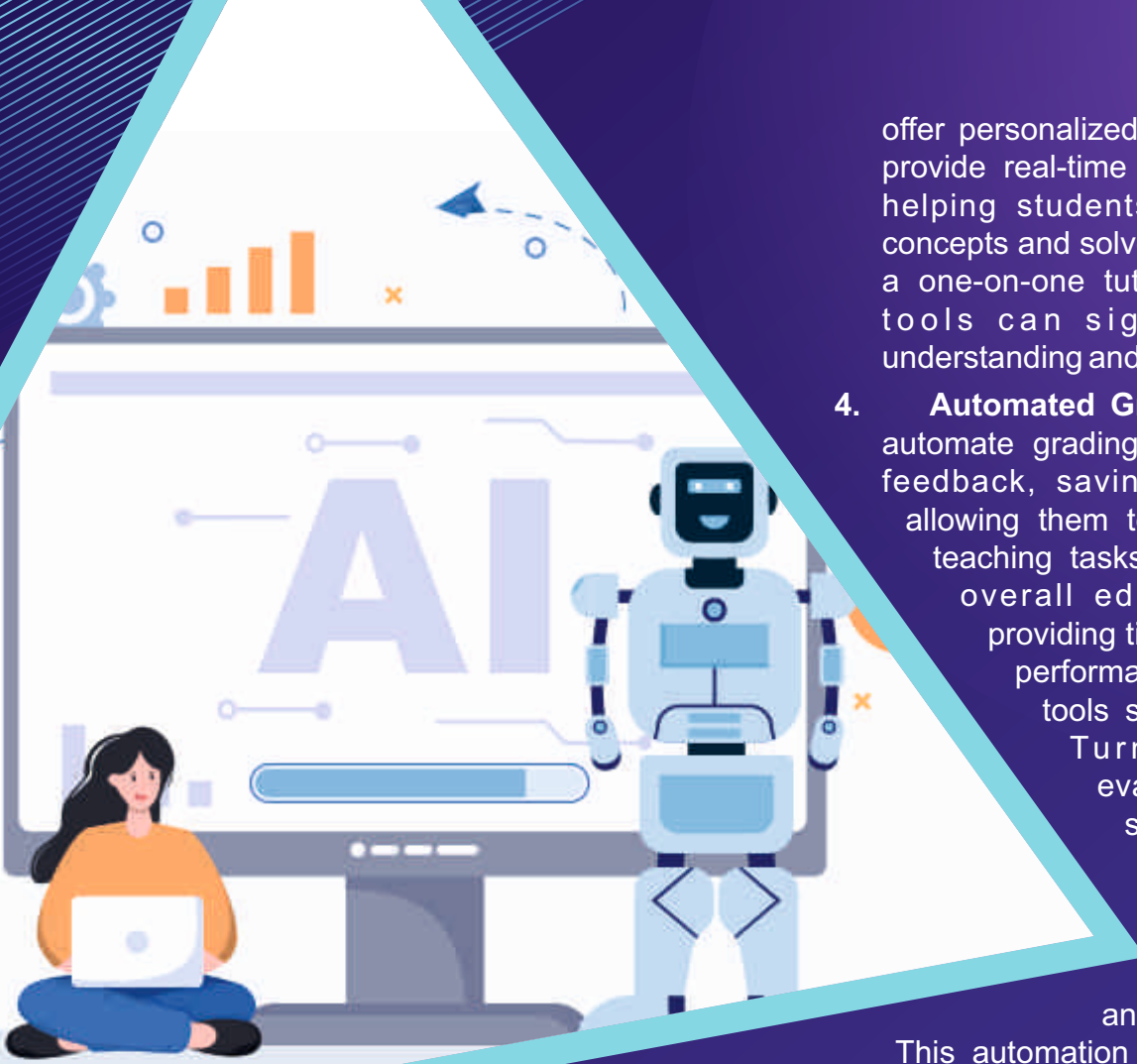
solutions that enhance both teaching and learning experiences.

Some of the advantages of AI in Education are:

1. **Personalised Learning:** AI systems can tailor educational experiences to individual students' needs, enhancing their learning efficiency. These systems track student progress, analyse data, and adjust learning paths, accordingly, allowing for a customised educational journey. AI-driven platforms like DreamBox and Knewton adapt educational content to meet the specific needs and learning paces of individual students. These platforms analyse student data to provide customized lessons, practice exercises, and assessments, ensuring that each learner receives the right level of challenge and support.

2. **Enhanced Engagement:** AI can make learning more interactive and immersive. Technologies such as virtual and augmented reality create engaging simulations, helping students understand complex concepts more effectively.

3. **Intelligent Tutoring Systems:** Tools like Carnegie Learning and MATHia use AI to offer personalized tutoring. These systems provide real-time feedback and guidance, helping students understand complex concepts and solve problems. By simulating a one-on-one tutoring experience, these tools can significantly enhance understanding and retention.

4. **Automated Grading Systems:** AI can automate grading and provide immediate feedback, saving educators time and allowing them to focus on more critical teaching tasks. This can enhance the overall educational process by providing timely insights into student performance. AI-powered grading tools such as Gradescope and Turnitin streamline the evaluation process. These systems can grade multiple-choice tests, short answers, and even essays, providing consistent and objective assessments. This automation frees up teachers' time, allowing them to focus more on instruction and student engagement.

5. **Virtual Learning Assistants:** AI assistants like Coursera's Jill Watson and Microsoft's Cortana help students with queries, reminders, and study schedules. These virtual assistants are available 24/7, providing support outside traditional classroom hours and enhancing the overall learning experience.

6. **Adaptive Learning Technologies:** Platforms such as Smart Sparrow and McGraw-Hill's ALEKS use adaptive algorithms to modify the difficulty of tasks based on the learner's performance. This ensures that students are neither bored with material that is too easy nor frustrated by content that is too challenging.

7. **Content Creation and Enhancement Tools:** AI tools like Canva and Quizlet assist educators in creating engaging and interactive content. AI can also help in translating and localizing educational materials, making them accessible to a broader audience.

8. **Speech Recognition and Language Processing:** Tools like Google's Speech-to-

Text and Duolingo leverage AI to improve language learning and provide real-time translation services. These tools help students with different language backgrounds learn more effectively.

9. **Behavioural and Predictive Analytics:** AI analytics tools can identify at-risk students by analysing patterns in attendance, participation, and performance. Educators can use these insights to intervene early and provide the necessary support to ensure student success.

10. **Improved Accessibility:** AI tools can make education more accessible, especially for students in remote areas or with disabilities. These technologies enable students to access learning materials from anywhere, breaking down traditional barriers to education.

Disadvantages of AI in Education:

1. **Lack of Human Interaction:** One of the significant drawbacks of AI is the reduction in human interaction. While AI can provide personalized learning experiences, it cannot replace the nuanced support and feedback that human teachers offer. This lack of interaction can affect the development of critical social and communication skills in students,

2. **Bias in Algorithms:** AI systems can perpetuate biases present in their training data. If not carefully managed, these biases can lead to unfair treatment of students, particularly in areas like grading and assessment.

