



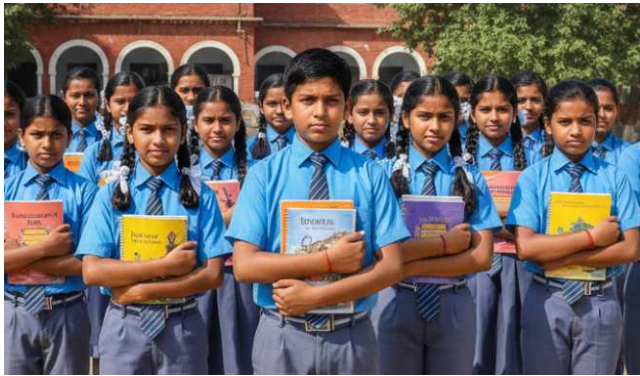
EDUCATE TO EMPOWER

CBCI EDUCATION NEXUS JANUARY 2026



**SETTING
PRIORITIES IN
EDUCATION**
Reimagining India's
Educational Future

ECOPEDAGOGY
Reimagining
Education,
Regenerating
Ecosystems



**DRAWING NEW
MAPS OF HOPE**
Teachings of the
Church Series 13

**FORMING THE NEXT
GENERATION**
Pedagogical Innovation and
Pastoral Accompaniment





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FROM POLICY TO PERFORMANCE: THE CATHOLIC EDUCATION MANDATE FOR 2026

India's education system has entered its most decisive phase. Five years after NEP 2020, the conversation has shifted from vision to verification – from *what we intend* to *what we actually deliver* in every classroom. For Catholic education, this is not just a policy moment. It is a **mission moment**.

Across our 17,500 institutions, the same question echoes: **Are we forming rank-holders or nation-builders?** Parents today are not persuaded by slogans; they track outcomes – skills acquired, emotional health, digital readiness and employability. Education has become visible, accountable and deeply personal.

2026 marks the clear shift from certificates to **competence**, from rote to relevance. The Catholic vision of education – rooted in the dignity of the human person – aligns naturally with this movement. We are called to prepare students not merely for examinations, but for **life, work, service and ethical leadership** in a volatile world

AI is transforming learning, but India's digital divide remains painfully real. When rural schools lack connectivity and teachers lack training, technology risks becoming a new form of injustice. Catholic institutions must therefore become laboratories of **ethical AI**, ensuring that innovation always serves inclusion, not exclusion.

No policy survives poor teaching. Vacancies, burnout and inadequate formation threaten the heart of schooling. Our response must be bold: Catholic education must emerge as the

national benchmark for **teacher formation, mentoring and wellbeing** – shaping educators who are reflective, resilient and rooted in values.

Anxiety, academic pressure and emotional fragility are the invisible crisis of our campuses. Excellence without empathy is failure. Every Catholic school must become a **safe space of accompaniment**, where counselling, pastoral care and compassion are integral to learning. NEP 2020 speaks of equity and governance. We must embody them. The Church's schools must be recognised as **schools of the peripheries** – where the poor are prioritised, accountability is transparent, and education is a shared national responsibility.

2026 is not a year for cautious steps. It is a year for **conviction and courage**. Let Catholic education in India stand as a lighthouse – proving that when faith meets innovation, classrooms become **constellations of hope** for the nation.



FR. MARIA CHARLES SDB

*National Secretary,
CBCI Office for Education and Culture*



FORMING THE NEXT GENERATION: PEDAGOGICAL INNOVATION AND PASTORAL ACCOMPANIMENT

Fr. John Ravi, SJ
Coordinator of Jesuit Schools,
South Asia

1. A Call to Form and Transform

“Education is an act of hope. It is the means by which we can build a more humane and fraternal world.”

— **Pope Francis, Global Compact on Education**

In a fast-transforming India — shaped by technology, social change, and moral confusion — **Catholic education stands at a crossroads**. We are not only asked to keep up with change; we are invited to *shape it* with vision and values.

Our mission has always been larger than academics. It is to form persons of **competence, conscience, commitment, and compassion**. Now we can add the 5th C - **Collaboration**.

And today, that mission finds new urgency in the two words given to me:

Pedagogical Innovation and Pastoral Accompaniment.

These two words **express the mind and heart of Catholic education** — **thinking anew, and loving deeply.**

2. Pedagogical Innovation: Re-imagining How We Teach and Learn

Innovation in education is not merely about smart boards, apps, or AI.

It's about **renewing our mindset** — how we see our students and how we help them to grow.

Let me put it this way:

We are moving from *teaching for information* **to learning for transformation.**

From transmission to formation.

FOUR-FOLD STRATEGIES TO PROMOTE PEDAGOGICAL INNOVATION

a. The Ignatian Pedagogical Paradigm: An Evergreen Framework

Our Ignatian heritage already gives us a dynamic model — the **Ignatian Pedagogical Paradigm (IPP): Context, Experience, Reflection, Action, Evaluation.**

This model insists that learning begins with life itself.

We start from the student's context, invite experience, foster reflection, move to action, and return in evaluation.

This is deeply human — and profoundly innovative.

It teaches students *how to think, how to feel, and how to choose* in the light of values.

b. Technology with a Human Face

Yes, technology is revolutionizing learning. But Catholic education must ensure that technology **serves humanity**, not the other way around.

Blended and flipped classrooms, digital storytelling, and AI-driven personalization are exciting tools — but their purpose must always be to deepen understanding, not just deliver content.

We need a **techno-humanism** — where digital progress walks hand in hand with ethical discernment.

c. Teachers as Co-Learners

Innovation begins with the teacher.

We can no longer be “**sages on the stage**” but must become “**guides on the side.**”

A good Catholic teacher today must be a *lifelong learner, a reflective practitioner,* and above all, a *witness of values.*

When teachers grow, students flourish.

d. Curriculum for Justice and Inclusion

True innovation asks: *What kind of world are we preparing our students for?*

Our curriculum must respond to today's global and local realities — ecology, peace, pluralism, and inclusion.

We must form students who not only excel but also **engage** — who listen to “the cry of the earth and the cry of the poor.”

That's what makes Catholic education prophetic in today's India.

3. Pastoral Accompaniment: Walking with Our Students

If pedagogical innovation is about *what and how* we teach, pastoral accompaniment is about *how we relate* — how we walk with our students in





their journey of becoming.

FOUR-FOLD STRATEGIES TO PROMOTE AND CULTIVATE PASTORAL ACCOMPANIMENT

a. The Power of Presence

Pastoral accompaniment begins with *presence* — being attentive, approachable, and empathetic.

Many of our students today are anxious, lonely, or searching for meaning.

What they need most are not perfect teachers, but *present mentors* — adults who listen, who believe in them, who accompany them without judgment.

To accompany is not to walk ahead, but to walk beside — to share the journey.

b. Helping Students Through Real-Life Challenges

Our young people face unprecedented pressures — academic competition, social media addiction, fractured family life, and confusion about identity and faith.

Through mentoring, counselling, spiritual guidance, and community service, we can help them find direction and meaning.

When we accompany, we help them discover not just *what they can do* but *who they are called to be*.

c. Cultivating Interior Life and Faith Depth

Pastoral care also means **nurturing the inner life**.

Our schools should help students to pause, reflect, and pray — to find God in all things.

Simple moments — morning assemblies, meditation, social outreach, or classroom reflection — can awaken faith and gratitude.

We are not forming achievers alone; we are forming *men and women for others* — young people rooted in love and capable of service.

d. Building a Culture of Accompaniment

Accompaniment is not the task of a counsellor or chaplain alone; it's a culture that must pervade the entire institution.

