



EDUCATE TO EMPOWER

CBCI

EDUCATION NEXUS DECEMBER 2025

Merry Christmas



**EDUCATION 5.0
LEADERSHIP**
FORMING VISIONARY
AND HUMANE LEADERS
FOR A NEW ERA

DILEXI TE
TEACHINGS OF THE CHURCH
SERIES 12

**STRATEGIES FOR
TRANSFORMATIVE
EDUCATION IN A
CHANGING INDIA**
REFLECTION ON CBCI NATIONAL
CONSULTATION ON EDUCATION
2025

**STRENGTHENING
CATHOLIC
SCHOOL
EDUCATION IN
INDIA**
CATHOLIC EDUCATION
IN A CHANGING INDIA

**THE CATHOLIC
EDUCATION
WORLDWIDE**



CBCI OFFICE FOR EDUCATION AND CULTURE

Table of CONTENTS

Teachmint AD	01
Editorial	02
Cover Story 1- Strategies for Transformative Education in a changing India: Reflection on CBCI National Consultation on Education 2025	03
Cover Story 2- Education 5.0 Leadership- Forming Visionary and Humane Leaders for a New Era	07
Teaching of the Church Series 12- Dilexi Te	09
Christmas: Illuminating Education with Faith, Hope and Love	12
The Catholic Education Worldwide	13
Interview with Shri Rahul Singh IAS, CBSE Chairperson: Strengthening Catholic School Education in India	17
Educating for Hope and Transformation: Catholic Education in a Changing India	20
Feedback from the Participants of the CBCI National Consultation on Education 2025	29
New Book Published by the CBCI OEC	31
Green Initiatives at Holy Child Auxilium School, Vasant Vihar, New Delhi	33
Education in Brief	
Reclaiming the Soul of Education- Catholic Schools at the Crossroads	34
The Silent Crisis- Mental Health, Loneliness & Invisible Suffering of Students	35
AI-Embedded Schooling- Empowerment or Dehumanisation?	36
Beyond Infrastructure- The Urgent Need to Re-humanise Teaching	37
Admissions, Margins & Mission- Whom Do our Schools truly serve?	38
Advertisement of the Policies	39
Order Form	40

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MENTORING THE HEARTBEAT OF TRANSFORMATIVE EDUCATION



In an age shaped by rapid change, digital saturation, and rising emotional complexity among learners, the greatest gift an educator can offer is *presence*. Mentoring is no longer an added skill — it is the heartbeat of transformative education. It is the ability to see potential where others see problems, to listen deeply, and to walk beside learners with patience, wisdom, and purpose.

Whether in faith-based or secular settings, mentoring is a universal human act. It is the courage to invest time in another person's growth, the humility to accompany rather than instruct, and the generosity to help someone discover the strengths already within them. As many educational thinkers emphasise today, real learning happens when a student feels seen, heard, and valued.

In the context of Education 5.0 — which calls for creativity, critical thinking, collaboration, compassion, and ethical citizenship — mentoring takes on new urgency. It nurtures not only academic achievement but resilience, character, emotional intelligence, and curiosity. It bridges the gap between information and meaning, between knowledge and wisdom, between performance and purpose.

In our Catholic Educational Institutions, mentoring transforms classrooms into communities of trust. It empowers teachers to become reflective practitioners and lifelong learners. It helps young people navigate a world of uncertainty with confidence, clarity, and care for others. When mentoring becomes a culture,

institutions become ecosystems of growth — places where teachers support teachers, leaders develop leaders, and students flourish holistically.

This is our shared calling as educators in India today: to guide with empathy, to challenge with integrity, and to inspire with hope. Whether one draws inspiration from personal values, cultural traditions, spirituality, or professional ethics, the essence remains the same — mentoring is the art of shaping human beings for a better society.

Let us renew our commitment to this noble task. Let every educator recognise their power to influence lives not merely through lessons but through presence. Let every classroom become a space of dignity, dialogue, and discovery. And let every learner find in us someone who believes in their potential and accompanies them toward excellence, purpose, and service.

In the end, mentoring is humanity in action — a quiet, powerful force that lights pathways and transforms futures.



FR. MARIA CHARLES SDB

National Secretary, CBCI Office for Education and Culture

STRATEGIES FOR TRANSFORMATIVE EDUCATION IN A CHANGING INDIA

Reflection on CBCI National Consultation on Education 2025 (held between 17-19 November 2025 in New Delhi)

Compiled by Fr. Maria Charles, National Secretary, CBCI Office for Education and Culture

1. Introduction: A Kairos Moment for Catholic Education

Catholic education in India stands at one of the most defining moments in its long and luminous history. Across our 54,000 institutions—schools, colleges, universities, technical centres, and mission schools—we touch the lives of more than **five to six crore young people**, shaping not only their academic future but the moral, cultural, and spiritual soul of India itself. Yet the world they inhabit today is changing at a speed and scale unprecedented in human history. Rapid technological acceleration, especially Artificial Intelligence, shifting cultural values, rising emotional and mental health crises, widening inequalities, and the fragmentation of attention and interior life are dramatically altering the landscape of learning.

In this context, the **CBCI National Consultation on Education 2025** gathered national and regional leaders to re-examine our purpose and chart a renewed path forward—*not merely to adapt to change, but to transform it with hope*—a bold and prophetic investment in the human person. At a time when society is marked by anxiety, polarisation, ecological fragility, and digital overload,

Catholic education is called to be a beacon of meaning, wisdom, dialogue, and compassion. As the Concept Note stresses, this moment invites us to move **“from mere instruction to**



profound inspiration,” forming young people who are emotionally resilient, critically aware, digitally responsible, spiritually centred and socially committed. Education, Pope Francis reminds us, **“is an act of hope that looks to the future”** (Global Compact on Education, 2020)

But this transformation cannot be cosmetic. It requires a radical interior shift in our vision of the child, the teacher, the curriculum, and the school itself. **We must move from schooling to educating, from competition to character, from success to service, from consumption to conscience.** This is the heart of the Global Compact on Education—renewing the educational pact between families, schools, communities, faith, and society so that learning becomes a shared mission of healing and rebuilding our fractured world.

The sessions at the Consultation echoed this call with striking unity. Archbishop Elias Gonsalves reminded us that Catholic institutions must rekindle their cultural and prophetic mission—to place the human person at the centre, welcome the marginalized, empower women, nurture ecological responsibility, and form communities of hope. Fr. John Alexander SDB urged Catholic educators to become **“architects of culture”**, bridging inequalities and re-humanising learning in a digital age. The sessions on AI-embedded learning, thinking classrooms, emotional resilience, digital addictions, pastoral accompaniment, and formative assessment

emphasised one truth: **education today must be both innovative and deeply human, technologically aware yet morally grounded, future-oriented yet Gospel-rooted.**

The papers presented at the CBCI National Consultation on Education 2025 synthesize these insights into a coherent roadmap for **transformative Catholic education**—one capable of forming a generation that learns not merely to excel, but to think, feel, discern, serve, and transform the world with the hope of the Gospel.

2. From Information to Transformation: Reclaiming the Heart of Our Mission

The mission of Catholic education has always extended beyond academic achievement. It is fundamentally about forming the whole person—mind, heart, spirit and social conscience. St. Paul's invitation remains our guide: **“Whatever you have learned or received or heard from me—put it into practice.”** — *Philippians 4:9*

Today, amid cultural fragmentation, consumerism, and pressures of performance-based schooling, we must reassert the primacy of:

- **Formation over instruction**
- **Wisdom over information**
- **Character over competitiveness**
- **Service over success**

Our Salesian, Jesuit, Don Bosco, Franciscan, Dominican, and diocesan traditions have always emphasised this integrality. But the urgency of the times demands that we reclaim this heritage with courage and creativity.

I. PEDAGOGICAL TRANSFORMATION: Reimagining How We Teach and Learn

1. Ignatian and Catholic Pedagogies for Today's Learners

Fr. John Ravi SJ reminded us that innovation must begin not with gadgets but with renewed mindsets. The Ignatian



Pedagogical Paradigm—**Context, Experience, Reflection, Action, Evaluation**—remains globally relevant. It calls teachers to guide students from information to insight, from content to contemplation, from knowledge to wisdom.

In the Indian context, this means classroom experiences must become:

- dialogical
- experiential
- interdisciplinary
- reflective
- emotionally intelligent
- socially meaningful

Aneesh Bangia's work on **Thinking Classrooms** highlights how deep questioning transforms learning:

“The best teachers don't explain; they help students figure out.”

Questions such as *“What would happen if light didn't travel in a straight line?”* or *“Why can a dog not say hello?”* ignite curiosity and critical reasoning.

2. From Exam-Centric to Skill-Based and Research-Driven Learning

As highlighted in the presentation *Exam-Centric to Skill-Based Learning*, the Indian classroom must shift:

- from **rote to reasoning**
- from **textbook dependency to inquiry**





- from marks to mastery

- from single-answer thinking to multi-dimensional understanding

NEP 2020 echoes this transformation, calling for **competency-based education** that prepares students to navigate AI-driven economies, ecological disruptions, and complex civic realities.

3. Technology with a Human Face: Education 5.0

Archbishop Elias Gonsalves, in *Reviving the Pact with Hope*, outlined **Education 5.0**, where technology serves humanity, not the other way around.

- AI becomes a tool for personalization, not dehumanisation.
- Digital literacy is grounded in ethics and truth.
- Students learn to navigate misinformation with discernment.

II. PASTORAL ACCOMPANIMENT: Walking With Our Students

1. The Pedagogy of Presence

Pastoral care remains central to Catholic education. In a digital age where distraction is constant and loneliness is pervasive, the role of a teacher as mentor, guide, and companion becomes indispensable. Fr. John Alexander SDB warns of the “**erosion of interior life**” in an AI-driven culture.

Presence becomes a pedagogical act—teachers form students not only through lessons but through listening, empathy, and availability.

2. Healing Minds, Strengthening Hearts

Echoing Dr. Hemlata Suri's session on mental health, schools must become **nurturing spaces** where emotional resilience, empathy, and self-awareness are intentionally cultivated. Student well-being is no longer supplemental—it is essential to the educational mission.

3. Guiding Students Away from Digital Addictions

Prof. N.K. Goyal emphasised the need for **cyber-safety literacy**, disciplined digital habits, and ethical behaviour online. With India having over 90 crore internet users, Catholic schools must cultivate not only digital skills but **digital virtue**.

III. FORMATION OF EDUCATORS AND LEADERS

1. Teachers as Co-Learners

Teachers must evolve from authoritative instructors to reflective co-learners. Transformation requires humility, curiosity, and the courage to rethink old assumptions.

2. Leadership with Vision and Courage

Fr. Dr.P. D. Johny SDB highlighted the urgent need for **prophetic leadership**—leaders who can steer institutions through cultural, technological, and moral shifts while maintaining Gospel-centred integrity.