3. **Over-Reliance on Technology:** There's a risk of students becoming overly dependent on AI, which might hinder the development of critical thinking and problem-solving skills. Additionally, technological failures can disrupt the learning process, causing significant setbacks.

4. **Privacy Concerns:** AI systems collect extensive data on students, raising concerns about data privacy and security. Ensuring that this data is protected from cyber-attacks and misuse is crucial to maintaining trust in AI educational tools.

AI in education presents a mixed bag of opportunities and challenges. While it offers the potential for more personalized and efficient learning experiences, it also brings risks that need to be carefully managed. As AI technology continues to evolve, ongoing research and ethical considerations will be essential to maximize its benefits and minimize its drawbacks. The integration of AI tools in education enhances the effectiveness, accessibility, and personalization of learning experiences. These technologies not only support teachers in their roles but also empower students to achieve their full potential.

-**Brandon Arnold John.**

THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

OPINIONS FROM PROMINENT EDUCATION LEADERS

We asked a few Catholic Education Experts about the Use of Artificial Intelligence (AI) in Education and how it can help the students and teachers provide better quality education. They have answered four questions regarding this topic. The answers are the Education Experts' personal opinions.

"THE EDUCATION SYSTEM IS IN A TRANSITION PHASE"

FR. SAJEEV VARGHESE
Chancellor, Education Coordinator, Calicut Diocese

How does Artificial Intelligence (AI) enhance the learning experience compared to traditional methods?

Artificial Intelligence (AI) elevates the learning experience in several ways compared to traditional teaching methods: the education system is in a transition phase. Learners always prefer new methods in the education system. In the age of Technology, AI helps us to get better and quality education.

1.   **Personal Assimilation**: AI adapts to individual learners' needs, abilities, and learning styles, providing better content and recommendations.

2.   **Intelligent Teaching Practice**: AI-powered virtual teachers offer one-on-one support, real-time feedback, and guidance, following human-like instruction.

   3. **Data Analysis**: AI helps analyse learner data,

identifying areas of improvement and informing data-driven instructional decisions.

4. **Technical aid to overcome Limitations**: AI-powered tools, such as chatbots and virtual assistants, provide support for learners with disabilities and language barriers.

5. **Appealing to Many**: AI enables mass personalisation, making high-quality education accessible to a larger audience.

6. **Continuous Improvement**: AI systems learn from learner interactions, refining and updating content and methods to optimise learning outcomes.

What will be the implications of introducing AI in your Institutions?

1. **Increased Efficiency**: AI can automate administrative tasks, freeing up staff to focus on teaching and mentoring.

2. **Improved Assessment**: AI can provide instant feedback and accurate assessments, reducing grading bias.

3. **Data-Driven Decision Making**: AI can help analyse student data to inform instructional decisions.

Have you ever tried introducing AI in your school? If so, mention a few positive aspects.

I partially introduced AI in a school. I can share some positive aspects of AI implementation in educational settings based on experience and learning:

1. Students are motivated to embrace technology.
2. Personalized learning experiences catering to individual needs.
3. Improved academic performance and outcomes.
4. Reduction of workload to teachers from administrative tasks and documentation.
5. Data-driven insights to inform instruction and improve student outcomes through new variables.

What training and support are provided to teachers for integrating AI into their classrooms?

Following the mode of training and support provided to teachers for integrating AI into their classrooms which vary depending on the school. Some of them are as follows:

1. Professional development workshops and conferences.
2. Online courses and webinars.
3. Coaching and mentoring from AI experts or instructional coaches.
4. Access to AI-related resources and curriculum guides.
5. Collaboration with other teachers and educators who have experience with AI integration.
6. Technical support from IT staff or AI vendors.
7. Lesson plan development and sharing.
8. Ongoing support and feedback from administrators and peers.

THE IMPACT OF TECHNOLOGY ON THE INDIAN EDUCATION SYSTEM

By Varthana: February 2, 2024

Technology has revolutionised various sectors in recent years, and education is no exception. The Indian education system, steeped in traditional methods, has been significantly influenced by advancements in technology. With the advent of digital tools, online platforms, and interactive learning resources, the way students learn, and teachers teach has undergone a transformation.

Why Is Technology in Education Important?

1. **Enhancing Learning and Engagement:** Digital tools such as educational apps, videos, and interactive whiteboards can make lessons more exciting and help capture students' attention, leading to better retention and understanding of the material.

2. **Personalized Learning:** Adaptive learning platforms can identify students' strengths and weaknesses, providing tailored resources and activities that help students learn at their own pace, which is especially beneficial in classrooms with diverse learning needs.

3. **Access to Quality Educational Resources:** Online libraries, open educational resources (OER), and digital textbooks provide a wealth of information and materials to enhance the curriculum without the high costs associated with traditional textbooks and resources.

4. **Developing Essential Digital Skills:** Incorporating technology into the curriculum helps students develop critical digital literacy skills essential for success in the modern world.

5. **Preparing Students for Future Careers:** Many jobs today demand skills in using digital tools, coding, data analysis, and more. Early exposure to technology in education helps students develop these skills and enhances their employability in the future.

consideration. Digital tools improve learning, but equal access is a concern given the current digital divide. Students' engagement may be hampered in remote locations by a lack of connectivity and the required devices.

1. **Enhanced Accessibility:** Online courses, digital textbooks, and educational apps have made it possible for students to learn at their own pace, regardless of their location. This has bridged the educational divide and empowered students from various backgrounds to pursue knowledge.

2. **Interactive and Engaging Learning:** Interactive whiteboards, educational videos, simulations, and gamified learning applications capture students' attention and make learning enjoyable. Interactive learning encourages students to actively participate, ask questions, and explore concepts in a practical and hands-on manner, leading to better comprehension and retention of information.

3. **Efficient Administration and Communication:** Digital platforms enable schools and universities to manage student records, attendance, grades, and other administrative tasks efficiently.

4. **Global Learning Opportunities:** Online courses and webinars offered by prestigious international universities and organizations are now accessible to students in India. This exposure to a broader range of perspectives and knowledge helps in broadening the students' horizons and enhancing their understanding of various subjects and cultures.

5. **Challenges and Considerations:** While the impact of technology on the Indian education system is overwhelmingly positive, challenges like the digital divide, ensuring equal access to technology, and the need for proper training of educators to effectively

6. **Facilitating Collaboration and Communication:** Technology fosters better collaboration and communication among students and teachers. Online discussion forums, collaborative documents, and video conferencing tools enable students to collaborate on projects, share ideas, and communicate effectively, even if resources for in-person collaboration are limited.

7. **Providing Immediate Feedback and Assessment:** Digital tools can provide immediate feedback to students, allowing them to understand their mistakes and learn from them quickly. This real-time assessment helps teachers identify areas where students need additional support and adjust their teaching strategies accordingly, leading to improved learning outcomes.

8. **Encouraging Lifelong Learning:** Technology fosters a culture of lifelong learning by making educational resources readily available. Students can continue to learn outside the classroom, explore new interests, and develop a habit of self-directed learning that can last a lifetime.

The Impact of Technology on Education:

The rapid integration of technology in education has led to favourable outcomes; however, it also poses certain obstacles that require careful

utilize technology must be addressed. Balancing technology integration with traditional teaching methods to ensure a holistic education is also essential.