From the principal to the office staff, every member of a Catholic school should help students feel valued, respected, and loved.

And accompaniment must extend to parents, alumni, and parish — because education today is a **shared mission**.



SETTING PRIORITIES IN EDUCATION: REIMAGINING INDIA'S EDUCATIONAL FUTURE

DR (FR) JOHN PARANKIMALIL, SDB



India stands at a defining moment in its educational journey. As the nation navigates rapid technological change, widening social inequities, mental-health challenges among young people, and ecological crises, the question is no longer *whether* education must change, but *what we must prioritise* to ensure that change is meaningful, inclusive, and future-ready. The slides presented above point to a set of urgent, interlinked priorities that resonate deeply with India's realities and aspirations

1. Value-Based and Holistic Education: Restoring the Soul of Learning

At the heart of education lies the formation of the human person. In India's diverse and pluralistic society, education cannot be reduced to academic performance or employability alone. There is an urgent need to integrate moral, spiritual, civic, and constitutional values into the curriculum in ways that are age-appropriate and culturally rooted. Schools must consciously nurture character, empathy, integrity, and social responsibility, enabling students to grow as ethical citizens and compassionate leaders.

Equally important is the participation of youth and lay collaborators in shaping the school's mission. When students are engaged in service learning, community outreach, and value-driven activities, education becomes transformative rather than transactional. In an age marked by polarization and social fragmentation, value-based education is not optional—it is foundational

2. Formation and Mentoring of Educational Leaders: Investing in People, Not Just Systems

No education reform can succeed without well-formed, inspired, and mission-driven leaders. One of India's greatest challenges today is the uneven quality of leadership across schools and educational



institutions. Setting priorities in education therefore demands sustained investment in the formation and mentoring of principals, administrators, and educators.

Nationwide leadership development and mentoring programmes can help school heads move beyond managerial roles to become instructional leaders and mentors. Embedding educational philosophy, ethics, and policy literacy into leadership training strengthens institutional vision and coherence. Peer-mentoring networks across regions and provinces can further enable the sharing of best practices, collective problem-solving, and professional solidarity—critical for a country as vast and diverse as India

3. Green Alliance and Ecological Transformation: Educating for Planetary Responsibility

The climate crisis is no longer a distant concern; it is a lived reality for millions of Indians facing extreme weather, water scarcity, and environmental degradation. Education must therefore prioritise ecological consciousness and sustainability as core learning outcomes.

Schools can become living laboratories for ecological transformation by adopting green campus initiatives, integrating environmental education into academic and co-curricular life, and conducting regular ecological audits. Aligning with global frameworks such as the Global Compact on Education and UNESCO quality standards for green schools strengthens both accountability and impact. When students learn to care for the Earth through daily practice, education contributes directly to the survival and well-being of future generations

4. Child Protection and School Well-Being: Creating Safe and Humane Learning Spaces

Recent years have brought heightened awareness of child safety, mental health, and emotional well-being within Indian schools. Rising stress, anxiety, violence, and vulnerability among children and adolescents make it imperative that child protection and well-being be treated as non-negotiable educational priorities.

Institutions must implement, regularly review, and strengthen child protection and child rights policies, with special attention to safeguarding women and vulnerable groups. Beyond compliance, schools must cultivate cultures of care through structured wellness and mental-health programmes for students, teachers, and administrators alike. A school that is safe, attentive, and emotionally supportive becomes a space where learning can truly flourish

5. Digital Transformation and Hybrid Learning: Leveraging Technology with Purpose

India's digital push, accelerated by the pandemic, has opened unprecedented opportunities for access and innovation—but also exposed stark digital divides. Setting priorities in education requires a thoughtful approach to digital transformation that goes beyond hardware and platforms.

Centralised ERP systems can improve governance, transparency, and data-driven decision-making in schools. More importantly, teachers and principals must be trained in digital pedagogy, AI integration, and hybrid learning models that enhance—not replace—human interaction. Initiatives aligned with NEP 2020, such as project-based digital learning and digital literacy programmes, can help students become creators and critical users of technology rather than passive consumers

Conclusion: From Fragmented Reforms to Clear Educational Priorities

India does not lack policies, programmes, or aspirations in education. What it urgently needs is clarity of priorities and coherence in action. Value-based formation, leadership mentoring, ecological responsibility, child well-being, and purposeful digital transformation are not isolated agendas—they are deeply interconnected pillars of a humane and future-ready education system.

By setting these priorities deliberately and courageously, India can move beyond short-term fixes and exam-driven outcomes toward an education that forms competent professionals, responsible citizens, and compassionate human beings. The future of the nation depends not merely on what students know, but on who they become.





ECOPEDEGOGY

REIMAGINING EDUCATION, REGENERATING ECOSYSTEMS

Savio Silveira SDB



As persons, we live simultaneously in several ecosystems. While the basic ecosystem that supports our very existence is the natural (biological) ecosystems, we are also intrinsically part of other ecosystems, such as social, cultural, civil, religious, political, and economic ecosystems. And yes, today we are also deeply entrenched in the digital ecosystem, which significantly impacts our life. An important point to note, is that while all these ecosystems are independent in themselves, they are also closely integrated and interdependent on one another. And we, as human persons, are shaped by these ecosystems, while at the same time strongly impacting these ecosystems within which we have our being.

A natural ecosystem is defined as a specific unit where living beings interact with one another and with their non-living surroundings. The size of an ecosystem can range from a small pond to a huge forest or ocean. Without getting into a scientific description of the characteristics of an ecosystem, allow me to say that the features we observe in natural ecosystems, are also mirrored in the various other ecosystems that we have earlier mentioned, features such as interdependence, diversity, balance, adaptability, sustainability and resilience.

A critical aspect to examine in natural ecosystems, is the question: what causes a natural ecosystem to flourish or to collapse? From our high-school science studies we know that factors such as high biodiversity, food web stability, efficient energy flow, environmental suitability, adaptive capacity, and ecological connectivity, enable an ecosystem to flourish. On the other hand, some of the drivers of ecosystem collapse are biodiversity loss, habitat destruction, pollution, climate change, and overexploitation or unsustainable resource consumption.



Just as we observed that the features of a natural ecosystem can be mirrored in the various other ecosystems, the factors that contribute to the flourishing or collapse of a natural ecosystem, can also





be applied to the other ecosystems that we inhabit, to understand why they flourish or collapse. For example, 'high diversity' is a factor that contributes positively; on the other hand, 'diversity loss' has a negative impact. Does this not give us a good insight into the development or deterioration of social, cultural, and political ecosystems? Similarly, 'overexploitation of resources' has its fallout in every ecosystem. And when we speak about 'pollution', it is interesting to consider what are the 'pollutants' in different ecosystems and how they lead to the decline and destruction of that particular ecosystem.



Moving forward, it is crucial to understand the role we human persons play in the various ecosystems that we inhabit, and how our actions cause these ecosystems to flourish or collapse. Further, as we have already noted, the different ecosystems that we inhabit are not isolated from one another; rather, what happens in one, clearly has repercussions in the others. And yes, it is important to realize that we, as a human community within an ecosystem, are collectively impacted by what happens within each of these ecosystems. To use an old adage, “we win together, or we lose together!”