3. Assessment as Empowerment

Sanjay Radhakrishnan's *Assessing to Empower* session offered practical pathways for moving beyond marks-based learning:

- Open Book Assessments
- Competency-based rubrics

- Continuous feedback loops
- The “Learner’s Pit” model for resilience-building

IV. MISSION AND CULTURAL TRANSFORMATION

1. Education for Justice and Inclusion

Catholic education must resist elitism and recommit itself to the margins. As Fr. John Alexander SDB warned, Catholic institutions risk losing their prophetic identity when they drift towards commercialisation.

2. Empowering Girls and Women

Archbishop Elias Gonsalves emphasised education’s transformative impact on women’s dignity and leadership—an essential priority for national renewal.

3. Ecological Conversion in Schools

Inspired by *Laudato Si’* and *Laudate Deum*, Catholic schools must champion environmental stewardship, ecological audits, and eco-spirituality, nurturing students as guardians of creation.

4. Building the Educational Village

Echoing Pope Francis, **“It takes a whole village to educate a child.”**

Partnerships with parents, parishes, civil society, alumni, and global networks expand our mission and deepen impact.

5. Conclusion: Educating for Hope, Forming Hearts for the Future

We stand at a crossroads. What direction Catholic education chooses today will shape the India of tomorrow. Mother Teresa once asked a global CEO:

“You told me what you do. But what do you do that truly matters?”

This question must echo in every Catholic institution.

We will not be remembered for our infrastructure or board rankings, but for:

- the dignity we gave to the poor,
- the healing we offered to troubled young minds,
- the courage we nurtured,
- the conscience we formed,
- and the hope we kindled.

As Pope Francis gently reminds us:

“The future of humanity passes through the doors of our schools.”

May our Catholic institutions become **gardens of hope, laboratories of wisdom, and beacons of justice**, where every young person discovers not only what they can achieve, but what they are called to be.



EDUCATION 5.0 LEADERSHIP

FORMING VISIONARY AND HUMANE LEADERS FOR A NEW ERA

COMPILED BY FR. DR. MARIA CHARLES SDB



Catholic education in India is entering a new moment of possibility and responsibility. As technology reshapes learning, as young people struggle with emotional pressures, and as society seeks ethical direction, our institutions require a new kind of leader—one who embodies the spirit of **Education 5.0**. This emerging paradigm integrates *human dignity, digital wisdom, ecological awareness, emotional intelligence, and global citizenship* into the very heart of educational leadership.

Education 5.0 leadership begins with a renewed vision. Leaders are no longer just administrators of systems; they are **animators of culture**, guiding institutions toward innovation while safeguarding their Catholic identity. They must read the signs of the times, anticipate change, and help their communities navigate the challenges of Artificial Intelligence, mental health concerns, shifting family dynamics, and the widening gap between the privileged and the poor.

A central quality of an Education 5.0 leader is **visionary thinking**. Such a leader sees beyond immediate demands and asks deeper questions: What kind of human beings are we shaping? How does technology serve human flourishing? How can our schools build bridges of understanding in a fragmented world? This vision is always anchored in Gospel values and the conviction that education is “an act of hope that looks to the future.”

Another essential quality is **digital wisdom**. Leaders today must be familiar with AI and digital tools, not to replace the teacher but to enhance personalised learning, reduce administrative burden, and protect students from online harm. They understand that technology must remain humanising, ethical, and inclusive. They guide students and teachers to use digital platforms responsibly, thoughtfully, and critically.

Education 5.0 leadership also demands **emotional intelligence**. With rising levels of anxiety, loneliness, and digital addiction among



young people, leaders must build school cultures of care, presence, and pastoral accompaniment. They listen deeply, respond sensitively, and ensure that every child feels safe, valued, and supported. They prioritise counselling, peer mentoring, mental-health literacy, and teacher well-being as essential elements of school life.

An effective leader in this era must also demonstrate **moral integrity and ethical courage**. Catholic institutions do not merely teach values; they embody them. Leaders must model transparency, fairness, justice, and accountability. They uphold dignity in admissions, equity in opportunities, and honesty in all institutional practices. Their credibility arises not from position but from character.

Education 5.0 leaders also embrace **inclusion and preferential love for the margins**. They recognise that Catholic education exists for all—especially the poor, the vulnerable, and the excluded. They ensure that scholarships, inclusive learning practices, rural outreach, and accessible fee structures remain central to the mission. They build communities that welcome differences and celebrate diversity.

At the same time, these leaders foster **collaboration and synodality**, engaging teachers, students, parents, alumni, and parish communities in a shared mission. They decentralise decision-making, encourage dialogue, and cultivate collective ownership of the school's vision. They also build partnerships with universities, global networks, industry, and

civil society to expand opportunities for students. Finally, Education 5.0 leadership is marked by a commitment to **pedagogical innovation**. Leaders support inquiry-based teaching, formative assessment, interdisciplinary learning, and reflective practices. They encourage teachers to become co-learners and facilitators of creativity, critical thinking, and collaboration. They help students move from passive learning to active problem-solving, innovation, and service.

In essence, Education 5.0 leaders are visionary and compassionate, strategic and spiritually grounded. They understand that **the future of Catholic education will not be secured by technology alone but by leaders who combine wisdom with courage, faith with foresight, and compassion with competence**. These leaders prepare students not only for success but for service, not only for employment but for meaningful lives rooted in justice, empathy, and hope.

Education 5.0 leadership is, therefore, not a model of authority but a **ministry of accompaniment**. It is a call to form educators who lead with heart, who innovate with purpose, and who see every child as a bearer of dignity and promise. When such leaders guide our schools, **Catholic education becomes what it was always meant to be—a transformative force that shapes the future of humanity with light, truth, and hope.**

DILEXI TE



INTRODUCTION:

Dilexi te (“I Have Loved You”) is the first Apostolic Exhortation of Pope Leo XIV, released on 4 October 2025, inviting the global Church to rediscover the heart of Christian discipleship: love expressed through concrete, compassionate service to the poor. Drawing its title from the words of the Risen Lord, the document frames love not as sentiment but as a decisive, transformative response to human suffering. Pope Leo XIV affirms that faith cannot be separated from solidarity; wherever the poor are forgotten, the Gospel is diminished. The exhortation therefore calls all Christians, pastors, educators, families, youth, and religious communities, to examine their lifestyles, economic choices, and institutional priorities in light of the Gospel's preferential love for the vulnerable.

The document weaves together biblical reflections, the tradition of the Church, and contemporary social realities. Pope Leo XIV highlights the faces of today's poor: migrants, those affected by climate crises, families burdened by economic injustice, children deprived of education, and those wounded by modern forms of loneliness and exclusion. He warns against a culture of indifference and invites the faithful to cultivate what he calls “a spirituality of proximity”; a way of living that brings believers close to wounded humanity. Structural injustice, he stresses, cannot be healed only through charity but also through courageous advocacy, ethical leadership, and social conversion.

Ultimately, *Dilexi te* is a passionate appeal for a Church that walks with the poor, listens to their stories, learns from their resilience, and recognizes Christ in their dignity. Pope Leo XIV urges the global Christian community to move beyond comfort zones, embracing simplicity, generosity, and justice-oriented action. By rooting mission in authentic love, the exhortation envisions a renewed Church; one that embodies mercy, fosters global fraternity, and serves as a beacon of hope in a world marked by inequality and fragmentation.

CHAPTER 1- A FEW ESSENTIAL WORDS:

In Chapter 1, Pope Leo XIV begins with the words “I have loved you” (Rev 3:9), addressed by Christ to a weak, vulnerable Christian community — one without influence or resources, confronted with contempt and hostility. He draws on this Biblical promise and recalls the canticle of Mary (Luke 1:52-53), where God overturns the proud, exalts the humble, fills the hungry, and sends the rich away empty. In doing so, the Exhortation insists that the divine love shown in Christ's self-emptying solidarity with “the least” is not a poetic ideal — rather it reveals human dignity especially when people suffer poverty, scorn and weakness.

Building on this foundation, the Pope recalls the long tradition of the Church's preferential option for the poor: from salvific themes in the Old Testament to the Incarnation and ministry of Jesus, who identified with the marginalized, and through the teaching and history of the Christian community across centuries. He emphasizes that love for God is inseparable from love for the poor. Christians are thus called not only to compassion and charity, but to a radical solidarity: standing with the poor, hearing their cry, and working for their dignity, as a decisive expression of faith in Christ and fidelity to the Gospel.



CHAPTER 2-

Pope Leo XIV underscores that “God is merciful love,” and makes clear that God's love always has a special regard for the poor; a love most fully revealed in the life and mission of Jesus Christ, who chose to become poor, lived among the marginalized, and identified Himself with the suffering and excluded. Through Scripture, he recalls how God repeatedly sides with the weak and oppressed: from the cries of the Israelites in exile, to the prophets' denunciations of injustice, to the Beatitudes and Christ's ministry to lepers, the blind, the poor. In doing so, Leo insists that God's mercy is not abstract or optional, but structural; woven into the very fabric of salvation history and the vocation of believers to stand with those who suffer.

Building on this fundamental divine preferential love, the chapter challenges Christians to see solidarity with the poor not as charity alone, but as a defining mark of authentic faith. The poor are not merely beneficiaries of kindness, but, in their suffering and dignity, emissaries of Christ's own presence, calling the community to conversion, justice, and concrete action. For believers, love of God and love of the poor are inseparable, and Christian identity gains its truest meaning in concrete commitment to the vulnerable and excluded.



*Merry Christmas &
A Happy New Year
2026*

In the Child of Bethlehem, God reminds us
that every learner is a gift, a promise, a
light.

This Christmas, may His peace inspire us
to teach with tenderness, lead with wisdom
and serve with joyful dedication.
Blessings of hope to all Catholic educators
in India.

– CBCI Office for Education & Culture





Christmas..

ILLUMINATING EDUCATION WITH FAITH, HOPE, AND LOVE

Christmas is more than a season of celebration; it is a profound moment of grace that invites us to rediscover the deepest truths of humanity, faith, and community. The birth of Jesus Christ, God becoming one with us, reminds us that education itself is an act of incarnation: a daily commitment to enter into the lives of our students, accompany them, and help them grow into the fullness of who they are meant to be. As Catholic educators, Christmas calls us to integrate faith and love into the very heart of our educational mission.

At its core, Christmas is the feast of divine love; a love that chooses humility over power, simplicity over grandeur, and service over self-interest. In a world fractured by competition, anxiety, and loneliness, this message is urgently needed in our classrooms. When students experience love through patience, respect, kindness, and genuine accompaniment, they understand that learning is not merely about achievement but about becoming compassionate human beings. Education rooted in love forms hearts that can heal, reconcile, and uplift others.

Incorporating the spirit of Christmas into education does not mean adding superficial festivities; it means allowing the values of the Incarnation to shape our pedagogical vision. This begins with cultivating schools where every child, especially the poor, the silent, and the struggling, is seen as precious. Christmas invites us to create inclusive environments, to look beyond marks and performance, and to nurture talents quietly waiting to be

discovered. In doing so, our classrooms become cradles of hope, mirroring the humble manger that welcomed the Saviour of the world.