6. **Inclusive Education and Accessibility for Differently-Abled Students:** Technological advancements have enabled the development of tools and applications specifically designed to cater to the needs of differently-abled students. Online platforms often come with features like subtitles and transcripts, ensuring content is accessible to those with hearing impairments. Technology is breaking down barriers, making education more inclusive, and empowering all students to reach their full potential.

7. **Resource Optimization and Cost-Effectiveness:** Digital textbooks, e-libraries, and online courses have significantly reduced the cost of educational materials. Students no longer need to purchase expensive physical textbooks; they can access a vast array of digital resources online.

8. **Parental Involvement and Engagement:** Parental portals, online communication channels, and digital progress reports allow parents to track their child's academic progress, attendance, and extracurricular activities. Parents can communicate with teachers easily and stay updated on school events, projects, and assignments. This increased involvement creates a supportive environment for the child, enhancing their motivation and overall educational experience.

Technology has undeniably revolutionized the Indian education system, enhancing accessibility, engagement, personalization, administration, and global learning opportunities. As we move forward, it is imperative to strike a balance between traditional teaching methods and the integration of technology to provide a well-rounded and future-ready education to the students of India. Embracing technology wisely can lead to an empowered and highly skilled generation capable of driving innovation and growth in the digital age.

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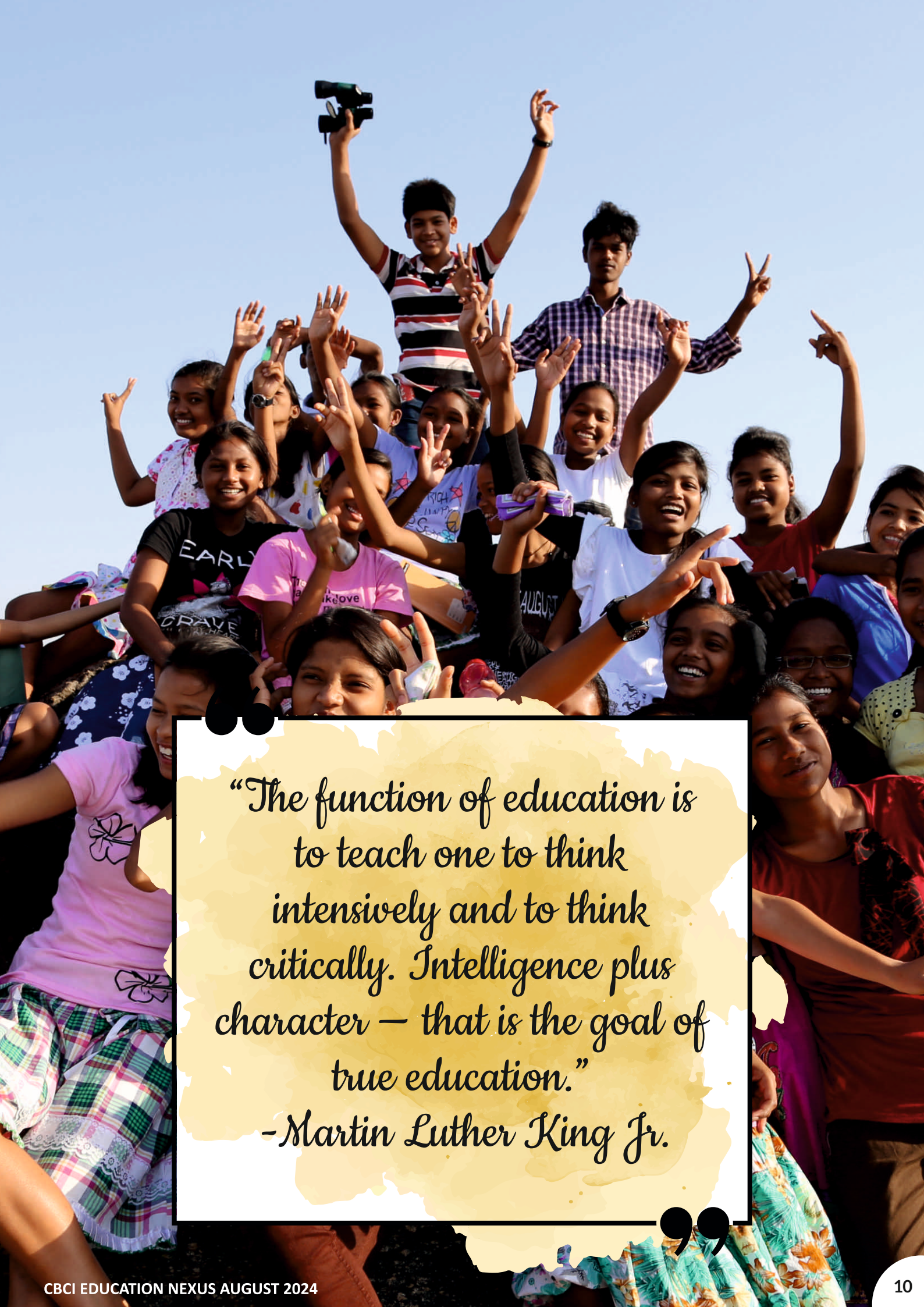
"The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education."
-Martin Luther King Jr.

Saint Educator Series 11
ST. MARCELLIN CHAMPAGNAT
(20 May 1789 – 6 June 1840)

Marcellin Joseph Benedict Champagnat was a French Catholic religious born in Le Rosey, village of Marlhes, near St. Etienne (Loire), France. He was the founder of the Marist Brothers, a religious congregation of brothers in the Catholic Church devoted to Mary and dedicated to education. His feast day is 6 June, his death anniversary.

He was the ninth child of a very Christian family, from whom he received his basic education. His mother and his aunt, a religious driven from her convent, awoke in him a solid faith and deep devotion to Mary. His father, who was a farmer and merchant, possessed an above-average education, and played a significant role in the politics of the village and the region. He imparted to Marcellin his aptitude for manual work, a penchant for direct action, a sense of responsibility, and openness to new ideas.

When Marcellin was 14, a priest passing through the village helped him to see that God was calling him to the priesthood. Marcellin, whose formal schooling was practically non-existent, began to study because "God wills it!", even while those around him, aware of his limitations, tried to dissuade him. The difficult years he spent in the minor seminary in Verrieres (1805-1813) were for him a time of real human and spiritual growth.

With money he earned from raising sheep, St. Marcellin Champagnat went to the Minor Seminary at Verrières-en-Forez. He entered in October 1805. Older than many of his classmates, at the age of 17, he failed his first year and was sent home. He was readmitted, through the efforts of his mother, his parish priest, and the superior of the seminary.