This brings us to the central consideration of this article – if our role is fundamental in determining how the integrated ecosystems perform, are our educational processes forming persons who will ensure that all ecosystems flourish? That natural, social, cultural, political, economic ecosystems thrive and benefit all? Or are we already witnessing the collapse of different ecosystems and the consequent impacts on humans, as well as on other living and non-living constituents of the ecosystems? Do we therefore need to rethink our educational approach? Is it time for us to renew our educational pedagogy?

Pedagogy, as we know, is a formative process, consciously and consistently employed in a learning environment, to develop knowledge, values, attitudes and skills, that mould a person's character, mindset, lifestyle, and relationships. While there are many renowned pedagogies in circulation today, from all that we have discussed with regard to ecosystems, I believe that it highly essential to employ Ecopedagogy in our educational institutions, especially given the situation of our present times.

Ecopedagogy can be described as an educational approach that develops teaching and learning processes modelled on the functioning of natural ecosystems and oriented toward the flourishing of the different integrated ecosystems. It shapes pedagogy by drawing on ecological principles—such as interdependence, diversity, reciprocity, adaptability, and cyclical renewal—to design learning environments that are relational, place-responsive, and participatory rather than hierarchical, extractive, or exploitative.





Importantly, ecopedagogy aims at forming persons who recognize themselves as embedded members of living systems. It cultivates ecological consciousness, ethical responsibility, and practical capacities for care, so learners are prepared to act in ways that regenerate rather than degrade ecosystems. In this sense, ecopedagogy is not only about learning about nature, but about becoming people whose ways of thinking, relating, and acting contribute to the resilience and flourishing of the various ecosystems of which they are an integral part. Ecopedagogy draws inspiration for its principles, processes, and purpose from natural ecosystems, and applies them to enable learners develop knowledge, values, attitudes and skills, that positively benefit all ecosystems.



Highlighting the principles of ecopedagogy, a core principle is Interconnectedness – understanding how natural, social, religious, financial, political, and other elements all link together. A second important aspect is Experiential Learning; engaging directly with real-world issues. Yet another important feature of ecopedagogy is enabling learners develop a Holistic View, i.e. integrating ecological literacy with social justice and economic viability. Further, ecopedagogy obviously has a strong Sustainability focus – it fosters values and attitudes that contribute towards the overall planetary health. Finally, Active Participation is another core principle of ecopedagogy; it forms learners to become agents of positive change.

Among the chief processes of ecopedagogy, the first is that it is Place-Based Education; or in other words, it uses the various local ecosystems as a living textbook.

Another process that it employs is Systems Thinking - mapping connections between organisms, resources, and human impacts.

Ecopedagogy also makes extensive use of Project-Based Learning, by investigating local ecosystems and their challenges. A final important process that we could highlight is Team Work and Collaborative Problem-Solving, in order to develop together sustainable solutions to locally and globally faced challenges.

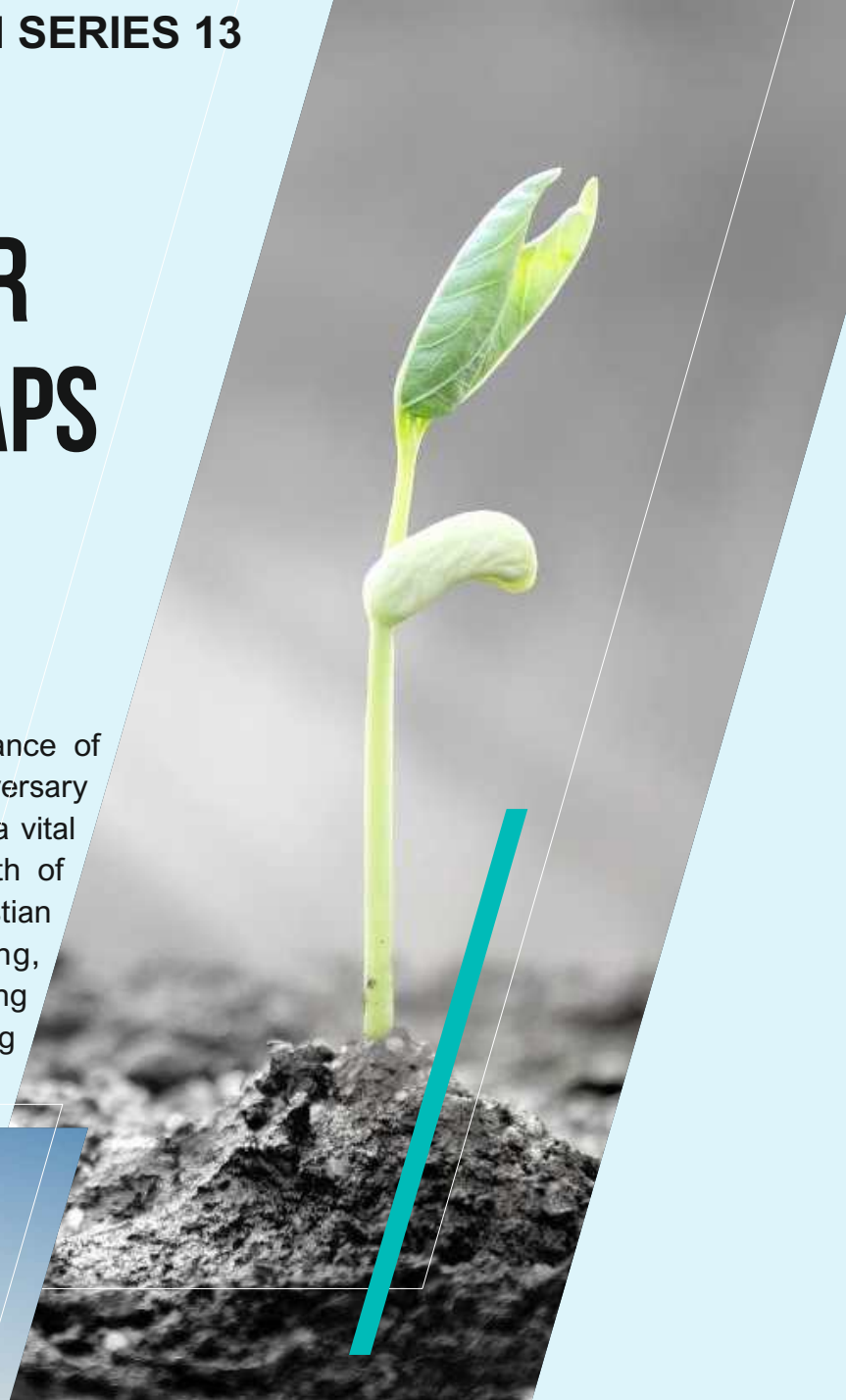
As we embark on a new year, ecopedagogy is definitely a new path that we need to explore in all our educational institutions. Particularly in our present times, when we are experiencing the rapid deterioration, and even active destruction, of natural, social, political, and other ecosystems, we cannot afford to sit back as passive victims. We clearly need to create a new generation of citizens, who will consciously and consistently contribute to turning the tide, to halting the collapse, and to recreating a flourishing world that benefits all. The fruitful marriage of ecology and education – which gives us ecopedagogy – will help form young people, who will strive to ensure that we “have life, and life in abundance!”



POPE LEO XIV'S APOSTOLIC LETTER DRAWING NEW MAPS OF HOPE

Preamble:

Pope Leo XIV recalls the enduring significance of *Gravissimum educationis* on the sixtieth anniversary of its promulgation, reaffirming education as a vital mission of the Church and a privileged path of evangelization. Rooted in the Gospel, Christian education remains dynamic and life-giving, capable of responding creatively to the changing realities of the world while nurturing relationships, culture, and hope.