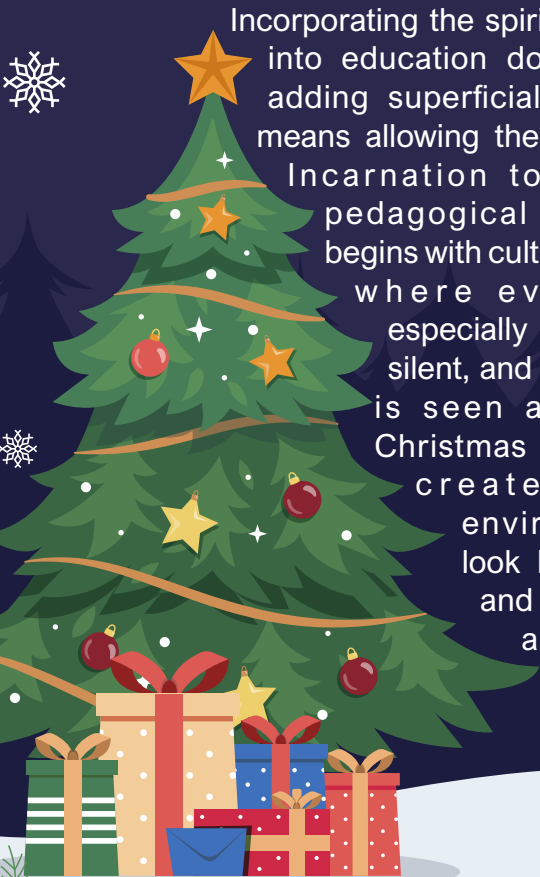
Faith also finds a natural home in Christmas. The courage of Mary, the steadfastness of Joseph, the wonder of the shepherds, and the wisdom of the Magi speak to the educational journey. They teach us to walk with trust even in uncertainty, to discern with clarity, and to search for truth with perseverance. Educators who keep faith alive, through morning prayers, reflective pauses, celebrations of liturgy, and the witness of integrity, plant seeds that can grow into lifelong convictions of justice, fraternity, and service.

Christmas further calls educators to foster peace and reconciliation. At a time when children and young people face pressures of violence, digital overload, and emotional turbulence, the message "Peace be with you" becomes a foundation for emotional and spiritual well-being. When we teach children to listen empathetically, collaborate generously, and forgive courageously, we give them tools to build a more humane world.

Ultimately, integrating Christmas into education is about embodying Christ's way; forming minds that seek truth, hearts that radiate love, and communities that stand for justice. As we gather around the crib this year, may we recommit ourselves to being educators of faith and ambassadors of love. May our classrooms shine with the light of Bethlehem, and may our students encounter in us the tenderness of the God who chose to dwell among us.

This Christmas, may faith inspire our vision, may love guide our actions, and may hope renew our mission of educating the Gen Next for a brighter, more compassionate world.

-Brandon Arnold John.








In how many countries is catholic education present?

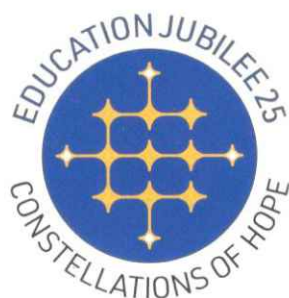
171



How many catholic educational institutions are there?

Total
231,568

	KINDERGARTEN 72,628
	PRIMARY SCHOOLS 101,046
	SECONDARY SCHOOLS 52,898
	UPPER SECONDARY SCHOOLS 3,658
	UNIVERSITIES 1,338








THE CATHOLIC EDUCATION WORLDWIDE

THE NUMBERS OF A CONSTELLATION

How many students frequent the catholic educational institutions?

Total
71,887,803

KINDERGARTEN 7,044,707	
PRIMARY SCHOOLS 34,638,907	
SECONDARY SCHOOLS 22,647,796	
UPPER SECONDARY SCHOOLS 2,443,363	
UNIVERSITIES 5,113,030	

EDUCATIONAL DENSITY

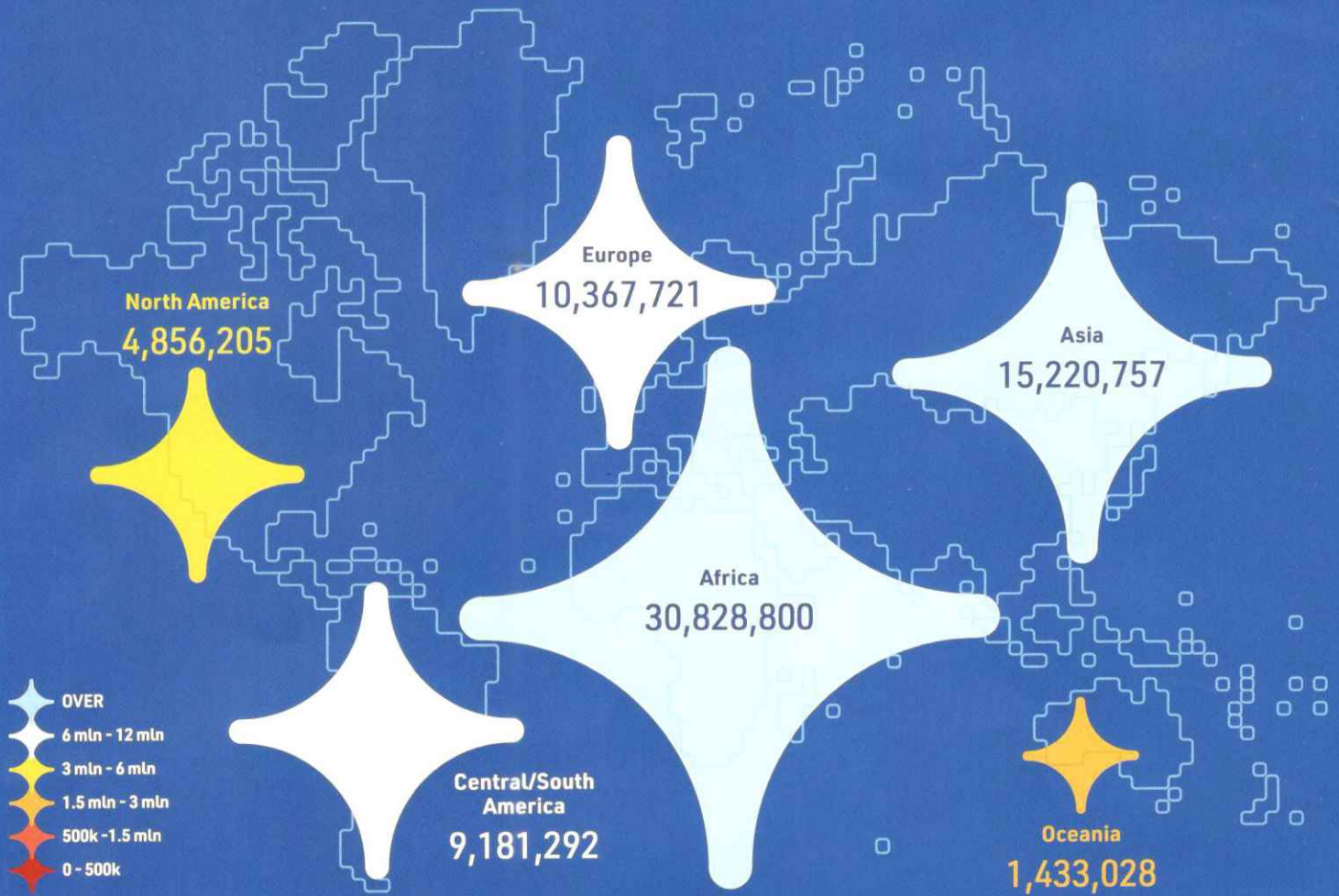
What is the number of Catholic Primary Schools per one million school-age children?

Africa	200
North America	208
Central/South America	523
Asia	42
Europe	413
Oceania	938
Global average	135

STUDENTS 71,887,803

Catholic Schools and Universities are attended by over 71 million students, of diverse cultures and faiths.

Through its educational network, across all continents, the Church supports younger, who are engaged in building their own life projects in the service of the common good.

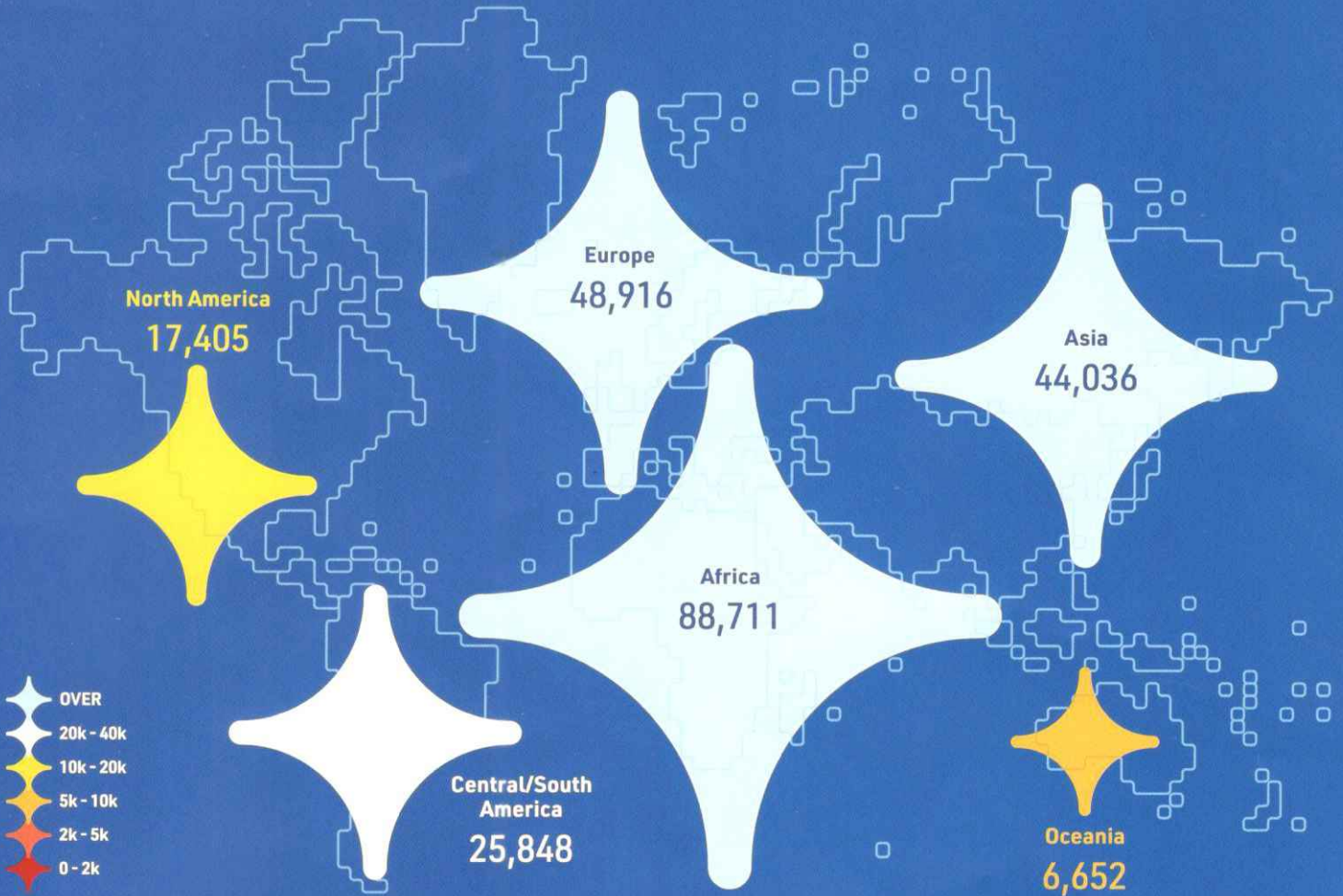


	KINDERGARTEN	PRIMARY SCHOOLS	SECONDARY SCHOOLS	UPPER SECONDARY SCHOOLS	UNIVERSITIES	TOTAL
Africa	2,826,772	19,773,661	7,772,751	177,497	278,119	30,828,800
North America	187,720	1,827,009	1,033,446	408,942	1,399,088	4,856,205
Central/South America	825,662	3,322,118	2,498,552	238,683	2,296,277	9,181,292
Asia	1,533,583	5,764,485	6,161,099	1,257,571	504,019	15,220,757
Europe	1,579,365	3,180,051	4,654,748	352,249	601,308	10,367,721
Oceania	91,605	771,583	527,200	8,421	34,219	1,433,028

SCHOOLS 231,568

Globally, the Catholic educational network is the largest educational network and includes over 231 thousand educational institutions.