Champagnat, who by this time had developed from being timid and shy into a gregarious young man, was known to frequent the local pubs. As a consequence, he was eventually regarded as a member of a group known as the "Happy Gang," made up of seminarians who were a familiar sight in the taverns of the town during their free time. At the beginning of his second year, Champagnat settled down to a more sober
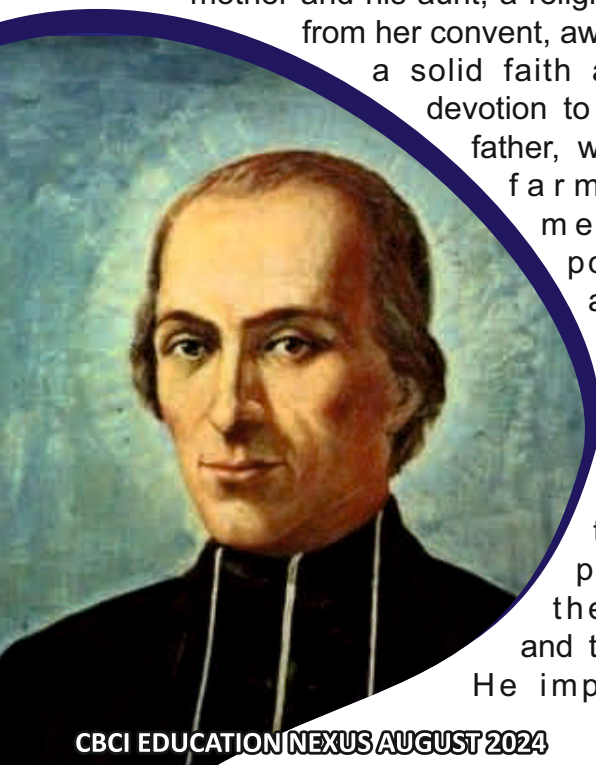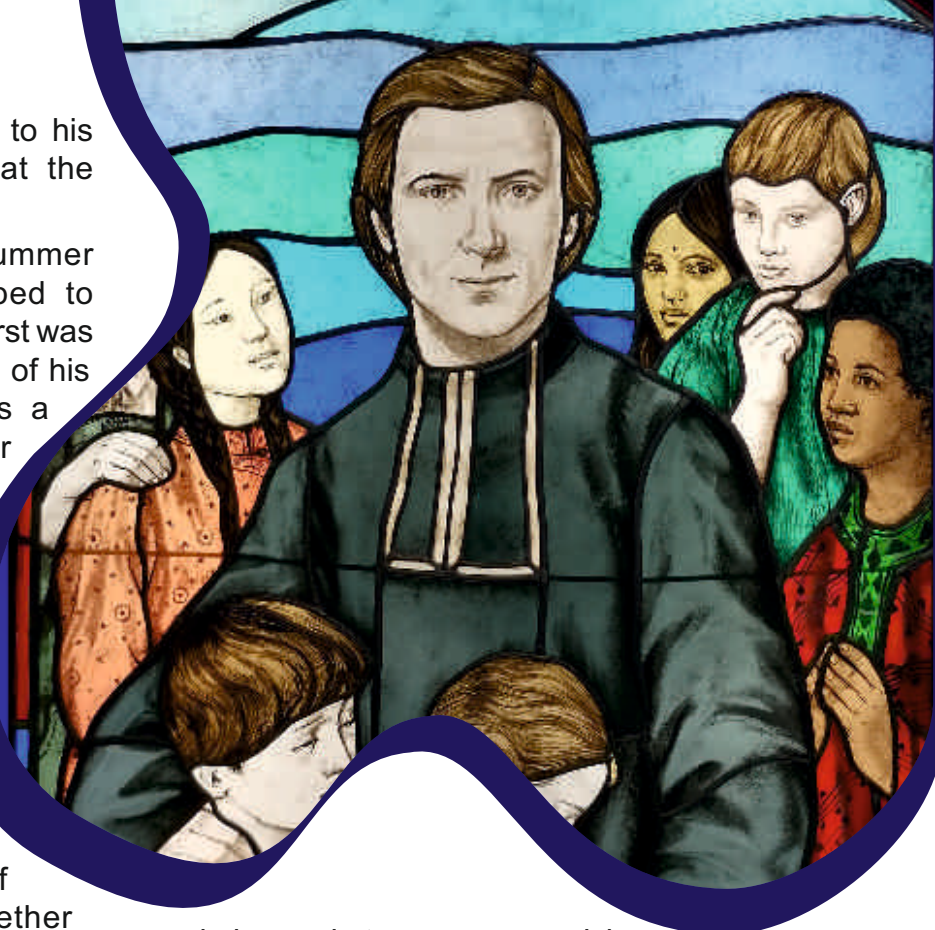
lifestyle. He continued to apply himself to his studies throughout his second year at the seminary.

Two events, occurring during the summer following the second year, also helped to moderate his exuberant behaviour. The first was the sudden death on 2 September 1807 of his friend, Denis Duplay. The second was a serious conversation with Father Linossier, who supervised the seminary, about improving Champagnat's general conduct. He was no natural scholar but through hard work and the support of his mother and aunt he was finally ordained.

He was ordained on 22 July 1816, at the age of twenty-seven, and the next day, travelled to the shrine of Our Lady of Fourviéres above Lyons with others interested in establishing a Society of Mary. The group of young men together dedicated themselves to Mary as "The Society of Mary". From the start, he announced the Society should include teaching Brothers to work with children deprived of Christian education in remote rural areas because others were not going to them.

After his ordination, Champagnat was appointed pastor in La Valla, on the slopes of Mont Pilat. Champagnat was struck by the isolation in which people lived and the lack of education in the rural area. At the end of October 1816, after attending Jean-Baptist Montagne, a dying sixteen-year-old completely ignorant of basic Catholic teaching, Champagnat acted upon his conviction of the need for religious Brothers.

After witnessing the poor treatment of a student by a teacher on his first day at school, Champagnat's thoughts on education had been shaken. He was motivated to establish a society that would care for indigent children and display "great zeal for the poor". When he later instructed the Marists on how to educate their students, he ordered them, "Keep loving them as long as they are with you, since this is the only way to work with any success at reforming them. Love them all equally—no outcasts, no favourites". He stated on another occasion, "I cannot see a child without wanting to tell him how much God loves him".

His approach and contributions to education have earned him recognition as a saint and an influential educator. Champagnat was dedicated to making education accessible to all, regardless of their social or economic background. He believed in the importance of educating children who were often neglected by society, ensuring that they received both academic and religious instruction. Champagnat's educational philosophy was centred on love, kindness, and respect. He advocated for a family spirit in schools, where students would feel loved and valued. His motto, "To educate children, you must love them," reflects his belief in the

importance of a nurturing and supportive environment for effective education.

St. Marcellin Champagnat placed great emphasis on the training and formation of teachers. Champagnat wanted his Brothers to be well-prepared not only academically but also spiritually and morally, so they could be positive role models for their students. Champagnat encouraged practical and engaging teaching methods. He understood the need for a well-rounded education that included manual skills, moral development, and academic knowledge, tailored to the needs of each student. St. Marcellin Champagnat's work was deeply rooted in his Christian faith. He viewed education as a way to bring children closer to God, instilling in them Christian values and a sense of social responsibility.