In a rapidly transforming global context marked by digitalization, fragmentation, and uncertainty, the Pope invites educational communities to draw “new maps” that integrate faith and reason, knowledge and justice, tradition and innovation. He highlights the rich heritage of Catholic educational institutions and networks that continue to serve humanity, while urging their constant renewal to address contemporary challenges.

The Preamble underscores the urgency of a renewed educational commitment in the face of global inequalities, conflicts, migration, and the denial of basic education to millions of children. The Church's educational mission, the Pope insists, must remain attentive to the cries of the marginalized and courageous in shaping a future where education becomes a true instrument of dignity, peace, and integral human development.



A Dynamic History:

The document traces the Church's long and living tradition of education, rooted in her identity as mother and teacher, committed to forming persons in freedom, truth, and responsibility. From the early Christian communities and the wisdom of the Desert Fathers to the theological insights of Saint Augustine, education has always been understood as a journey of the heart and mind toward truth, grounded in faith and open to reason.

Across the centuries, monastic communities safeguarded learning and culture, giving rise to universities that became centres of intellectual vitality and service to society. This educational mission was continually renewed through the charisms of religious congregations and great educators, such as Saint Joseph Calasanz, Saint John Baptist de La Salle, Saint John Bosco, and others, who responded creatively to the needs of their times, especially among the poor and marginalized.

The “dynamic history” of Christian education, the Pope emphasizes, is not a static legacy but a living process of adaptation and renewal. Faithful to the Gospel and attentive to historical contexts, the Church's educational mission has consistently evolved, demonstrating that authentic Christian education is always rooted in tradition while courageously engaging the challenges of each new era.

A Living Tradition:

The document presents Catholic education as a living tradition, not a static inheritance but a dynamic reality continually renewed by the Spirit. Rooted in the Gospel and nourished by centuries of experience, this tradition grows through dialogue with cultures, sciences, and historical contexts. As the text affirms, tradition in the Church is never mere repetition, but “a living river that connects origins to the present and opens paths to the future,” enabling education to remain faithful while responding creatively to new questions and challenges.

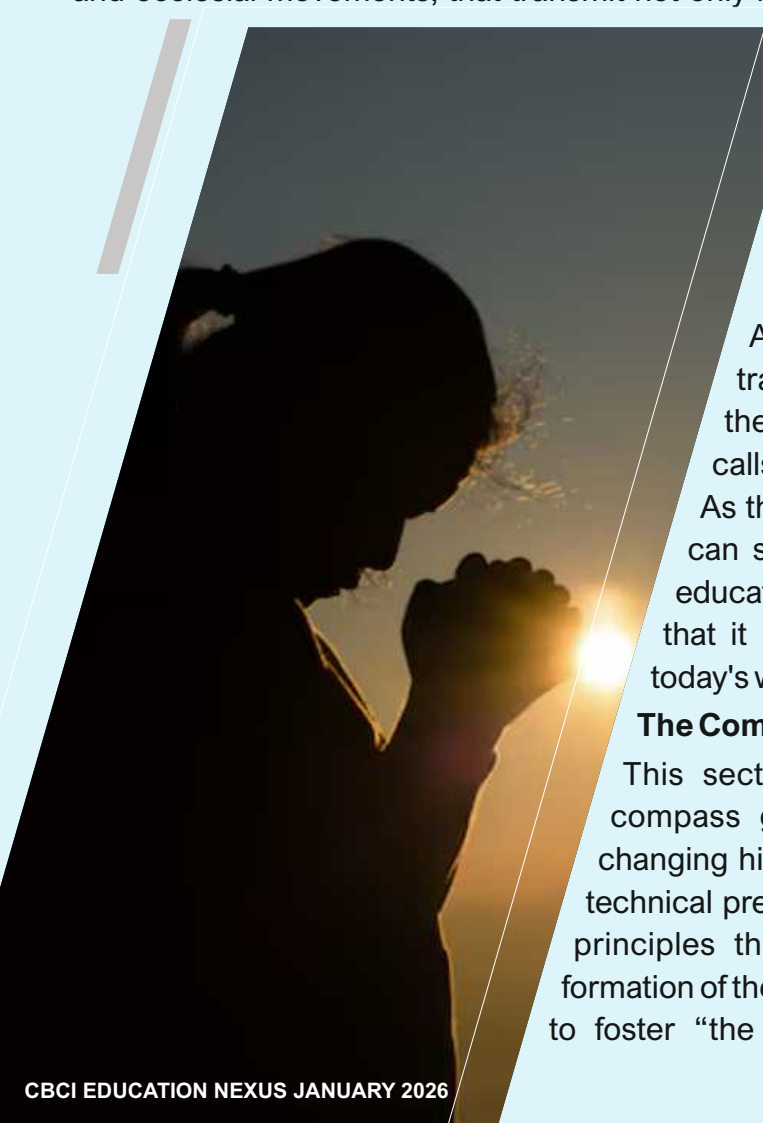
This living tradition is sustained by communities, families, schools, universities, religious congregations, and ecclesial movements, that transmit not only knowledge but a vision of life. Catholic education, the

document notes, is shaped by “a pedagogy of witness,” where coherence between word and life becomes the most persuasive form of teaching. Through this continuity of experience, values such as human dignity, solidarity, critical thinking, and care for the vulnerable are handed on and reinterpreted in each generation.

At the same time, the Pope emphasizes that a living tradition demands discernment and courage. Fidelity to the past must not become resistance to change; rather, it calls educators to read the signs of the times with wisdom. As the text reminds us, “only a tradition that remains alive can speak meaningfully to the present,” inviting Catholic education to renew its methods, languages, and structures so that it may continue to serve truth, freedom, and hope in today's world.

The Compass of Gravissimum Educationis:

This section presents *Gravissimum educationis* as a true compass guiding the Church's educational mission across changing historical and cultural landscapes. Rather than offering technical prescriptions, the conciliar document provides enduring principles that orient Christian education toward the integral formation of the human person. As the text recalls, education is meant to foster “the harmonious development of physical, moral, and



intellectual qualities,” enabling persons to grow in freedom, responsibility, and openness to transcendence.

The document emphasizes that this compass points consistently toward the dignity of the human person and the common good. Education, it insists, is not a private privilege but a shared social responsibility, requiring collaboration among families, educators, civil society, and the Church. *Gravissimum educationis* affirms that schools and universities are called to be places where “faith and culture meet,” where knowledge is pursued with rigor and wisdom, and where young people are formed to engage the world critically and compassionately.

The section underscores the lasting relevance of this conciliar vision in today's fragmented and pluralistic world. The compass of *Gravissimum educationis* continues to orient Catholic education toward dialogue, inclusion, and service, while remaining firmly rooted in the Gospel. As the document notes, “only an education guided by clear values can avoid losing direction,” inviting educators to remain faithful to the foundational vision of the Council while courageously responding to the new educational challenges of our time.