Everywhere, Catholic Schools and Universities are places that are open to transcendence; they contribute to the common good and promote inclusion, justice, development, and peace.



	KINDERGARTEN	PRIMARY SCHOOLS	SECONDARY SCHOOLS	UPPER SECONDARY SCHOOLS	UNIVERSITIES	TOTAL
Africa	21,762	45,161	20,782	778	228	88,711
North America	5,346	8,313	3,042	408	296	17,405
Central/South America	7,360	10,514	7,080	492	402	25,848
Asia	14,258	16,595	11,630	1,372	181	44,036
Europe	22,359	16,276	9,539	520	222	48,916
Oceania	1,543	4,187	825	88	9	6,652

Which countries have the highest percentage of catholic schools?

In a big constellation of countries, more than 20% of the schools are catholic

IN SOME COUNTRIES, THE CATHOLIC EDUCATION COVERS MORE THAN HALF OF THE NATIONAL EDUCATIONAL DEMAND

MORE THAN 50%

Belize
63.73%

Ireland
79.67%

Belgium
90.04%

Lebanon
51.42%

Rwanda
58.60%

Malawi
51.95%

EDUCATIONAL EMERGENCY!

Globally, 61 million children have never been in a classroom; more than 160 million fail to complete secondary education

No access to the education
PRIMARY SCHOOLS

Total
61
million

Africa
41,188,365

North America
1,145,507

Central/South America
2,158,569

Asia
15,674,204

Europe
1,139,679

Oceania
61,382

Educational dropout in numbers
SECONDARY SCHOOLS

Total
160
million

Africa
57,619,138

North America
3,420,911

Central/South America
5,497,615

Asia
89,718,491

Europe
3,658,179

Oceania
669,077

COUNTRIES WHERE MORE THAN 20% OF STUDENTS ARE ENROLLED IN A CATHOLIC PRIMARY SCHOOL

OVER 20%

Belgium
Belize
Burundi
Chile
Dominica
Grenada
Haiti
Ireland
Kenya
Lesotho
Lebanon
Malawi
Malta
Mauritius
New Caledonia
Papua New Guinea
Democratic Rep. of Congo
Rwanda
Sierra Leone
Trinidad e Tobago
Uganda

COUNTRIES WHERE MORE THAN 20% OF STUDENTS ARE ENROLLED IN A CATHOLIC SECONDARY SCHOOL

OVER 20%

Australia
Belgium
Chile
Dominica
Grenada
Ireland
Kiribati
Lebanon
Malta
New Caledonia
Rwanda
Timor Est
Trinidad e Tobago

Data Source:

+ Holy See, Central Office of Statistics of the Catholic Church
+ Unesco

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+ Antonello Maruotti
+ Federico Guzzo

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+ Attus Studio

Interview with **SHRI RAHUL SINGH IAS** CBSE Chairperson: **Strengthening Catholic School Education in India**

This interview was conducted during a brief interaction between the Chairperson, Most Rev. Elias Gonsalves, and the National Secretary, Dr. Fr. Maria Charles SDB, of the CBCI Office for Education and Culture and Shri Rahul Singh IAS, the CBSE Chairperson. The discussion covered expectations from Catholic schools, teacher capacity building, assessment reforms, affiliation processes, and the use of NCERT textbooks.



Introduction:

Due to time constraints, the conversation began informally, with the CBSE Chairperson agreeing to share a few quick but valuable insights before stepping into the next engagement. What follows is a structured version of that exchange, presented in a clear interview format.

THE INTERVIEW:

1. EXPECTATIONS FROM CATHOLIC SCHOOLS

Question: *Sir, during your interactions with Catholic schools, what expectations have emerged? Where should we focus our attention to ensure quality improvement?*

Answer: Catholic schools form one of the largest non-government networks in the country, and naturally expectations are high. Other systems—like DPS, DAV, and major coaching-based chains such as Narayana or Chaitanya—have their own training academies and centralized pedagogical units. This gives them a uniform mechanism to push academic standards, assessments, and innovations.

Catholic schools, with such a vast network, can similarly establish structured academic and pedagogical systems. While discipline and holistic formation are already strong, academic rigor—especially higher-order learning and ethics—needs more focused attention. Children today, even in elite schools, are gradually drifting away from values. So, strengthening academics *and* ethics together is essential.

2. TEACHER CAPACITY BUILDING

Question: *We have teachers from varied backgrounds' some highly trained and some from very modest environments. How can we strengthen capacity building?*

Answer: CBSE mandates 25 hours of Continuous Professional Development (CPD) annually. Systems like DPS have institutionalized this very effectively through their own training academies. Given the nationwide presence of Catholic schools, you could create a central training resource centre; physical, digital, or hybrid. It would serve your entire network and become the official space for the CBSE-required 25 hours of training. This is a one-time investment with long-term gains.

Your trainers will need CBSE certification, but once that's done, schools can simply attest that teachers have completed their CPD hours. Training can be online or offline. CBSE, on our part, is also developing mechanisms to ensure meaningful and competency-based inputs across schools.

3. ASSESSMENT REFORMS AND OPPORTUNITIES FOR ALL BOARDS

Question: *You mentioned assessment reforms. Could you explain how CBSE plans to support schools, including those from other boards?*

Answer: Yes. CBSE is building a massive Assessment Resource Bank. We will start with 30,000 competency-based assessment items, eventually scaling to one million through contributions from teachers, schools, and agencies. This platform will be free for all teachers from any board. Support resources will help teachers understand competencies, design better assessments, and even access ready-made sample questions.

We will begin with Classes 3 to 8, since the new NCERT books for Classes 9 and 10 are not yet released. Later, we will include Classes 9–12. Teachers who contribute good-quality questions will also receive recognition, not financial incentives, but credits and ratings. States are required under NEP to establish assessment bodies, but implementation varies. CBSE's initiative will complement and strengthen these efforts.

4. AFFILIATION: NOC AND REGULATORY ISSUES

Question: *Affiliation has often been held up because of delays in obtaining the NOC from State Governments. Has the process changed?*

Answer: Yes, significantly. Schools may now apply for CBSE affiliation without an NOC, provided they furnish evidence that they have applied for it. Once we receive the application, CBSE itself writes to the State Government asking for comments within 30 days, followed by reminders. If no response arrives within the stipulated period, usually around 45–60 days, we proceed with the application. Many schools, especially in states like Bihar, Kerala, and Uttar Pradesh, have benefitted from this revised process.

However, issues such as teacher salaries must be adequately addressed. We have rejected applications when salary norms were violated.



5. NCERT TEXTBOOKS AND CURRICULUM MANDATES

Question: *Is it mandatory for schools to use NCERT textbooks from Class 1 onwards?*

Answer: As per law, from Classes 1 to 8, the academic authority is the State Government, so we cannot enforce NCERT books. We strongly *advise* their use because our resources and assessments align with them.

For Classes 9, 10, 11, and 12, NCERT textbooks are mandatory. The current NCERT books are significantly improved compared to earlier versions.

6. THE CHALLENGE OF CLASSES 11 & 12

Question: *Schools are struggling to maintain strong academic support for Classes 11 and 12, especially in Science. How will CBSE assist?*

Answer: We recognize that senior secondary students, especially in Science streams, need structured academic support. CBSE is developing a mechanism to supplement what schools offer; additional academic help, conceptual reinforcement, and teacher engagement. This will be announced on our website within the next 20 days.

We want to ensure Science education strengthens, not diminishes, in schools. The problem today is that many students rely on coaching centres for concepts, which should ideally come from the school itself.



CONCLUSION:

The conversation concluded with gratitude and a quick request for a photograph. Though brief, the interaction provided clear direction for Catholic educational institutions seeking to strengthen academic excellence, teacher formation, assessment literacy, and compliance with CBSE norms.



EDUCATING FOR HOPE AND TRANSFORMATION: CATHOLIC EDUCATION IN A CHANGING INDIA

The CBCI National Consultation on Education 2025, hosted at Don Bosco, Okhla from 17 to 19 November 2025, emerged as a landmark gathering in the ongoing renewal of Catholic education in India. Organised by the CBCI Office for Education and Culture, the Consultation convened bishops, principals, policymakers, academic researchers, technology leaders, counsellors, and international partners. With the theme “Educating for Hope and Transformation: Catholic Education in a Changing India,” the three-day assembly invited the Catholic educational community to reflect courageously on its identity, mission, and future trajectory in a rapidly evolving national and global context.