After a long-term illness, Champagnat died of cancer on 6 June 1840, aged 51, at Our Lady of the Hermitage in the Gier River valley about 30 kilometres from where he had commenced his work. He was buried on 8 June. He left this message in his Spiritual Testament of 18 May 1840: "Let there be among you just one heart and one mind. Let it always be said of the Little Brothers of Mary as it was of the early Christians: See how they love one another!" By that time there were 278 Brothers and 48 Marist schools in France, and the order was spreading to the South Pacific.

he nascent order called themselves Les Petits Frères de Marie or Little Brothers of Mary. The Marist Brothers Institute was formally approved in 1863 by Pope Pius IX and were given the name Institutum Fratrum Maristarum a Scholis. Members of the order are identified by the initials "FMS". St. Marcellin Champagnat was canonized by Pope John Paul II on April 18, 1999. His legacy continues through the global network of Marist schools and educational institutions that follow his principles and teachings.

St. Marcellin Champagnat's dedication to providing quality education, his innovative and inclusive approach, and his deep faith have made him a revered figure in the field of education and a saint recognized for his contributions to the spiritual and academic development of young people. Champagnat never wrote an extended exposition of his educational philosophy, but he believed that to teach children one must love them; secular subjects should be well taught as a means of attracting children to the schools, and they would learn the basic elements of their faith as well.

https://www.vatican.va/news_services/liturgy/saints/ns_lit_doc_19990418_champagnat_en.html

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

https://champagnat.org/en/marist-institute/founding/

TEACHINGS OF THE CHURCH ON CATHOLIC EDUCATION 2: THE CATHOLIC SCHOOL (1977)

In this limited series, we shall be presenting the teachings of the Church on Catholic Education through some key documents. The second key document to this series is "The Catholic School".

"The Catholic School" is a document published by the Sacred Congregation for Catholic Education on March 19, 1977. This document outlines the principles and values that should guide Catholic schools in their mission to provide education rooted in Christian faith and values. It emphasizes the importance of Catholic education in the holistic development of students, integrating academic excellence with spiritual growth.

1. **The Catholic School and the Salvific Mission of the Church:** The Catholic School and the Salvific Mission of the Church focuses on the integral role of Catholic education in the broader mission of the Church to bring about salvation and to proclaim the Gospel. This section emphasizes that Catholic schools are not merely educational institutions but are fundamentally part of the Church's mission to evangelize and form disciples of Christ. Catholic schools are seen as vital spaces for nurturing faith, fostering community, and preparing students to live out their Christian vocation in the world.

2. **Present Difficulties over Catholic Schools:** The section on "Present Difficulties over Catholic Schools" acknowledges the challenges faced by Catholic education today. These include secularization, cultural shifts, and financial constraints that impact the school's ability to maintain its mission and identity. It also highlights the struggle to balance academic excellence with faith formation in an increasingly competitive educational landscape. Additionally, there is a need to address diverse student needs while preserving a cohesive Catholic ethos. The document calls for renewed commitment and innovative approaches to overcome these difficulties, ensuring that Catholic schools remain vibrant and effective in their educational and spiritual mission.

3. **The School as a Centre of Human**

Formation: "The School as a Centre of Human Formation" emphasizes the role of Catholic schools in the comprehensive development of students. This section underscores that Catholic schools are not just academic institutions but are dedicated to the holistic formation of individuals, integrating intellectual, moral, spiritual, and social dimensions of education. By providing a nurturing community and instilling Christian values, Catholic schools aim to form individuals who are integrated, ethical, and committed to living out their faith in all aspects of life.

4. **The Educational Work of the Catholic School:** The section on "The Educational Work of the Catholic School" outlines the mission to provide holistic education that integrates faith and culture. It emphasizes intellectual, spiritual, moral, and physical development, aiming to form well-rounded individuals rooted in Catholic values. The curriculum should promote

academic excellence, ethical discernment, and social responsibility. Teachers are called to be role models, fostering a nurturing and supportive environment. The educational work also includes building a strong sense of community, encouraging collaboration among students, parents, and staff, and maintaining a dynamic relationship with the broader Church to reinforce the school's Catholic identity.

5. **The Responsibility of the Catholic School Today:** The section on "The Responsibility

of the Catholic School Today" underscores its role in addressing contemporary challenges while upholding Catholic values. It stresses the importance of forming students who are intellectually competent, morally sound, and socially responsible. The school must promote a deep understanding of faith, encouraging students to integrate it with their daily lives and societal interactions. Additionally, it highlights the need for collaboration with families, parishes, and the wider community, ensuring a cohesive approach to education. The school is tasked with fostering a culture of justice, peace, and solidarity, preparing students to be active, faith-filled citizens of the world.

6. **Practical Directions:** The section on "Practical Directions" provides concrete guidelines for implementing the educational and mission goals of Catholic schools. These directions are meant to help schools effectively integrate their Catholic identity with their educational practices. The "Practical Directions" in "The Catholic School" focus on integrating faith with education, fostering holistic development, supporting and forming educators, building a strong school community, involving parents and the local community, and continuously evaluating and adapting practices. These guidelines are intended to help Catholic schools effectively fulfil their mission and provide a meaningful and faith-centred education.

7. **Courageous and Unified Commitment:** The section on "Courageous and Unified Commitment" emphasizes the necessity of a shared dedication to the

school's Catholic mission among all stakeholders- administrators, teachers, parents, and students. It calls for collaborative teamwork, strong

Cathol
ic schools as communities of faith, where the teachings of the Church are not only taught but also lived out daily. It underscores the need for these institutions to remain steadfast in their Catholic identity while being open to innovative educational practices that meet contemporary needs. The document

leadership, and
a commitment to excellence in education and faith formation. This section underscores the importance of support, encouragement, and resilience, fostering a culture of service, outreach, and continuous improvement. It advocates for the ongoing spiritual and professional development of staff, the active involvement of families, and strong ties with the local Church community, ensuring that the school remains a vibrant witness to Catholic values.

The document reaffirms the vital role of Catholic schools in the modern world, emphasizing their unique mission to integrate faith and education. It calls for a renewed commitment from all stakeholders—educators, parents, students, and the Church—to work collaboratively in fostering an environment where academic excellence and spiritual growth are harmoniously blended.

It highlights the importance of

stresses the
significance of ongoing formation for educators to ensure they are well-equipped to guide students both academically and spiritually. It also encourages schools to maintain strong connections with families and the broader Church community, recognizing that education is a shared responsibility.

The document concludes with a call for courage and dedication in overcoming the challenges faced by Catholic schools today. By doing so, these institutions can continue to play a crucial role in shaping individuals who are not only knowledgeable and skilled but also deeply rooted in their faith and committed to serving others in society.

https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html

"*Education cannot be neutral. It is either positive or negative; either it enriches, or it impoverishes; either it enables a person to grow, or it lessens, even corrupts him.*"
– Pope Francis

REVOLUTIONIZING FOUNDATIONAL LEARNING THROUGH GAMIFICATION:
A NEW TOOL FOR EDUCATORS

The National Curriculum Framework (NCF) - for School Education (SE) recognizes the significance of strong FLN skills as a foundation for all future learning. The National Education Policy (NEP) 2020 further strengthens this foundation by introducing a flexible learning structure. This structure focuses on developing these crucial FLN skills in the early years (ages 3-8) through play and activity-based learning. However, keeping young learners motivated and on track in this crucial stage becomes a challenge.

Here's where a new gamified learning approach comes in! This innovative approach utilizes games and activities to transform FLN learning into a fun and interactive experience. Students eagerly practice their letters and sound blends, progressing to reading and writing full sentences, all while having a great time. This engaging platform can take them from mastering single-digit numbers to solving addition, subtraction, and multiplication problems.