The Centrality of the Person:

This section affirms that the heart of all authentic education is the human person, created in the image of God and endowed with an irreducible dignity. Education, the document insists, cannot be reduced to the transmission of skills or information; it is fundamentally a relational and formative process aimed at the full flourishing of the person. As the text states, “the person is

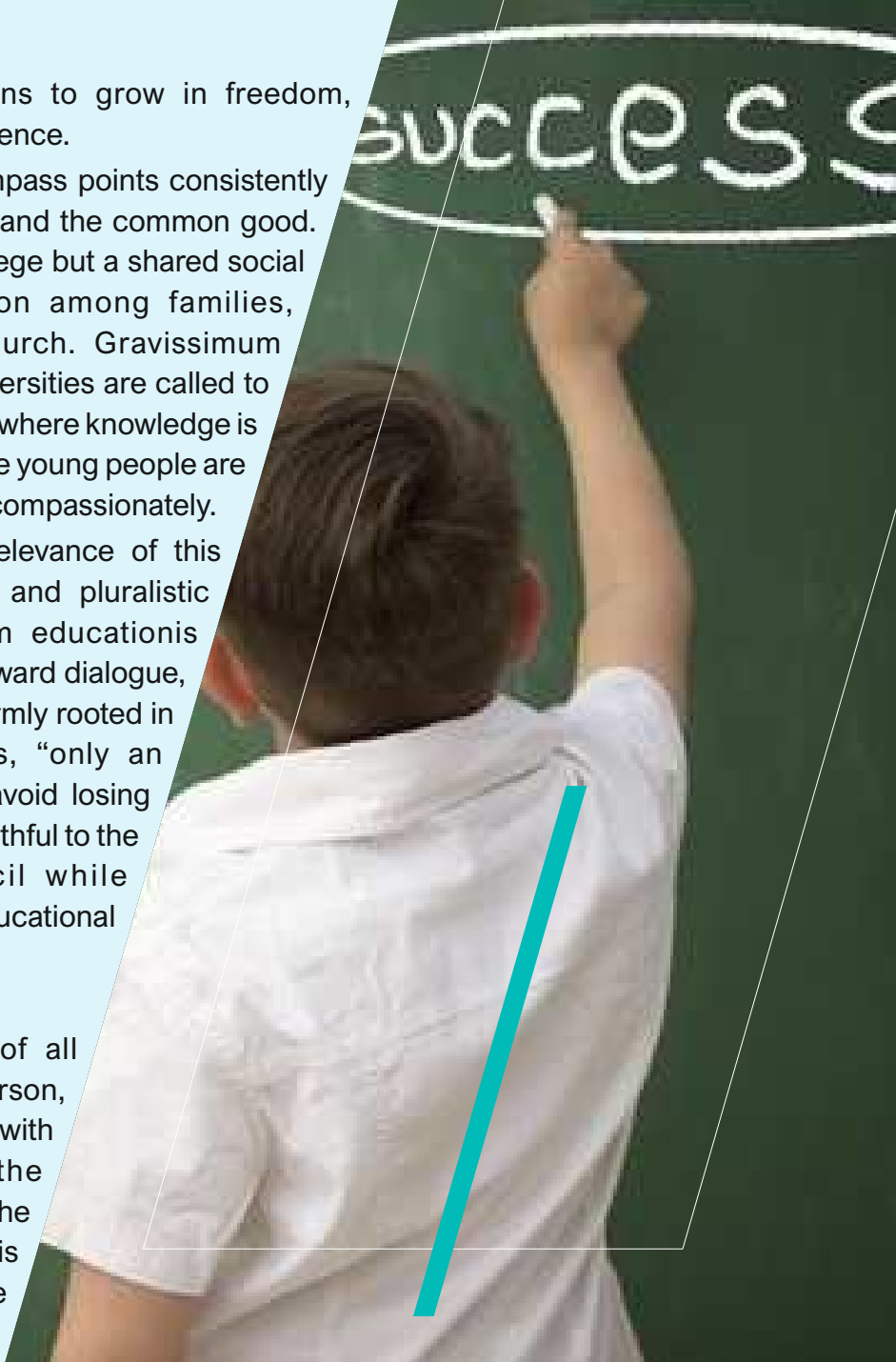
never a means but always an end,” and every educational endeavour must be measured by how well it respects and promotes this dignity.

Placing the person at the centre requires an integral vision that embraces intellectual, moral, spiritual, emotional, and social dimensions. The document highlights that true education fosters freedom, responsibility, critical thinking, and the capacity for relationships. In this perspective, educators are not mere instructors but companions and witnesses, called to cultivate environments where each learner is recognized, listened to, and encouraged. As the text notes, education succeeds when it “helps each person to discover their unique vocation and place in the world.”

The centrality of the person carries profound social and ethical implications. An education that truly places the person at the centre naturally resists utilitarianism, exclusion, and competitiveness detached from solidarity. It forms individuals capable of contributing to the common good and of standing with the weakest. As the document reminds us, “to educate is always an act of hope,” grounded in confidence in the human person and oriented toward a future shaped by justice, fraternity, and peace.

Identity and Subsidiarity:

This section affirms that a clear educational identity and the principle of subsidiarity are inseparable pillars of Catholic education. Identity flows from the Gospel and the Church's educational tradition, shaping





institutions that are not ideologically neutral but openly oriented toward the integral formation of the person. As the document notes, “without a clear identity, education risks losing its soul,” becoming fragmented and reduced to functional outcomes rather than human and ethical growth.

At the same time, the text emphasizes subsidiarity as a safeguard of freedom and creativity within the educational mission. Decisions, it insists, should be taken “as close as possible to the persons concerned,” respecting the primary role of families, the professional responsibility of educators, and the legitimate autonomy of institutions. Subsidiarity allows diversity of charisms and contexts to flourish,

preventing excessive centralization while fostering accountability and shared responsibility.

The document highlights the harmony between identity and subsidiarity in a pluralistic society. Strong identity does not lead to isolation, nor does subsidiarity weaken communion; rather, together they enable dialogue, collaboration, and service to the common good. As the text affirms, “only institutions secure in their identity can engage others with openness and respect,” offering an educational presence that is both faithful to its mission and attentive to the needs of society.

The Contemplation of Creation:

This section presents the contemplation of Creation as an essential dimension of education, inviting learners to rediscover wonder, gratitude, and responsibility before the gift of the world. Education, the document affirms, should help persons to see reality not as something to be exploited, but as a gift to be received and cared for. As the text notes, “to contemplate creation is to learn how to listen,” allowing nature to speak of beauty, order, interdependence, and the Creator's loving presence.

The document emphasizes that such contemplation fosters an integral ecological awareness, uniting scientific knowledge with ethical and spiritual insight. True education, it insists, forms a gaze capable of connecting human life with the rhythms of nature, technology with wisdom, and progress with responsibility. In this light, education becomes a pathway to what the text calls “an ecology of relationships,” where care for the environment is inseparable from care for persons, especially the poor and future generations.

The contemplation of Creation is presented as a pedagogical antidote to indifference and utilitarianism. By cultivating silence, reflection, and reverence, education helps young people resist a culture of domination and develop a sense of custodianship. As the document reminds us, “only those who learn to contemplate can truly learn to care,” calling educational communities to form consciences capable of protecting our common home and nurturing a more just, peaceful, and sustainable world.

An Educational Constellation:

This section presents Catholic education as an educational constellation—a network of interconnected actors and institutions that together shape a shared mission. Education, the document emphasizes, is never the task of isolated individuals or single institutions, but a communal endeavour involving families, schools, universities, ecclesial bodies, civil society, and cultural networks. As the text notes, “no educational journey is undertaken alone,” and only through



collaboration can education respond meaningfully to the complexity of today's world.

The document highlights the richness that emerges from diversity within this constellation. Different charisms, disciplines, cultures, and pedagogical approaches are not obstacles but resources that illuminate one another, like stars forming a coherent pattern. When these elements are united by a common vision of the human person and the common good, education becomes more inclusive, creative, and effective. As the text affirms, “unity does not erase differences but harmonizes them in a shared horizon of meaning.”