DAY ONE– INAUGURAL SESSION, KEYNOTE ADDRESS & FRAMEWORK OF HOPE:

The Consultation opened with a solemn invocation, inviting participants to anchor the deliberations in the spirit of discernment and mission. Most Rev. Elias Gonsalves, Chairperson of the CBCI Office for Education and Culture, inaugurated the event by reminding the assembly that Catholic education in India stands at an important crossroads. He emphasised that as the Church's most visible and influential ministry, education carries the responsibility of becoming a beacon of hope in a fragmented world. The Guests of Honour were:

- Rev. Fr. Stephen Fernandez, Bishop- Elect of Bombay, and collaborator at Apostolic Nunciature
- Rev. Dr. Mathew Koyickal, Deputy Secretary General, CBCI
- Fr. Davis Maniparamben, Provincial, Salesians of Don Bosco, Delhi

Keynote Address- National Landscape of Schooling in India:

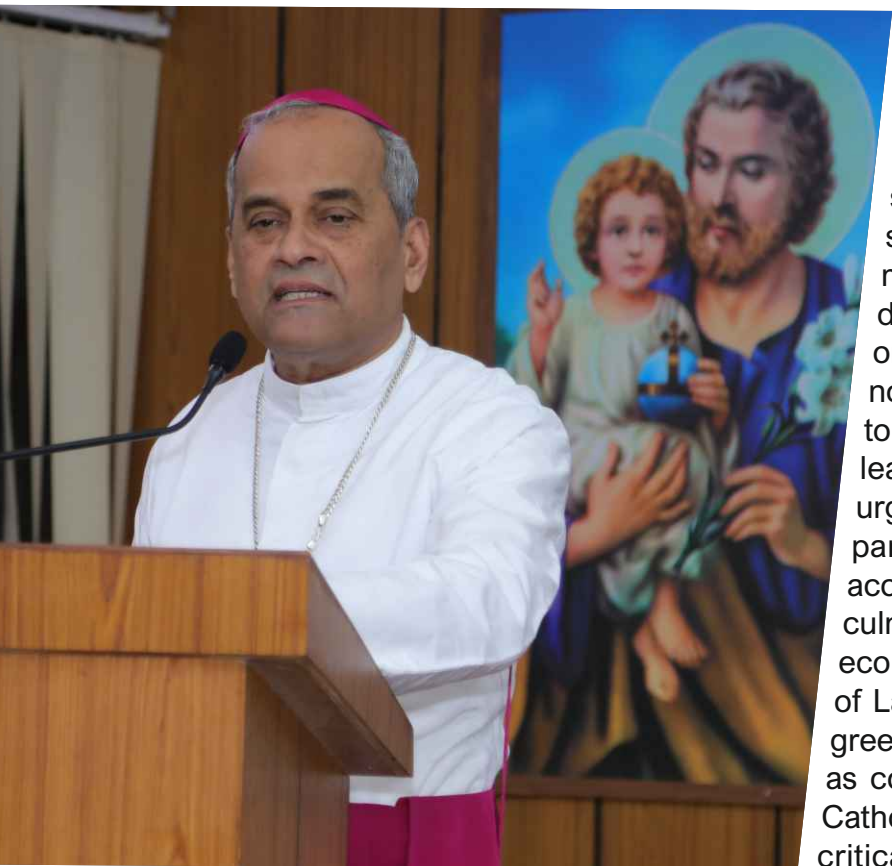
Shri Rahul Singh IAS, the Chairperson of CBSE's keynote contextualized Catholic education within the larger national reforms unfolding under NEP 2020. He emphasized the urgency of preparing students for a world shaped by AI, digital ecosystems, multidisciplinary learning, and global mobility. Singh commended Catholic institutions for their contribution to academic excellence and nation-building but urged them to continue innovating boldly, especially in teacher development, digital literacy, competency-based learning, and assessment redesign.

He encouraged Catholic leaders to adopt data-driven decision-making, strengthen emotional intelligence

in pedagogy, and champion inclusive schooling for marginalized communities. He highlighted that Catholic education, with its legacy of values and service, is uniquely positioned to lead national transformation.

SESSION I- Revisioning the Catholic Education Landscape:

Most Rev. Elias Gonsalves' address drew significantly from his presentation "Reviving the Pact with Hope", where he insisted that Catholic educational institutions must reaffirm their commitment to form human persons in dignity, conscience, and compassion. He stressed that the Synodal values of communion, participation, and mission must guide all decision-making processes, urging schools and colleges to build educational communities where every child feels seen, heard, and valued.



Archbishop Gonsalves further expanded on the critical need to listen deeply to the youth, describing today's young people as seekers of meaning, purpose, and authenticity. He called for innovative platforms where students can exercise leadership through student parliaments, innovation labs, peer mentoring structures, and participatory decision-making. He placed special emphasis on the empowerment of women and girls, noting that Catholic institutions must contribute to building a society enriched by the gifts, leadership, and dignity of women. He also urged the strengthening of families through parent formation programmes and pastoral accompaniment. The Archbishop's reflections culminated in a compelling invitation to embrace ecological conversion, inspired by the teachings of *Laudato Si'* and *Laudate Deum*, encouraging green campuses and environmental stewardship as core educational commitments. In his vision, Catholic schools must become centres that inspire critical consciousness, care for creation, and transformative engagement with society.

Following this, Dr. John Alexander SDB, Vice Provincial, Salesian Province of Chennai, delivered a profound and intellectually rich address titled "Revisioning Catholic Education in a Changing India." Drawing extensively from his detailed paper, he invited the delegates to revisit the deeper cultural and spiritual foundations of the Catholic educational mission. He described the contemporary Indian context as a landscape marked by widening inequalities, ideological pressures, technological disruption, and a profound erosion of meaning among young people. Against this backdrop, he identified three pressing challenges: identity, credibility, and sustainability.

Dr. Alexander explained that Catholic identity today can no longer rely purely on external markers, rituals, or admissions policies; it must be rooted in authentic witness, integrity, and service. In a multicultural society like India, Catholic institutions must embody a faith that is hospitable, dignifying, and respectful of

all religious traditions while remaining deeply anchored in the Gospel. He then turned to the challenge of credibility, cautioning that the pressures of competition and commercialization can subtly distort educational priorities. When institutions become preoccupied with infrastructure glamour, rankings, or revenue, the fragrance of the Gospel risks diminishing. To restore credibility, he encouraged schools to recover their founding charism: education as a cultural, moral, and spiritual act—not merely a service. On sustainability, Dr. Alexander lamented the struggles faced by rural, tribal, and mission schools, noting that inadequate funding, legal limitations, and staff shortages have created difficulties for maintaining high-quality Catholic education in the margins. Yet he insisted that these challenges are not obstacles but invitations to prophecy. He beautifully articulated four foundational movements that can transform Catholic education into a creative force in India: a radical commitment to inclusion at the margins, a culture of pluralism rooted in respect, a deepening of the interior life through silence and reflection, and a renewal of the moral imagination, enabling students to view the world through the eyes of the vulnerable. His reflections provided an intellectual and spiritual map for Catholic leaders seeking renewal in a polarized and fast-changing nation.

DAY TWO – AI, PEDAGOGY, ASSESSMENT & WELL-BEING:

The second day began with the Holy Eucharist, grounding the educators in the contemplative heart of their mission. The morning session on AI-Embedded Education, moderated by Fr. Francis Assisi Almeida, confronted one of the most consequential shifts in contemporary education: the rise of artificial intelligence as a partner in teaching and learning.

SESSION II- AI-Embedded Education:

This Session was moderated by Fr. Francis Assisi Almeida, the Regional Education Secretary of the Karnataka Region. Mr. Naga Prasad, CEO & Co-Founder of COSCHOOL, delivered a compelling and highly contextual talk titled “The Real Divide: Schools That Change vs. Schools That Don’t”. With the wisdom of a seasoned educator rather than a technologist, he argued that the greatest divide in education today is not technological but human. According

to him, the pace of change in the world children inhabit is exponentially faster than the pace at which most schools are evolving. He noted that students “live in the future but attend schools in the past,” a mismatch that produces frustration, disengagement, and irrelevance. He explained that artificial intelligence, when harnessed wisely, becomes a transformative ally that expands a teacher’s reach rather than replacing it. Drawing on Stanford University’s Tutor CoPilot research, he demonstrated how AI can strengthen mastery, deepen clarity, personalise feedback, and support vulnerable learners more consistently than traditional systems. He elaborated on four pillars that should shape future schooling: navigating fluid and unpredictable societal realities, rethinking well-being as holistic life design, transforming relationships from superficial networks to deep social consciousness, and shifting learning from mere content consumption to adaptive intelligence. His talk challenged Catholic schools to become courageous innovators who prepare students for the world they will inherit—not the one adults remember.

From this philosophical groundwork, Mr. Venkata Aditya, the Vice-President of Teachmint, transitioned into a practical and richly illustrated exploration of how AI can improve teacher competency and classroom efficiency. He highlighted the multiple challenges teachers face daily: capturing attention,





simplifying complex ideas, providing timely feedback, creating revision materials, and preparing differentiated assessments. Through his presentation, he demonstrated how AI tools can generate lesson plans, visual simulations, NCERT-aligned learning content, quizzes, recap tools, language translations, and predictive insights that help teachers personalise learning. He emphasised that the real meaning of competency is not knowing AI exists but knowing when to use it. He advocated for schools to adopt a structured approach to digital transformation: change management rather than additional workload, continuous teacher training, digitised processes, visible success stories, data-driven

reviews, and the creation of internal AI champions. His conclusion—“AI will not replace teachers, but teachers who use AI will lead those who don’t”—resonated strongly with the audience.

SESSION III- Reflective Pedagogy and Assessment:

The Consultation then moved into the Pedagogy and Assessment session, moderated by Fr. Teles Fernandes, the GEBCI Secretary of Archdiocese of Gandhinagar. The first talk in this session, delivered by Aneesh Bangia, the Co-Founder of Open Door, explored the transformative power of deep questioning in classrooms. Drawing upon Daniel Kahneman's framework of fast (System 1) and slow (System 2) thinking, Bangia argued that traditional classrooms overwhelmingly stimulate fast thinking through rote memory questions and predictable patterns. True understanding, however, emerges when students are pushed gently into slow, reflective, analytical thought. He presented striking examples—from misconceptions in physics to perceptual puzzles, visual reasoning, scientific phenomena, and language associations—to show how “WOW questions” ignite curiosity, break habitual thinking, and lead to conceptual mastery. He stressed the importance of wait-time, observing that teachers typically allow less than one second for students to think—a habit that suffocates higher-order cognition. Bangia's talk invited educators to transform classrooms from places of answer-seeking to places of wonder-filled thinking.

Following this stimulating presentation, Mr. Sanjay Radhakrishnan, a School Excellence Expert, offered a comprehensive and research-backed argument for reimagining student assessment as a tool for empowerment rather than anxiety. He described the silent revolution taking place in schooling owing to the emergence of Gen Alpha, whose cognitive patterns, learning preferences, and digital immersion differ fundamentally from older generations. He highlighted how the pandemic accelerated this transformation, moving classrooms to screens and pushing educators to rethink relevance. Sanjay underscored that assessment must evolve beyond recall and reproduction; it must cultivate analysis, creativity, interpretation, interdisciplinary reasoning, and value-based judgement. He introduced the Open Book Assessment (OBA) framework, explaining how it lowers stress, fosters independence, encourages honesty, and stimulates deeper thinking. Using concrete rubrics, examples, and case studies, he





showed how OBA works across subjects and contexts. He also stressed the importance of the PDCA cycle (Plan–Do–Check–Act) to guide schools through systematic, reflective evaluation. His talk provided educators with a practical, scalable, and meaningful way to transform learning outcomes.

Form-Centric Teaching and School Effectiveness:

Mrs. Sapna Sukul, the COO of Boarding School Association of India and Senior advisor of BRITANNICA, delivered a perceptive talk on Form-Centric Teaching,

arguing that effective schools must focus on the formation of the learner, not just instructional delivery. Drawing upon decades of leadership experience, she emphasized that the heart of good schooling lies in

- nurturing emotional safety,
- building trust,
- strengthening relationships, and
- empowering teachers with strong professional identity.

She explained how form-centric teaching integrates mind, body, and heart—crafting classrooms where curiosity is celebrated, student voice is respected, and teachers serve as ethical role models. She insisted that school systems must transition from content-heavy curricula to purpose-driven, experience-rich learning pathways.