But the benefits extend beyond just keeping students entertained. Studies have shown a promising average increase of 30% in FLN skills for schools using this approach. This means children are having fun and experiencing significant academic growth.

What makes gamified learning so effective?

· **Engaging Gameplay:** Learning becomes an interactive adventure through games, fostering a positive association with acquiring knowledge.

· **Personalized Learning Path:** The platform adapts to each student's pace and skill level, ensuring they are appropriately challenged and motivated.

· **Seamless Home-School Integration:** This platform can be used both at school and at home, allowing students to continue practicing and reinforcing learned concepts.

Potential Benefits for Educators in adopting this approach:

· **Increased Student Engagement:** Gamified learning can spark a love for learning and improve student motivation.

· **Personalized Instruction:** The platform can provide valuable data to help teachers tailor instruction to individual student needs.

· **Improved Learning Outcomes:** Research suggests a positive impact on student achievement in FLN skills.

· **Teacher Support:** The tool provides resources and support for teachers, helping them integrate this approach into their classrooms effectively.

This shift in FLN education through gameplay holds immense potential for educators seeking to boost student engagement and achievement in these critical areas. This playful approach offers a promising way to foster a love for learning and setting students on the path to academic success.

Interested in learning more? Want to see how gamified learning can revolutionize FLN education in your classroom? Head over to https://www.chimple.org/ to learn more about Chimple's engaging approach to FLN learning or mail at kritika@sutara.org to discuss how this platform can be integrated into your classroom curriculum.
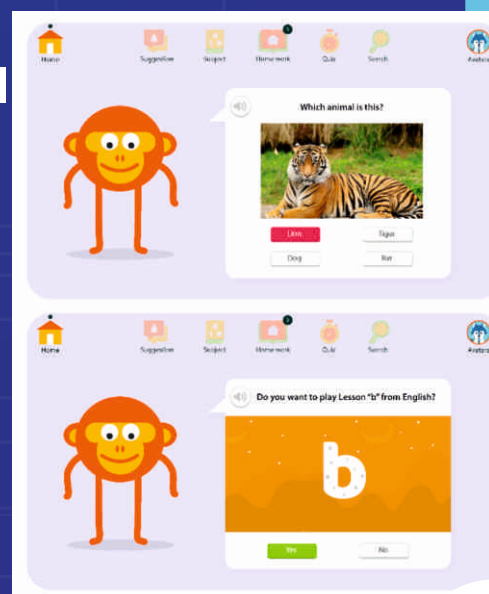
REVAMPING INDIA'S
HIGHER EDUCATION SYSTEM
BY DRISHTIIAS: 20 MAY 2024

India's higher education system stands as one of the largest in the world, reflecting both its historical legacy and its aspirations for the future. The nation boasts an impressive array of institutions, from the globally recognized Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) to a vast network of universities and colleges. According to the QS World University Rankings for Asia 2024, India has the most represented higher education system.

Despite significantly expanded access, concerns persist regarding quality, relevance, and the capacity to equip youth for the demands of the 21st century. Recent reports have also highlighted the concerning trend of increasing politicization in Indian higher education institutions, which poses a grave threat to academic freedom, intellectual discourse, and the overall quality of education.

The student enrolment in higher education institutes is 4.33 crore as of 2021-22, which is a significant uptick from 4.14 crore in 2020-21 and 3.42 crore in 2014-15. The number of women enrolled in higher education is 2.07 crore as of 2021-22 which is a 32% jump from 1.5 crore in 2014-15.

What are the Current Major Challenges in the Indian Higher Education System?

1. **Inequitable Access and Low GER:** Access to higher education remains skewed, with significant disparities based on socio-economic background, gender, and geographical location.

2. **Politicization and Lack of Autonomy:** There have been concerns about the increasing politicisation of higher education institutions, with allegations of political interference in appointments and curriculum decisions.

3. **Limited Funding:** The Interim Budget 2024-25 for Education in India has been reduced by 7%, with the allocation for the University Grants Commission slashed by 61%.

4. **Shortage of Faculty and Brain Drain:** India faces a severe shortage of qualified faculty members in higher education institutions.

5. **Inadequate Industry-Academia Collaboration:** There is a lack of effective collaboration between higher education institutions and industries in India, leading to a skill gap among graduates.

6. **Uneven Regional Development of Higher Education:** The development of high

er education institutions is uneven across different regions and states in India.

What Measures can be Adopted to Revamp Higher Education System in India?

1. **Redefining the Role of Universities:** Shift the focus from rote learning to practical skill development through project-based learning, internships, and industry collaborations from second year.

2. **Open Education Resources (OER) Initiatives:** Enhancing the National Digital Library of India and promoting the development and adoption of open educational resources, similar to the MIT OpenCourseWare initiative, which provides free access to course materials and lectures.

3. **Entrepreneurship and Innovation Centres:** Establishing dedicated entrepreneurship and innovation centres within universities, modelled after successful examples like Stanford University's StartX and entrepreneurship programs.

4. **Transnational Education Partnerships:** Promoting transnational education (TNE) partnerships, where Indian higher education institutions collaborate with reputed international universities to offer joint degrees, twinning programs, or branch campuses.

5. **Dual Study Programs:** Phase wise implementation dual study programs, similar to Germany's apprenticeship model, where students combine theoretical learning at universities with practical training in companies.

6. **Competency-based Credentialing and Blockchain Certificates:** Implementing competency-based credentialing system that recognizes and validates skills and competencies acquired through various learning pathways.

https://www.drishtiias.com/daily-updates/daily-news-editorials/revamping-india-s-higher-education-system

NEWS IN BRIEF

LONDON-BORN BOY WHO DIED AGED 15 TO BECOME THE FIRST MILLENNIAL SAINT.

By Nadeem Badshah: 23 May 2024

Carlo Acutis was a computer prodigy who helped to spread Roman Catholic teaching online before his death in 2006. On Thursday, Pope Francis decreed that a second posthumous miracle has been attributed to Acutis, qualifying the teenager for canonisation. Acutis was born in London in 1991 before moving to Milan with his Italian parents, Andrea Acutis and Antonia Salzano, as a child.

Salzano previously told the newspaper Corriere della Sera that from the age of three her son would ask to visit churches they passed in Milan and would donate his pocket money to poor people in the city. She said Acutis would also offer to support classmates whose parents were going through divorces, would defend disabled peers when they were bullied and would take meals and sleeping bags to rough sleepers in Milan.

Acutis taught himself to code while still at primary school, before using his skills to create websites for Catholic organisations, as well as one that documented miracles around the world. Acutis was put on the path towards sainthood after Pope Francis approved a miracle attributed to him: a seven-year-old boy from Brazil recovered from a rare pancreatic disorder after coming into contact with one of Acutis's T-shirts. A priest had also prayed to Acutis on behalf of the child.