The Pope stresses that an educational constellation must be dynamic and outward-looking. It is called not only to strengthen internal bonds but also to engage in dialogue with society, other traditions, and global educational initiatives. Such a networked vision enables Catholic education to offer credible witness and concrete service, especially in contexts of fragility and exclusion. As the document reminds us, “only together can we generate hope,” inviting educators to build alliances that form responsible citizens and promote a culture of fraternity and peace.

Navigating New Spaces:

This section reflects on the profound transformations reshaping the educational landscape and calls educators to navigate new cultural, digital, and social spaces with discernment and courage. The document acknowledges that rapid technological change, especially in the digital realm, has altered how people learn, communicate, and relate. As the text observes, education today unfolds in “new and often uncharted spaces,” which offer great opportunities but also carry risks of fragmentation, superficiality, and exclusion.

The document emphasizes that entering these new spaces requires more than technical competence; it demands ethical clarity and pedagogical wisdom. Digital tools, it insists, must serve the growth of the person and the strengthening of relationships, rather than replacing them. True education helps learners develop critical thinking, interior freedom, and responsibility in their use of technology. As the text states,

“innovation without discernment leads to disorientation,” reminding educators that human presence, dialogue, and accompaniment remain irreplaceable.

The section invites educational communities to approach new spaces as fields of mission and encounter. By inhabiting these spaces with creativity and care, Catholic education can offer meaning, hope, and direction, especially to younger generations. As the document affirms, “to navigate new spaces is to learn new languages without losing one's compass,” encouraging educators to engage contemporary realities while remaining firmly rooted in values that promote dignity, communion, and the common good.

The Lodestar of the Compact on Education:

This section presents the Global Compact on Education as a lodestar; a guiding star that helps orient educational efforts amid cultural fragmentation and global uncertainty. The Compact is described not as a technical program but as a



shared commitment to place the human person, especially the young, at the centre of every educational process. As the document affirms, it is “a pact that unites generations, institutions, and peoples,” calling all stakeholders to take collective responsibility for educating future generations.

The text emphasizes that the Compact rests on key ethical and pedagogical principles: listening to young people, promoting inclusion, valuing educators, strengthening families, and fostering openness to the vulnerable and the marginalized. Education inspired by the Compact seeks to heal divisions and build social cohesion by forming persons capable of dialogue, critical thinking, and solidarity. As the document states, “education is an act of hope,” one that dares to invest in long-term processes rather than short-term results.

The section highlights the Compact's prophetic dimension in a world marked by inequality, conflict, and environmental crisis. By serving as a lodestar, it helps educational communities discern direction without losing freedom, encouraging coordinated action while respecting local contexts. As the text reminds us, “only by walking together can we change the course of history,” inviting Catholic education to align its mission with a global movement that seeks to generate fraternity, peace, and integral human development through education.

New Maps of Hope:

This concluding section invites educators to imagine and trace “new maps of hope” in response to a world marked by uncertainty, fragmentation, and rapid change. The document affirms that hope is not naïve optimism, but a deliberate educational choice rooted in trust in the human person and in God's faithful presence in history. As the text states, “to educate is to believe that the future is still open,” and to accompany young people with confidence toward paths of meaning, responsibility, and service.

Drawing new maps, the Pope explains, does not mean abandoning tradition but rereading it creatively in light of present challenges. These maps are shaped through listening, dialogue, discernment, and courage, helping educational communities to navigate complexity without losing direction. Education thus becomes a process of orientation, offering reference points rather than rigid routes, so that learners may grow in freedom and wisdom. As the document reminds us, “maps do not replace the journey, but they help us not to lose our way.”

The section emphasizes that hope must be embodied in concrete educational choices: inclusion of the marginalized, care for creation, ethical use of technology, and collaboration across cultures and institutions. New maps of hope emerge wherever education forms people capable of fraternity, peace, and commitment to the common good. As the text concludes, “hope is born where education becomes an act of love,” calling educators to be credible witnesses who illuminate paths toward a more humane and reconciled world.



New Year 2026

A TIME FOR RENEWAL AND TRANSFORMATION IN EDUCATION

The New Year brings with it a sense of hope, renewal, and fresh beginnings. In schools, colleges, and educational institutions, this annual milestone offers more than a calendar reset; it is an invitation to reflect, reimagine, and reaffirm our collective commitment to holistic education. At its heart, education is about transformation: of minds, hearts, and communities. As we step into the New Year, we are called to weave this transformative spirit into the very fabric of learning.

Visioning a Renewed Educational Journey:

The New Year presents a natural moment for students, educators, and administrators to pause and reflect on the past year's achievements and challenges. Reflection is a powerful pedagogical tool; it develops metacognition, resilience, and intentional goal setting. Schools can integrate structured reflection exercises in the first week of the year, inviting learners to assess their academic growth, personal wellbeing, and contributions to community life. Such reflection fosters a culture of self-directed learning, where students take ownership of their aspirations and challenges.

Beyond reflection, New Year celebrations in institutions can be oriented toward goal-setting and ethical action. Rather than resolutions that fade by February, educators can guide students to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals linked to character formation, community service, and academic excellence. Embedding these goals in classroom rituals, such as journals, class assemblies, and mentorship sessions, ensures they become lived experiences, not fleeting promises.

Cultivating Values and Wellbeing:

This season is also an opportunity to foreground values education. Themes like compassion, solidarity, gratitude, perseverance, and stewardship resonate deeply with the spirit of renewal. Schools and colleges can design assemblies, service-learning projects, and classroom dialogues that connect these values to contemporary challenges: environmental care, digital citizenship, inclusion, and mental wellbeing.

In particular, the beginning of the year is an opportune moment to emphasize wellbeing and relational learning. Activities such as mindfulness circles, peer support groups, and gratitude exercises help students cultivate emotional intelligence and resilience; foundational skills for life in a rapidly changing world.

Institutional Renewal and Strategic Planning:

For institutional leaders, the New Year is a time for strategic planning and curricular innovation. Leadership reflections can focus on strengthening teacher development programs, adopting



inclusive pedagogies, and integrating emerging competencies such as critical thinking, creativity, and ethical leadership. Institutions can also renew partnerships with communities and alumni, expanding the ecosystem that supports learners beyond classroom walls.

CBCI Office for Education and Culture- Walking with Schools and Institutions:

At the national level, the CBCI Office for Education and Culture walks with Catholic educational institutions across India to shape an education that is academically excellent, values-centred, and socially responsive. In the past year, the office has convened national consultations and animation programs, bringing together principals, educators, and policy leaders to reflect on emerging educational needs; from integrating technology with pedagogy to fostering inclusive school cultures that leave no child behind.

Our initiatives emphasize capacity building and networking: we organize thematic webinars, teacher development workshops, and regional symposia that enable educators to share best practices and co-create solutions. Aligned with the Catholic Church's mission of integral human development, the office also promotes education for peace, justice, and ecology, encouraging institutions to become catalysts of hope in their local contexts.

In the spirit of the New Year, the CBCI Office for Education and Culture invites all educational communities to embrace renewal with purpose; renewing curricula, relationships, and commitments to the common good. We encourage schools and colleges to engage in reflective goal setting, nurture wellbeing, and animate every learner with a sense of dignity and vocation.

Conclusion:

The New Year is more than a fresh page; it is a sacred invitation to recommit to the transformative power of education. By anchoring our practices in reflection, values, wellbeing, and strategic renewal, we can ensure that every learner not only achieves academic success but also grows as a compassionate, responsible, and hopeful citizen of our nation and our world.