Her reflections offered Catholic schools a powerful lens to reimagine child development beyond academic metrics.

Dual Diploma Program- Internationalizing Student Futures:

Mr. Suren Ramasubbu, the Director of Academica India, introduced the Academica Dual Diploma Program, explaining how students can earn simultaneously both an Indian high school credential and a fully accredited American High School Diploma. Using visuals and statistics, he emphasized that the program develops

- bilingual proficiency,
- technological fluency,
- personal maturity, and
- global exposure.

He highlighted the program's 1,200+ partner schools across 32 countries and its commitment to equity, flexibility, and competency-based learning. The model prepares learners for global universities and equips them with future-ready skills. His session opened meaningful possibilities for Catholic institutions seeking global collaborations.

SESSION IV- Nurturing Minds, Hearts, and Well-Being:

The afternoon shifted focus to the emotional and psychological landscape of learners in today's India moderated by Fr. Sagayaraj, the Regional Education Secretary of the Andhra Region. Dr. Hemlata Suri, a Counselling Psychologist and Advisor for Project CACA, drawing from her extensive experience with

Project CACA, offered a moving and scientifically grounded presentation on “Building Emotional Resilience and Mental Health in Students”. She presented sobering data—1 in 7 adolescents faces significant mental health concerns; half of all mental health disorders emerge by age 14; and digital overload, academic pressure, and reduced social interaction have redefined childhood. Dr. Suri explained that emotional resilience is not a personality trait but a set of skills and habits that can be taught and strengthened. These include emotional literacy, self-regulation, help-seeking, healthy relationships, and the ability to recover from setbacks. She outlined a six-part action plan: building awareness, creating safe ecosystems, enabling early identification of warning signs, strengthening teacher capacity as first responders, improving school mental-health infrastructure, and fostering daily resilience practices such as mindfulness, gratitude, cooperative learning, and structured reflection. She reminded educators that resilience grows through consistent systems and trusted relationships—not one-time workshops. Her talk was a compassionate call to ensure that every Catholic school becomes a sanctuary for the emotional well-being of children.

Complementing this focus on well-being, Prof. N. K. Goyal, Founder and President of the Cyber Security Association of India, delivered a powerful session on guiding students away from digital addictions and towards holistic well-being. With deep concern, he described the alarming rise of internet addiction, cybercrime, fake identities, misinformation, pornography exposure, gaming addiction, and psychological manipulation among young people. He explained that while India has one of the largest and most advanced digital ecosystems in the world, this also exposes youth to unprecedented cyber vulnerabilities. Citing both biblical wisdom and cyber-psychology research, he highlighted the psychological triggers behind cyber risks: greed, fear, impulsivity, peer pressure, overconfidence, cognitive overload, and emotional manipulation. He offered practical guidance for students—such as self-awareness, screen boundaries, mindful digital habits, offline hobbies, and early help-seeking. For schools and



families, he recommended comprehensive awareness programmes, cyber-safety policies, support systems, and culturally grounded digital ethics rooted in truthfulness, justice, transparency, and love of neighbour. His session underscored the urgent need for Catholic institutions to foster not only digital skills but digital wisdom.

SESSION V- Charting the Future: Catholic Identity and Leadership

The final session of the day focused on leadership and Catholic identity. This was moderated by Dr. Fr. Maria Charles SDB, the National Secretary for the

CBCI Office for Education and Culture. Fr. P. D. Johny SDB, the Executive Secretary of the All-India Don Bosco Education Society (AIDBES), drawing upon his presentation on Reimagining Catholic Education in the Face of Emerging Challenges, highlighted the enormous influence and responsibility carried by Catholic schools in India. He described Catholic education not merely as a network of institutions but as a powerful brand rooted in trust, mission, and the legacy of service to millions. Using the parable of the flock of sheep and the wolves, he illustrated the importance of proactive learning, collective strategy, and ongoing renewal. Fr. Johny articulated several priorities that Catholic schools must embrace value-based and holistic education, mentoring and leadership formation, ecological transformation through green alliances, child protection and school well-being, and digital transformation aligned with the Church's ethical values. He challenged Catholic institutions to measure their impact not by numbers alone but by the transformation they bring to society.



Fr. John Ravi SJ, the South Asian Coordinator for Jesuit Schools, offered a profoundly Ignatian and future-oriented vision for Catholic education, insisting that schools must move decisively from teaching for information to forming for transformation. Drawing on the Ignatian Pedagogical Paradigm—context, experience, reflection, action, and evaluation—he explained that true learning begins with understanding the lived realities of students and guiding them through meaningful experiences that lead to

deeper reflection and responsible action. He emphasized the need for techno-humanism, urging educators to embrace technology in ways that enhance human dignity, ethical awareness, and relational depth rather than reducing education to screens and algorithms. Fr. Ravi stressed that teachers today must become co-learners, facilitators, and authentic witnesses whose example shapes young minds far more than mere instruction. He called for curricula rooted in justice, ecology, inclusion, and global citizenship, preparing students to respond to the challenges of their world with compassion and courage. Above all, his pastoral vision centred on accompaniment—a culture of presence, empathy, mentoring, and interiority—where every adult in the school community walks with students, helping them discover their identity, purpose, and vocation. Through this integration of pedagogical innovation and pastoral care, Fr. Ravi affirmed that Catholic education could form young people who are thoughtful, grounded, and committed to building a more humane and hope-filled world.

Br. Robert, the Principal of St. Columba's School, New Delhi contributed a deeply human and pastoral richness to the leadership conversation, drawing from his many decades of service within Catholic schooling. He spoke with disarming clarity about the realities faced by school leaders today—balancing cultural sensitivities, parental expectations, administrative complexities, and mounting societal pressures—yet he insisted that these challenges must be met with a leadership style rooted firmly in the Gospel. For him, authentic leadership begins with courage, the courage to take principled and ethical

stands even when they are unpopular or misunderstood; Catholic leaders, he noted, are called to be moral anchors in a world of compromise. Equally important is the building of communities of belonging, where teachers feel appreciated, supported, and empowered, and where students experience a sense of safety, dignity, and welcome; without such communities, no policy or innovation can sustain itself. Above all, Br. Robert stressed witness, reminding the assembly that children absorb far more from the character, integrity, and daily conduct of adults than from any written rule or mission statement. His reflections grounded the Consultation in a pastoral realism, underscoring that Catholic leadership is not primarily about management but about service—service expressed through humility, presence, and the unwavering commitment to form communities that reflect the compassion and truth of Christ.

DAY THREE– INTERNATIONAL EXPOSURE AT DIDAC INDIA:

The third day offered participants an international exposure visit to DIDAC India, Asia's leading education exhibition and conference. Delegates engaged with global innovations in EdTech, pedagogy, early childhood education, AI-driven learning platforms, school safety models, and future-ready infrastructure. They participated in certified workshops conducted by Overnet Data, the International Baccalaureate Organisation (IB), the Early Childhood Association (ECA), and Fravashi International School, gaining hands-on insights into assessment practices, trust-building systems, hybrid learning, and technology adoption. The visit allowed Catholic educational leaders to situate their mission within broader global trends and to envision collaborative possibilities ahead.

CONCLUDING REFLECTION:

In the concluding session, Archbishop Elias Gonsalves summarised the core insights of the Consultation, urging Catholic institutions to become “schools of hope, dialogue, inclusion, courage, and innovation.” He reminded the assembly that Catholic education must remain rooted in faith while boldly engaging emerging technologies, pedagogies, and societal shifts. Fr. Dr. Maria Charles SDB offered a consolidated synthesis of the deliberations, outlining key directions for follow-up, including regional implementation frameworks, national training programmes, and strengthened networks of collaboration.



Takeaways from the National Consultation on Education 2025

Q1. What must Catholic Education look like in the Next Decade?

1. Holistic, Value-Based Education:
 - Rooted in Gospel values, promoting human excellence, character formation, and life skills.
 - Focused on compassion, accompaniment, peace-building, and interior growth.
2. Inclusive and Humane Education:
 - Welcoming all, especially the poor and marginalised.
 - Ensuring no child is alienated due to economic or social barriers.
3. Quality and Excellence in Academics:
 - Combining strong academic performance with ethical and spiritual formation.
4. Authentically Catholic Identity:
 - Education that is truly Catholic, humane, culture-based, and in continuity with the charisms of various saints.



5. Integration of Technology and Innovation:
 - Adapting to technological advancements while remaining rooted in Gospel principles.
 - Ensuring education is relevant, futuristic, and trend-setting.
6. Shift in Educational Orientation:
 - From information to integration.
 - From individualism to community living and collaboration.
 - Viewing education as a community project involving all stakeholders.
7. Holistic Human Formation:
 - Forming compassionate, ethical, socially conscious individuals rooted in truth, love, and justice.

Q2. As India undergoes rapid shifts, what is the one essential value Catholic education must never compromise?

1. Catholic Identity Rooted in Christ:
 - Remaining Christ-centred and grounded in Gospel values, moral principles, and Christian virtues.
2. Preferential Option for the Poor and Marginalised:
 - Never compromising service, justice, and dignity for the least and most vulnerable.
3. Compassion, Mercy, and Empathy:
 - Upholding a spirit of love, accompaniment, and care for every learner.
4. Integrity and Ethical Values:
 - Ensuring character formation, truthfulness, and moral leadership remain central.
5. Commitment to Christian Service:
 - Staying anchored in the mission of Christ: justice, unity, and social transformation.
6. Avoiding Corporate or Market-Driven Thinking:
 - Rejecting the term “brand” and instead emphasising Catholic strength, dedication, missionary spirit, and human values.



FEEDBACK FROM THE PARTICIPANTS OF THE CBCI NATIONAL CONSULTATION ON EDUCATION 2025

Thank you so much for the programme as a whole.