Valeria Valverde, 21, underwent an emergency craniotomy to reduce pressure on her brain and her family was told she was in a critical condition, it was reported. Her mother went to pray for her daughter's recovery at the tomb of Acutis in the Umbrian town of Assisi six days later. The church said that on the same day, Valverde began to breathe without a ventilator and recovered the use of her upper limbs and her speech. She was discharged from intensive care 10 days later and scans showed that the contusion on her brain had disappeared, according to reports.

https://www.theguardian.com/world/article/2024/may/23/london-born-boy-who-died-aged-15-to-become-first-millennial-saint

ISSUES WITH THE NATIONAL EDUCATION POLICY (NEP)

By Insights Editor: June 17, 2024

National Education Policy was introduced in India aiming to reform the education system from pre-primary to higher education levels. It focuses on universalising education, adopting a flexible curriculum, promoting multilingualism, and integrating vocational education.

Significance of NEP 2020:

1. Inclusive Education for All: NEP 2020 prioritizes inclusive education, accommodating diverse learner needs through early identification and intervention, with proposed Special Education Zones (SEZs) for students with disabilities.

2. Reducing Disparities: Emphasis on equitable access to quality education, with initiatives like Samagra Shiksha Abhiyan targeting underprivileged areas for infrastructure expansion.

3. Multilingualism and Cultural Inclusion:

NEWS IN BRIEF

Promotion of multilingualism and indigenous language preservation to foster cultural diversity and inclusivity.

4. Gender Equity: Measures to promote girls' enrolment and retention, including gender-sensitive curriculum development and establishment of women's hostels.

5. Vocational Education and Skill Development: Integration of vocational courses to provide practical skills for employment, benefiting students with diverse academic interests or limited access to traditional pathways.

Issues with the NEP:

1. Reduction in Syllabus Content: Truncation of syllabi limits comprehensive understanding, as seen in the case of Walt Whitman's poem "Passage to India," now taught with only 68 lines instead of 255.

2. Dilution of Core Subjects: Some institutions, like St Xavier's University, Kolkata, focus on one major core subject per semester in programs like Economics Honours, potentially leading to insufficient knowledge in core fields.

3. Administrative Overload: NEP mandates numerous exams and continuous assessments per semester, increasing bureaucratic burdens for students and educators.

4. Pedagogical Change: Implementation challenges in introducing multi-language learning, foundational skills development, and value-based education, requiring thorough re-examination and adaptation of teaching methods.

5. Assessment Rethinking: Need for re-evaluation of school leaving exams, development of appropriate learning rubrics, and reforming school textbooks to align with the new educational paradigm.

6. Educator Training: Essential to training teachers and educational staff to deliver child-centred, engaging learning experiences and foster joyful learning environments.

7. Removing Barriers for Teachers: Addressing personal and professional barriers faced by teachers, especially in remote and inaccessible areas, to ensure the successful implementation of NEP.

8. Funding and Pay Scale: Challenges in meeting the demand for qualified teachers and improving their pay scale to facilitate conceptual and experimental teaching methods.

9. Funding Constraints: Challenges in fully implementing NEP proposals due to limited resources, necessitating increased scholarships and private sector involvement without clear strategies outlined in the policy.

10. Digital Connectivity: Addressing the digital divide by ensuring internet access in remote areas, implementing digital classrooms, and providing training in AR/VR technologies to enhance learning experiences.

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." To improve NEP, we should reassess its credit-based system, emphasizing core subjects for deeper knowledge. Cutting non-core courses can elevate academic standards. Stakeholder input is crucial for meaningful reforms in higher education.

https://www.insightsonindia.com/2024/06/17/issues-with-the-national-education-policy-nep/

HARVARD UNIVERSITY RECOMMENDS THESE NINE TIME MANAGEMENT TIPS FOR STUDENTS.

By Deepto Banerjee: June 16, 2024.

1. Create a Calendar: Avoid surprises by planning ahead. Create and comprehensive calendar that includes, deadlines, exams, social events, and other commitments. Keep it in a visible place or use a digital calendar integrated with your other tools.

2. Set Reminders: Stay on track with periodic reminders. Use

alarms, physical planners, or digital alerts to keep. Micro-tasks in check. This ensures nothing slips through the cracks, especially during busy times.

3.   Build a Personalised Schedule: Tailor your schedules to fit your unique daily routine. Include consistent commitments like classes, study sessions, and social activities. Consider your personal energy levels when planning tasks.

4.   Use Tools that work for you: Choose organisational tools that suit your preferences, whether physical planners or digital apps. Use your calendar for long-term planning and other tools for daily prioritisation.

5.   Prioritise Tasks: When overwhelmed, take a moment to prioritise. Identify urgent deadlines and consider your energy levels. Tackle simple tasks first to build momentum before moving on to more demanding ones.

6.   Make time for Fun and Self-care: Balance work with personal time. Schedule activities that promote mental well-being, such as hobbies, socialising, and relaxation. Having things to look forward to helps maintain a healthy work-life balance.

7.   Find Support: Seek support from those around you. Collaborate with study buddies, find an accountability partner, and communicate your needs to roommates or family members to create a conducive study environment.

8.   Be Realistic and Flexible: Accept that plans may change. Be realistic about what you can accomplish and allow buffer time for unforeseen circumstances. Flexibility in your schedule helps reduce stress and adapt to changes.

9.   Keep Organised Notes: Stay organised by keeping all your notes in one place, whether physical or digital. This helps track your tasks and ensures you have easy access to important information whenever needed.

https://timesofindia.indiatimes.com/education/web-stories/harvard-university-recommends-these-9-time-management-tips-for-students/photostory/111037310.cms

EDUCATION TECHNOLOGY TRENDS FOR 2024 TO WATCH OUT.

By Swapnil Dharmadhikari.

Welcome to the future of education! As we step into 2024, educational technology (EdTech) is not just evolving; it's revolutionizing the way we learn. EdTech is rapidly transforming traditional educational landscapes across the globe. This is an era of rapidly evolving AI technology. Technology has become an inevitable part of our lives. Technologies like AI-ML, hybrid learning, technology for assessment, and auto-subjective evaluations are reshaping the education sector.

Upcoming Trends in Education Technology:

1.   Generative AI Adoption for Assessment: This innovative technology is set to revolutionise the way students are assessed, shifting the focus from rote memorisation to skill-based evaluation. By analysing the context of the student's answers, Generative AI can assign a unique rating and provide personalised feedback.

2.   Revolutionizing Question Bank Management with AI: The AI meticulously analyses the entire syllabus, understanding the nuances and intricacies of each topic. In mere moments, it generates a unique set of questions, each tailored to match your specific requirements. You can also upload the exam syllabus to the tool to generate a unique set of question banks as per your requirements. It can accelerate your question bank creation process.

3.   Hybrid learning will be a preferred way of

learning: Offering an engaging, seamless blend of in-person and online education is no longer a luxury; it's a necessity. Institutions must provide platforms and resources that support this blended learning model, ensuring that students receive the best of both worlds.

4. Remote Proctored Exams: The exams which will be conducted online will be monitored using remote proctoring techniques. Various algorithms which will be developed using advanced technology such as Artificial Intelligence will help educational institutes to conduct online exams in an environment that is free of cheating. Thus, the location constraint will be eliminated, and the students can appear for the exam from any remote location in a secure environment.