May this New Year be a blessing of growth, courage, and unwavering hope for every learner and educator.

-Brandon Arnold John



A vibrant illustration for Republic Day 2026. The background is a light beige color with a radial pattern of thin lines emanating from the center. At the top, a string of triangular bunting flags in orange, yellow, and green hangs across the frame. Scattered throughout are small green and orange confetti pieces and streamers. The central text, 'HAPPY REPUBLIC DAY 2026', is rendered in a large, bold, white font with a thick orange outline. Below the text, a hand holds a small Indian tricolor flag (saffron, white, and green) on a black pole. In the foreground, several stylized hands in shades of brown and orange are shown in various celebratory gestures: one with fingers spread, one in a fist, and one with the index finger pointing up. The overall mood is festive and patriotic.

HAPPY REPUBLIC DAY 2026

HAPPY REPUBLIC DAY 2026

Every year on 26 January, India stands tall in gratitude and resolve. Republic Day is not merely a celebration of a historic event in 1950; it is a living reminder that our nation chose justice over privilege, liberty over fear, and equality over exclusion.

As we celebrate Republic Day in 2026, the words of the Preamble sound more urgent than ever; Justice, Liberty, Equality and Fraternity. These are not decorative ideals carved in stone; they are daily responsibilities written into our classrooms, courts, communities, and consciences.

The Classroom as the First Republic:

The Republic is not built only in Parliament. It is shaped every day in schools where children learn to listen, to question, to respect differences, and to stand up for what is right. In a time of deep social divides, misinformation, and rising intolerance, education becomes the most powerful defence of our democratic soul. The National Education Policy 2020 invites us to move beyond rote learning to value-based, learner-centred education. But policy will remain paper unless educators become constitutional mentors; forming not only skilled professionals but compassionate citizens.

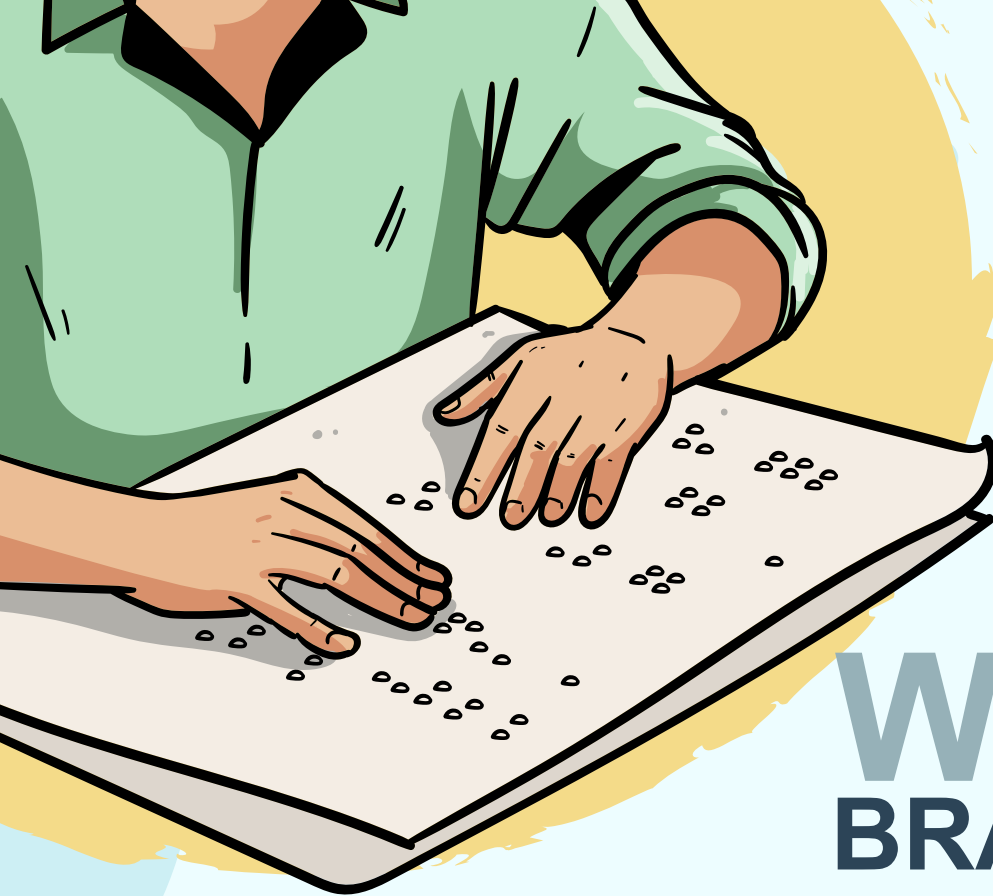
A Call to Catholic Educators:

For Catholic educational institutions across India, Republic Day is an invitation to witness through action. Our mission to serve the marginalised, to defend human dignity, and to build communities of peace aligns deeply with the spirit of the Constitution. Let us therefore recommit ourselves to forming young Indians who will not merely salute the Constitution once a year but live it every day; in honesty, service, courage, and compassion.

On this Republic Day 2026, may the tricolour not only fly on our buildings, but also rise in our hearts; reminding us that the future of the Republic is being written today, in every classroom, every lesson, and every life we shape.

-Brandon Arnold John.





4 TH JANUARY WORLD BRAILLE DAY

On 4 January each year, the world pauses to honour a quiet revolution, the invention of the Braille script by a 15-year-old French boy, Louis Braille, who refused to let blindness become a barrier to learning. World Braille Day is not merely a commemoration of a system of raised dots; it is a reminder that dignity, access, and opportunity are the foundations of true education.

In a country like India, where more than eight million people live with visual impairment (according to a survey in 2022), Braille remains one of the most powerful tools for empowerment. It transforms the abstract idea of inclusion into a lived reality; allowing a child to read independently, write creatively, pursue higher studies, and dream without limits.

Beyond Welfare to Rights:

Inclusive education is not charity; it is a matter of justice. The Right to Education, the National Education Policy 2020, and international conventions all affirm that learners with disabilities must be provided equitable access to quality education. Yet, for many visually impaired children, classrooms remain visually hostile spaces; textbooks without Braille, digital platforms inaccessible to screen readers, teachers untrained in inclusive pedagogy.

World Braille Day challenges us to move beyond sympathy to systems; systems that ensure every child, irrespective of ability, can read the world before they are asked to change it.

Braille in the Age of Artificial Intelligence:

In today's digital age, some question the relevance of Braille. But research and lived experience prove otherwise: children who learn Braille develop stronger literacy, cognitive independence, and academic confidence. While assistive technologies such as screen readers, AI-powered audio tools, and smart devices are valuable, they must complement, not replace Braille literacy.

The future of inclusive education lies in blending tradition with technology:

- Smart Braille displays connected to tablets

- AI-enabled translation of textbooks into Braille
- Teacher training modules on inclusive digital classrooms
- National repositories of accessible learning resources

This is Education 5.0 in action, where innovation serves compassion.

The Call for Catholic Educational Institutions:

As Catholic educators committed to the Gospel values of dignity, solidarity, and service, we are called to be pioneers of inclusion. Our schools must become beacons of accessibility, where no child is excluded because they cannot see the blackboard.

Practical steps we can take include:

- Establishing Braille libraries and tactile learning corners
- Training teachers in inclusive pedagogy and basic Braille skills
- Collaborating with NGOs working for the visually impaired
- Advocating for accessible textbooks, assessments, and digital platforms

In doing so, we do not merely comply with policy; we live our mission.