*Fr. Rolandus Lyngdoh,
Diocesan Education Secretary,
Nongstoin Diocese*

Thank you dear Fr. Maria Charles for arranging the program.
Fr. Sojan John, National Education Secretary, AINACS

Thank you Fr. Charles for the insightful program and experience at DIDAC.
*Sr. Mallika SCCG,
Principal, Holy Child Sr. Sec School, New Delhi*

On behalf of our participants, I sincerely thank Fr. Charles and his team members for all that they have been to the National Education consultation Meeting. Thanks for your meticulous planning and executing. Continue to pray for all your endeavours.
*Fr. A. Xavier Raj SJ,
Principal, De Britto Hr. Sec. School,
Devakotta , Tamilnadu*

Thank you so much Father for arranging such a wonderful Conference.
*Sr. Annie SAT,
Principal, St. Anne's high school and PU College,
Bangalore*

Thank you Fr. Charles. It was a good programme and the input sessions were good .A great opportunity to attend the TIESS conference
Fr. Balthasar, Diocesan Education Secretary of Aizawl Diocese

Dear Fr. Maria Charles Thank you very much for giving us a different experience in Didact through your meticulous planning and execution.
*Sr Victoria FMA,
Provincial, Auxilium Home,
Vellore Tamil Nadu*

Congratulations dear father Chales for the efforts made in organising the program so Systematically thank you very much father.God bless you.
*Sr. Malini Digal,
Principal, St Ann's High school, Raigarh, Chhattisgarh*

Today DIDAC exhibition was an unforgettable experience which finally our students will benefit through us and we through Fr. Charles utterly thankul you deserve a big trophy.
*Sr. Lenita Dsouza SRA,
Regional Education Secretary,
Queen of Apostles Convent,
Mangalore, Karnataka*

Congratulations dear Dr.Fr. Charles. The convention was a great success. It was very well organised. The information, innovations and the thought-provoking ideas from various sessions and expo will certainly be life-long experiences to be treasured and implemented in our place of ministry. Thank you very much. God bless you and your ministry
*Fr. Remedios Gonsalves SFX,
Provincial Education Coordinator, Valsad, Gujurat*

Hearty Congratulations to you Fr Charles for the systematic organization of the seminar, particularly today. God bless you.
*Sr. Nita Fernandes,
Principal, Holy Cross School, New Delhi*

FEEDBACK FROM THE PARTICIPANTS OF THE CBCI NATIONAL CONSULTATION ON EDUCATION 2025

Thanks Fr Charles for giving such wonderful experience.
Fr. Sanjay Bhaurao Rupekar
Diocesan Education Sec,
Aurangabad

Thank you so much dear Fr.Charles for all the arrangements done for the conference.
Sr. Rosmin Mathew, SAL,
General Councillor, St. Anne's Society,
Secunderabad,

Dear father Charles
Congratulations to you and your team for giving us rich experience. It was organized beautifully. Thanks a lot father
Fr. Ajay Tirky
Principal, St. Xavier's School, Kishanganj, Bihar

That was an absolutely remarkable organisational skill, Fr. Dr. Maria Charles! I truly appreciate the careful selection of Resource Persons and other arrangements. Kudos to you and your team! God bless!
Dr. Teles Fernandes,
GEBCI, Secretary, Gandhinagar, Gujarat

Dear Fr Charles
Congratulations for all your meticulous preparation.
Fr V K Swamy,
Regional Secretary,
Hyderabad,
Telangana

Fr. Charles Maria, we thank you whole heartedly for arranging such a beautiful sessions which helped us to reflect about our educational system. Thank you once again
Sr. Damala Latha MSI
Education Experts , Nirmala Convents , Vijayawada, A.P

Congratulations dear Fr. Charles. Meticulous planning and execution. You considered everything and everybody's needs. Salute you dear Fr.
Sr. Dr K Revathi FSAG,
National Education Secretary, Thiruvannamalai, Tamil Nadu

My heartfelt gratitude to Rev. Fr. Maria Charles and his dedicated team for so beautifully organizing the entire event. Heartiest congratulations to you all.
Sr. Savita SSPS,
Principal, Pavitratma School, Yadadri Bhongir, Telangana

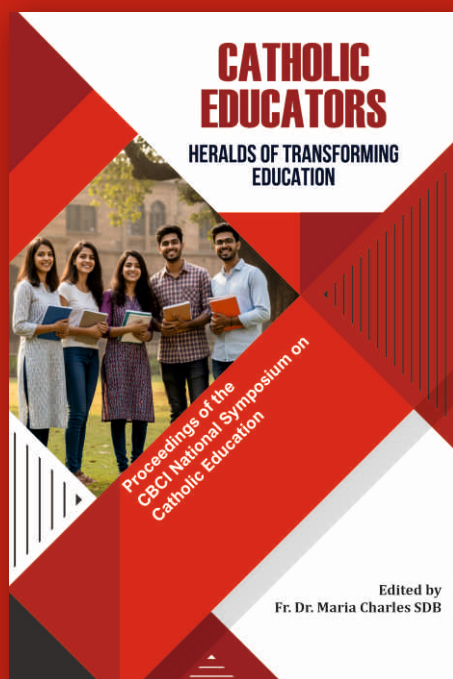
Hats off to you dear father for the wonderful and resourceful programme. Every session had something to take away. May God continue to bless you. Thank you once again
Sr. Mary Christina FMA,
Provincial Education Coordinator, FMA Chennai, Tamil Nadu

Dear Fr. Charles and the members of the Don Bosco family,
Hearty congratulations for meticulously organizing the event for the educators of the Indian Church. We thank you for everything, especially your hospitality at Don Bosco, Okhla. May God bless you all with good health and a sound mind to carry on His ministry.
Fr. Sanjay and Fr. Vijay Tudu
Muzaffarpur, Bihar

Thank you so much fr. Maria Charles. May God bless you for all your wishes well arranged program and hospitality
Priscilla

CBCI OFFICE FOR EDUCATION AND CULTURE RELEASES FOUR LANDMARK VOLUMES ON CATHOLIC EDUCATION

In a landmark contribution to the field of faith-based education, the CBCI Office for Education and Culture has released four new books that together chart a comprehensive vision for Catholic education in India and beyond. These volumes—Catholic Educators: Heralds of Transforming Education, The Teachings of the Catholic Church on Education, Saint Educators: The Story of Holiness and Education in the Church, and Education 5.0: Nurturing Gen Next for Excellence and Service—reflect the Office's ongoing mission to form leaders, inspire renewal, and strengthen the Catholic educational apostolate across the nation.

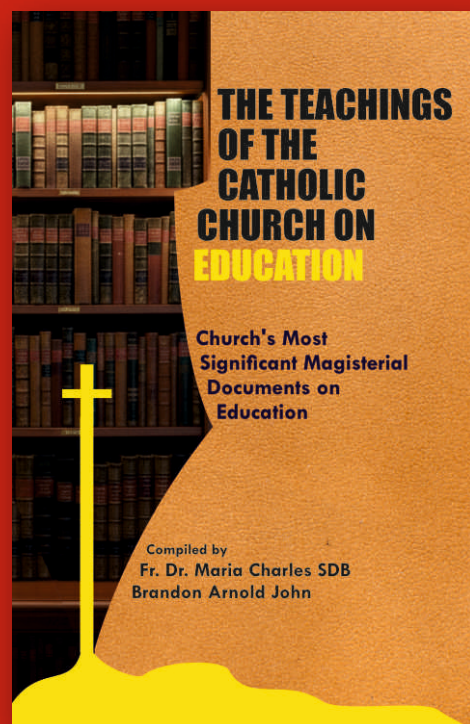


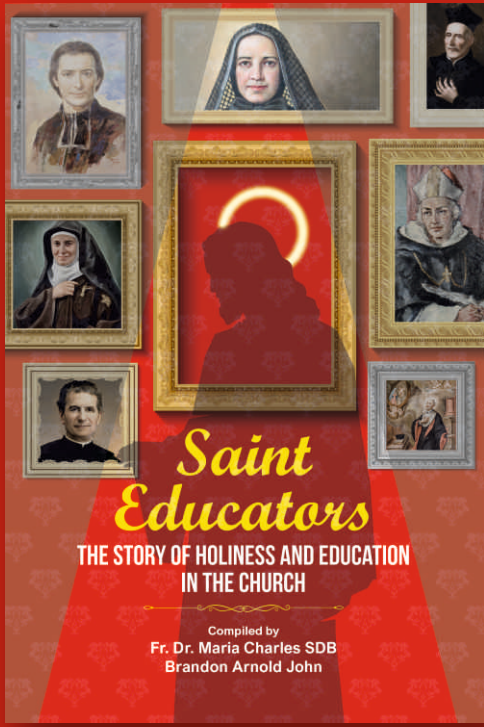
CATHOLIC EDUCATORS: HERALDS OF TRANSFORMING EDUCATION

This volume celebrates the vocation of Catholic educators as agents of transformation in today's complex world. Through reflective essays and case studies, it highlights the sacred calling of teachers who not only impart knowledge but awaken faith, compassion, and moral vision in their students. Rooted in Pope Francis' Global Compact on Education, the book reminds educators that true education transforms both the learner and the teacher through a dialogue of life, values, and hope.

THE TEACHINGS OF THE CATHOLIC CHURCH ON EDUCATION

Drawing from the rich magisterial tradition of the Church—from Gravissimum Educationis to Veritatis Gaudium—this scholarly volume presents the foundational principles of Catholic education. It serves as a vital reference for educators, administrators, and researchers who seek to understand education as a ministry of integral human formation. The book traces how the Church views education as a partnership between faith and reason, nurturing wisdom, conscience, and the pursuit of truth.



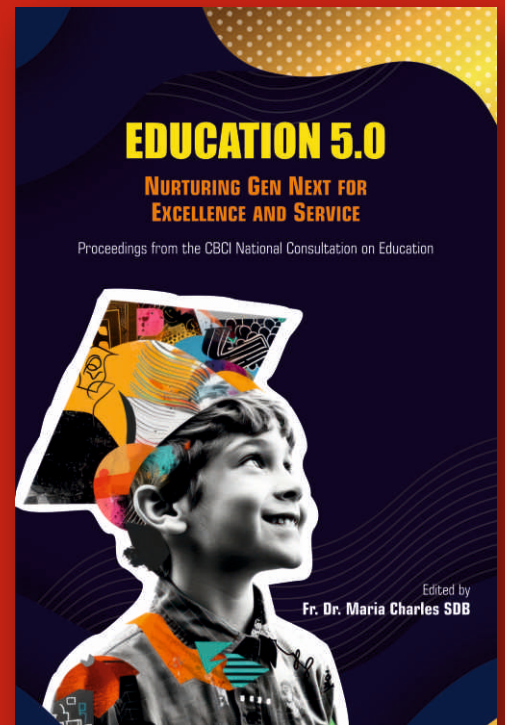


SAINT EDUCATORS: THE STORY OF HOLINESS AND EDUCATION IN THE CHURCH

This inspiring collection brings to life the stories of great saint-educators—from St. John Bosco and St. Elizabeth Ann Seton to St. Albertus Magnus and St. Claudine Thévenet—whose lives embody the union of holiness and pedagogy. Each chapter illustrates how education becomes a path to sanctity, and how holiness itself becomes the most compelling form of teaching. The book invites today's educators to rediscover the spiritual roots of their vocation in the witness of these luminous figures.

EDUCATION 5.0: NURTURING GEN NEXT FOR EXCELLENCE AND SERVICE

Addressing the challenges and opportunities of the digital age, this forward-looking volume explores how Catholic education can respond to emerging technologies, innovation, and socio-cultural shifts while remaining grounded in Gospel values. It proposes a model of “Education 5.0” that combines excellence with service—forming young people who are intellectually competent, ethically grounded, and socially engaged. With insights on AI, digital literacy, ecological education, and inclusive pedagogy, it calls Catholic institutions to lead with creativity and conscience.



Together, these four publications form a constellation of thought and action—linking the wisdom of the Church, the example of the saints, the dedication of educators, and the promise of future generations. They reaffirm the CBCI Office for Education and Culture's vision: to make Catholic education in India a beacon of faith, excellence, and transformative hope for the world.

GREEN INITIATIVES AT HOLY CHILD AUXILIUM SCHOOL, VASANT VIHAR, NEW DELHI

Reported by: Ms. Sheeba Williams

This year, the school became the first in India to join the Planet Fraternity International Programme, engaging 60 students in intercultural dialogue with peers from Mexico on peace, solidarity, and global citizenship. The GoSharpener Programme, aligned with UN SDGs, drew 279 students who completed challenge-based tasks promoting sustainability and critical thinking. A new Butterfly Garden enhanced biodiversity learning on campus.