5. Chatbots will turn a daily part of students' lives: Chatbots have become an integral part of learning. These AI-driven assistants are like having a tutor in your pocket. They're smart, always up-to-date, and, most importantly, they understand you. Whether it's tackling a tricky math problem or exploring the depths of Shakespearean plays, these bots are equipped to provide step-by-step guidance, making learning not just effective but truly engaging.

As our education only grows and progresses with more and more advances it, it is about time we start implementing even more technology into the classes and the concept of learning to make education even more efficient and convenient. The digitalisation of the concept of education will not only bring more learners wanting to learn more things but also a sense of flexibility and efficiency in the education sector.

https://www.eklavvya.com/blog/education-technology-trends-2024/#:~:text=As%20we%20step%20into%202024%2C%20a%20new%20protagonist%20emerges%20on,memorization%20to%20skill%2Dbased%20evaluation

CATHOLIC CHATBOT: PUTTING AI AT THE SERVICE OF THE CHURCH.

By Justin McLellan: April 26, 2024

Pope Francis focused his messages for the church's 2024 celebrations of World Peace Day and World Communications Day on the use of artificial intelligence. He wrote that AI-powered systems "can help to overcome ignorance and facilitate the exchange of information," but he voiced his concern that such a rapid digital revolution can imprison people in "echo chambers" and leave humanity "adrift in a mire of confusion, prey to the interests of the market or of the powers that be."

Speaking at a conference on April 18, Father Baggot said that while Catholics must have "an awareness of human sin and the capacity to misuse technology" when thinking about artificial intelligence, they must also have "confidence in grace, in redemption and the ability to harness these technologies well." To that end, the conference at the Pontifical Oriental Institute explored how the church can leverage the power of artificially intelligent tools to its benefit, showcasing two products developed by Longbeard- a digital services company focused on Catholic-related projects.

MagisteriumAI, a large language model with an interface similar to ChatGPT's, seeks to synthesize and explain church teaching in natural language while drawing from more than 5,700 magisterial documents and over 2,300 Catholic theological and philosophical works. The other tool, Vulgate, allows scholars to upload entire libraries onto a platform, converting the contents into data that can be easily searched for, translated and summarised. Father Baggot demonstrated how MagisteriumAI responded to several different queries posed to it in different languages.

Father Baggot said, "When you start to explore the church's resources, you can be very easily intimidated by a long list of Latin titles, but with a system like MagisteriumAI you can enter into a kind of dialogue, and you can begin right with the questions that interest you most and that will
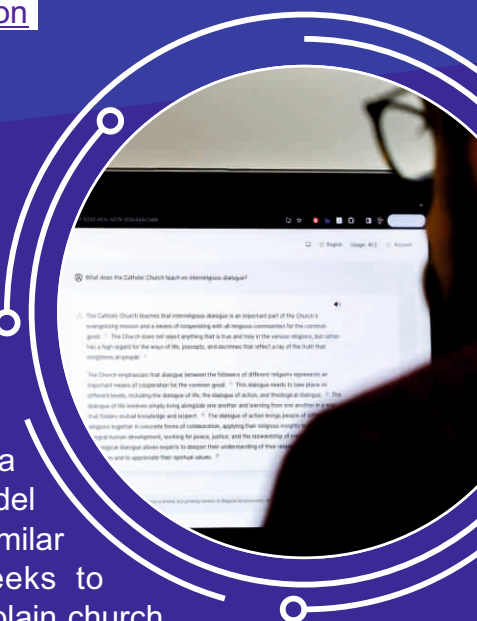
eventually open you up to the broader picture."

"I see this as a great tool to first engage and give a kind of safe space if you will, where people can explore these issues that they would never bring up to friends or family or other colleagues at a certain moment in their life," he said, noting that

after online information gathering people will eventually want to talk to a human being about their questions.

https://www.usccb.org/news/2024/catholic-chat-bot-putting-ai-service-church

ARUNACHAL CHIEF MINISTER ACKNOWLEDGES CHRISTIAN CONTRIBUTION TO SOCIETY.

By Matters India: July 17, 2024

Chief Minister of right wing Hindu Bharatiya Janata Party ruling northeastern state of Arunachal Pradesh had words of appreciation and praise for a group of Catholic Church leaders visiting him on July 17. In his official Facebook post Chief Minister Pema Khandu said, "blessed to receive a call-on from Bishop Benny Edathittayel of Itanagar, Bishop George Palliparambil of Miao and the members of the Arunachal Pradesh Catholic Association, led by President Shri Taw Tebin Ji."

Serving a second term as Chief Minister Khandu did not hesitate to place on record the contribution of the Church stating, "I deeply appreciate the Catholic community's dedication to raising awareness on critical issues like corruption, drug abuse, and the money culture in elections, contributing to a more informed and responsible society."

In concluding the post, the Chief Minister of Arunachal Pradesh state which introduced the anti-Christian legislation – Freedom of Religion Act in 1978 – did not hesitate to say, "Thank you for your selfless service and commitment to the betterment of Arunachal Pradesh."

https://mattersindia.com/2024/07/arunachal-cm-acknowledges-christian-contribution-to-society/

> "The ability to read, write, and analyse; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in the door and take your seat at the table — all of that starts with education."
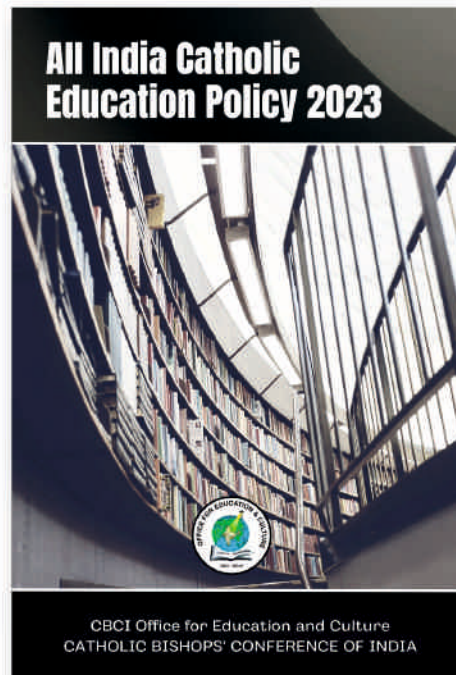> -Michelle Obama

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.
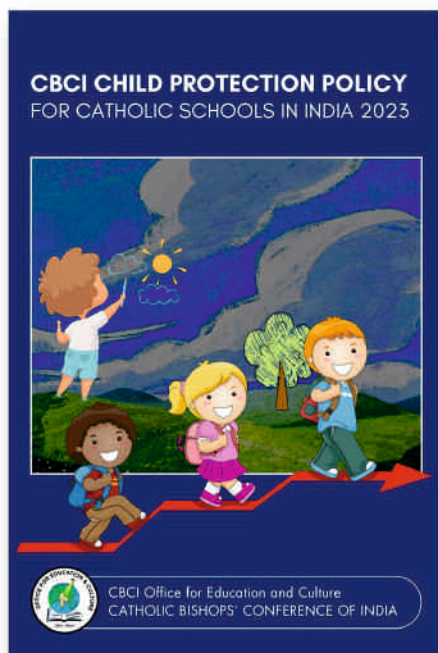
PRICE: RS. 160

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.

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