The Annual Day 2025, themed “India of My Dreams—A Green and Verdant Nation,” emphasised recycling and material reuse, culminating in the installation of a recycled bench inaugurated by Provincial Sr. Leelamma Palliparambil FMA. Collaboration with Hindustan Times PACE further enriched students' environmental literacy and creative expression.

These initiatives have strengthened the school's culture of eco-consciousness, nurturing students as responsible and committed guardians of the environment.

Schools interested in participating in the Planet Fraternity initiative, or wishing to share reports and photographs of their activities, are invited to send them to cbcieducation@gmail.com and cbcieducationinfo@gmail.com. Selected contributions will be featured in our Newsletter.

Holy Child Auxilium School, Vasant Vihar, New Delhi, has actively fostered environmental responsibility through a series of impactful green initiatives. The Eco Club guided students in understanding sustainability through awareness drives, assemblies, and activities centred on conservation, waste reduction, and the 3Rs.

The school marked World Earth Day with the theme “Planet vs Plastic” and World Conservation Day with “Save River Yamuna,” helping students reflect on pollution and ecological restoration. The annual “Peace with Creation” observance during the global Season of Creation 2025 encouraged prayer, reflection, and symbolic pledges for ecological harmony.



RECLAIMING THE SOUL OF EDUCATION- CATHOLIC SCHOOLS AT THE CROSSROADS



Catholic education in India stands at a defining moment as rising commercialisation, infrastructure competition, and parental expectations gradually erode its mission-oriented identity. Many institutions, once beacons of simplicity and service, risk drifting toward elitism, leaving behind the very children they were created to uplift. As exam results, rankings, and brand reputation overshadow compassion, character formation, and the preferential option for the poor, the fundamental question becomes urgent: Are Catholic schools becoming providers of premium services rather than communities of hope? The moral challenge today is to reclaim the integrity of the mission, ensuring that every school remains a sanctuary where the Gospel values of dignity, inclusion, and human development take precedence over market-driven pressures.

To renew their prophetic role, Catholic institutions must realign leadership, admissions, pedagogy, and school culture toward justice, accessibility, and holistic formation. Teachers must be supported as spiritual formators, not merely deliverers of content. Schools must reinterpret excellence as the harmonious integration of values, academic rigour, and social responsibility rather than competitive advantage. Inspired by the Global Compact on Education and recent papal teachings, Catholic schools are called to choose mission over prestige and community over competition—thereby rediscovering the soul of education as an act of love, hope, and human flourishing.

Reference: <https://www.educationglobalcompact.org>

THE SILENT CRISIS- MENTAL HEALTH, LONELINESS & INVISIBLE SUFFERING OF STUDENTS



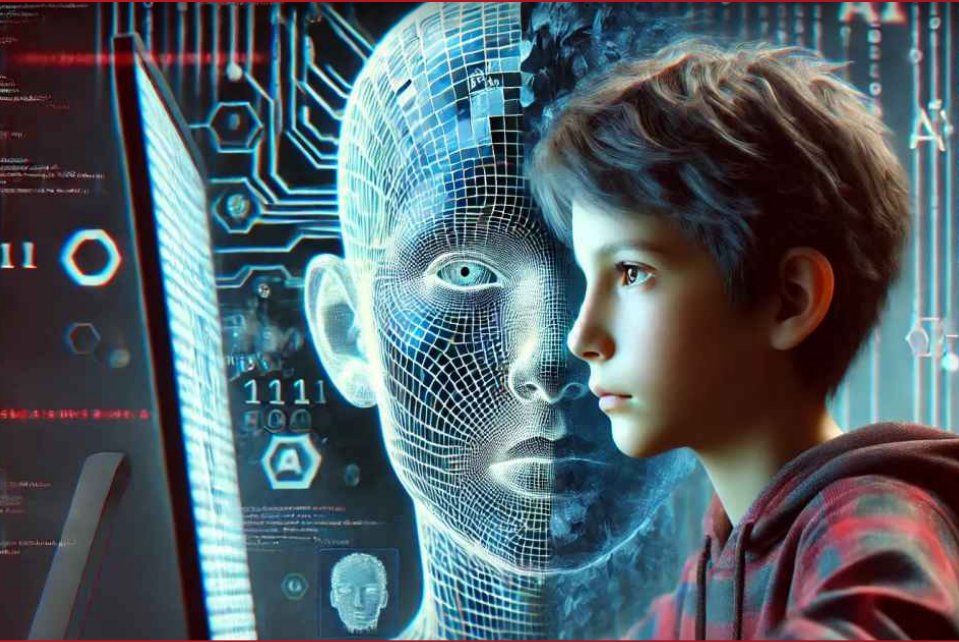
EDUCATION IN BRIEF

India is witnessing an alarming rise in student anxiety, depression, academic pressure, and even suicide, revealing a silent crisis hidden beneath the surface of academic success. Students are increasingly overwhelmed by competition, parental pressure, digital hyper-comparison, and the absence of emotional vocabulary or support systems. Many struggle quietly, unable to express fear, confusion, loneliness, or hopelessness—while schools remain preoccupied with results, discipline, and performance. Catholic education, rooted in pastoral care and *cura personalis*, must respond urgently by recognising this emotional and psychological fragility as a core educational responsibility rather than a peripheral issue.

To create mentally healthy learning spaces, schools must adopt structured systems of emotional literacy, counselling support, teacher formation in emotional first aid, and holistic practices promoting balance, silence, reflection, and restorative relationships. Parents must be formed as partners in emotional wellbeing, and students must be equipped to manage digital exposure responsibly. Catholic schools must become healing communities—places where young people experience acceptance, accompaniment, and resilience-building support. Addressing mental health is not merely a welfare initiative but a Gospel mandate to recognise and uplift the weary, wounded, and vulnerable children entrusted to our care.

Reference: <https://www.unicef.org/india/reports/state-worlds-children-2021>

AI-EMBEDDED SCHOOLING- EMPOWERMENT OR DEHUMANISATION?



EDUCATION IN BRIEF

Artificial Intelligence has ushered in a new era of education in India, offering personalised learning, accessibility tools, predictive analytics, and administrative efficiency. Yet its rapid adoption raises profound ethical, pedagogical, and spiritual questions. If AI tools begin to replace the human aspects of teaching—listening, empathy, moral reasoning, relational presence—schools risk reducing learning to algorithms and data points. Catholic education must discern how to integrate technology without compromising the dignity, creativity, and moral depth of the human person. AI must remain a servant of wisdom, not a substitute for teachers or a shortcut for students.

To avoid dehumanisation, institutions must adopt ethical frameworks, promote digital discernment, and strengthen teacher-student relationships as the centre of learning. Schools must ensure that AI supports holistic formation, protects privacy, reduces inequity, and encourages critical thinking, creativity, and compassion. Students must learn not only how to use AI, but how to question it, contextualise it, and rise above it as moral, spiritual, and reflective human beings. Catholic schools are called to lead India in responsible and human-centred AI adoption, ensuring that innovation amplifies—not diminishes—the sacred task of forming hearts and minds.

Reference: <https://www.romecall.org>

BEYOND INFRASTRUCTURE- THE URGENT NEED TO RE-HUMANISE TEACHING



EDUCATION IN BRIEF

While Indian schools increasingly invest in digital smart rooms, robotics labs, and impressive infrastructure, a quiet crisis unfolds: the gradual dehumanisation of the teaching vocation. Teachers today face intense administrative pressure, emotional exhaustion, eroding respect, and an identity reduced to “content delivery” rather than mentorship. Catholic educational tradition, however, sees teachers as spiritual witnesses, formators of conscience, and companions in learning—far beyond any technological tool. When schools forget this sacred dimension, teaching becomes mechanical, students feel unseen, and institutions lose their moral and relational depth.

Re-humanising teaching requires investing in teacher wellbeing, professional renewal, emotional support, collaborative leadership, and spiritual nourishment. Schools must reduce bureaucratic burdens, create spaces for reflection, celebrate teachers as co-builders of mission, and restore relationships as the centre of education. No laboratory or digital resource can replace the warmth of a motivated teacher or the formative power of an encouraging word. By honouring teachers as the living curriculum of Catholic education, schools rebuild the human foundation on which transformative learning truly stands.

Reference: <https://www.unesco.org/en/teachers>

ADMISSIONS, MARGINS & MISSION- WHOM DO OUR SCHOOLS TRULY SERVE?



EDUCATION IN BRIEF

Catholic schools once opened their doors primarily to the poor and marginalised, reflecting Christ's call to place the least at the centre. Today, however, rising fees, competitive interviews, infrastructure-driven policies, and parental demand for exclusivity risk creating institutions that unintentionally cater only to the privileged. This trend raises a painful but essential question: Have our schools drifted from mission to maintenance, from inclusion to selective excellence? When diversity declines and schools mirror social inequality, they lose their prophetic identity and weaken their witness to Gospel justice.

To remain faithful to mission, Catholic institutions must adopt inclusive admission policies, expand scholarships, prioritise neighbourhood children, strengthen parish-school partnerships, and cultivate a culture where economic diversity is embraced as a value, not tolerated as a burden. True excellence blends academic achievement with social equity and Gospel compassion. A Catholic school that welcomes the poor becomes a school that welcomes Christ Himself. Rediscovering this vision is essential not only for institutional credibility but for the moral future of Catholic education in India.

Reference: <https://ncmei.gov.in>



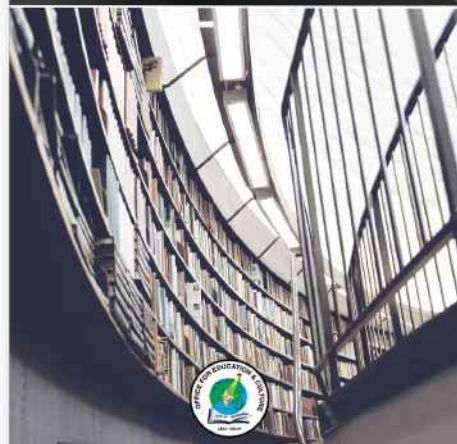
ALL INDIA CATHOLIC EDUCATION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

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

PRICE: RS. 160

All India Catholic Education Policy 2023

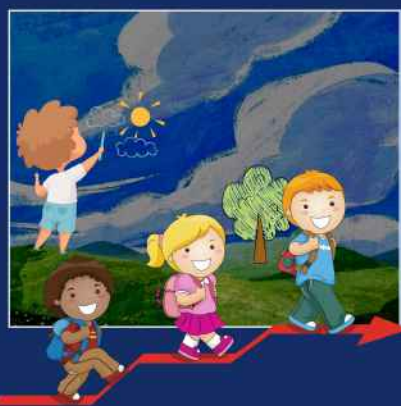


CBCI Office for Education and Culture
CATHOLIC BISHOPS' CONFERENCE OF INDIA

CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

CBCI CHILD PROTECTION POLICY
FOR CATHOLIC SCHOOLS IN INDIA 2023



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

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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