A Civilization That Can Be Felt:

Louis Braille once said, “Access to communication in the widest sense is access to knowledge, and that is vitally important for us if we are not to go on being despised or patronised by condescending sighted people.” His words echo powerfully even today.

On this World Braille Day, let us renew our commitment to build schools that can be felt, not just seen; schools where every raised dot becomes a stepping stone towards confidence, competence, and contribution.

Because inclusive education is not about changing the child.

It is about changing the world around the child.

-Brandon Arnold John.



FROM EXAM-CENTRIC TEACHING TO SKILL-BASED, RESEARCH-DRIVEN LEARNING

BY SAPNA SUKUL
COO, BOARDING SCHOOLS ASSOCIATION OF INDIA

Education systems across the world are at a crucial crossroads. The long-dominant exam-centric model of teaching, which prioritises scores, grades, and standardised testing, is increasingly being questioned for its limited ability to prepare learners for a rapidly changing world. This approach has traditionally focused on rote memorisation, measured success through ranks and marks, and often restricted creativity, collaboration, and critical thinking. As a result, many students experience stress, disengagement, and a lack of genuine curiosity about learning

Changing Student Tendencies in a Post-Covid Context

Since the Covid period, student engagement patterns have become more pronounced. Some learners function as passengers, coasting through school with little interest or ownership of learning. Others emerge as resisters, feeling deeply inadequate and disengaging from the learning process altogether. A third group, the achievers, derive their entire identity from grades and academic performance. Encouragingly, a fourth category—the explorers—represents self-motivated learners driven by curiosity and a desire to understand the world. These tendencies underline the urgent need to rethink how education is designed and delivered

Understanding Exam-Centric Teaching

Exam-centric teaching remains heavily focused on performance in assessments rather than mastery of concepts. While it provides measurable outcomes, it often limits deep understanding and fails to nurture creativity or collaboration. Critical thinking and curiosity take a back seat, and learning becomes an exercise in recall rather than exploration. In such a system, success is narrowly defined by grades, leaving many students disengaged or anxious

Moving Towards Skill-Based Learning

Skill-based learning offers a powerful alternative by emphasising competency development and practical, transferable skills. This approach focuses on the three Cs—communication, collaboration, and creativity—along with problem-solving and digital literacy. Learning is anchored in real-world tasks such as projects, case studies, simulations, and internships, shifting assessment away from one-time exams towards continuous evaluation. In doing so, education becomes more relevant, applied, and meaningful for learners

The Role of Research-Driven Learning

Complementing skill-based education is research-driven learning, which encourages inquiry, exploration, and evidence-based thinking. Students move from being passive recipients of information to active participants in the creation of knowledge. Through investigation, analysis, and experiential learning, learners develop curiosity, analytical rigour, and innovation. Research-driven approaches foster deeper understanding and promote critical analysis, preparing students to engage with complex real-world challenges

Global and National Perspectives

Several international models illustrate the effectiveness of



skill-based and research-driven education. Finland's curriculum prioritises skills over rote content, while the International Baccalaureate model emphasises inquiry and interdisciplinary learning. Project-based learning in universities and the integration of research projects in undergraduate programmes further demonstrate this shift. At a policy level, the OECD Skills Strategy Framework highlights the importance of developing relevant skills across the life course, using skills effectively in work and society, and strengthening governance of skills systems

India's National Education Policy (NEP) 2020 strongly aligns with these ideas. It recognises three major global challenges that demand an educational response: emerging technologies such as machine learning, big data, and generative AI; environmental challenges including climate change and resource depletion; and the growing risks of pandemics and novel diseases. To address these, NEP 2020 prioritises a skill-centric, interdisciplinary education that blends theoretical knowledge with practical application from the early grades onward

Skills for the Future

Looking ahead to 2050 and beyond, critical skills identified include analytical rigour combined with creativity, an entrepreneurial mindset, cultural intelligence, digital fluency, and the integration of specialisation with management expertise. In the context of a green economy, professional skills will be required across science and engineering, technology and data analysis, agriculture and resource management, soft skills such as adaptability and collaboration, and business and policy competencies including project management and regulatory knowledge

Challenges in Transition

The transition from exam-centric to skill-based and research-driven learning is not without challenges. Resistance to change, lack of resources, limited teacher training, rigid curricula, and outdated assessment systems pose significant barriers. Addressing these challenges requires focused teacher training and awareness, engagement with reputed consultants, policy reforms, and a shift towards portfolio-based and performance-oriented evaluation systems

The Way Forward

The path ahead calls for redesigning curricula around competencies rather than content alone, promoting teacher development in research-based pedagogies, and blending assessments through projects, portfolios, and presentations. Strong partnerships between academia and industry must be fostered, and education must be viewed as a tool for empowerment rather than mere evaluation. Students should be seen as creators of knowledge, not just consumers, within a dynamic, inclusive, and forward-thinking learning ecosystem

Conclusion

Education must move beyond simply testing knowledge. Skill-based and research-driven learning empowers students, nurtures curiosity, and prepares learners to meet future demands with confidence and competence. As the guiding principle reminds us:

“Teach to inspire, not just to assess.”



EDUCATION IN BRIEF

MINORITY COLLEGES' SELECTION PANEL WON'T NEED GOVT NOMINEE: TAMIL NADU CHIEF MINISTER

By A Ragu Raman: December 22, 2025

Tamil Nadu Chief Minister M. K. Stalin announced a new government order allowing minority-aided colleges in the state to form their own selection committees for faculty and principal appointments without including government nominees, ending a four-year stalemate that had blocked approvals for many appointments. The 2021 government order had mandated inclusion of state university nominees in these committees, which minority institutions strongly opposed. Under the revised order, colleges can appoint their own experts to these panels, although state universities will still review and approve the qualifications (such as NET, SET or PhD) of selected candidates.

Representatives from the All-India Association for Christian Higher Education (AIACHE) had urged the CM to implement a Madras High Court ruling exempting minority institutions from the requirement of government nominees in selection committees. Prominent institutions such as Loyola College, Madras Christian College, and Stella Maris College were unable to secure approvals for many faculty and principal appointments due to the earlier rule, affecting over 350 appointments across 34 Christian minority colleges, according to AIACHE. The new decision is expected to ease financial burdens and help clear the backlog of appointments in these institutions.

<https://education.economicstimes.indiatimes.com/news/government-policies/minority-colleges-selection-panel-wont-need-govt-nominee/>



EDUCATION IN BRIEF

CBSE ANNOUNCES ORIENTATION PROGRAMME FOR SCHOOLS PARTICIPATING IN HUB & SPOKE SCHOOL MODEL

By TOI Education



The Central Board of Secondary Education (CBSE) has issued an important notice announcing an orientation programme for schools participating in its Hub and Spoke School Model, aimed at strengthening collaborative learning, resource sharing, and student well-being across affiliated institutions.

The event is scheduled for December 26, 2025, at Bhartiya Vidya Bhavan's Vidyashram in Jaipur, and will run from 10:00 am to 2:00 pm with registration starting at 9:30 am. CBSE has asked all Hub and Spoke schools to nominate at least two representatives, preferably including school leaders and counsellors or wellness teachers, to attend and gain clarity on effective implementation of the model.

The orientation will focus on familiarising participants with the objectives, framework, and guidelines of the Hub and Spoke model, promoting best practices in collaborative learning, enhancing institutional coordination, and strengthening counselling and student support systems. While there is no registration fee, travel and accommodation costs are to be borne by participants. Other CBSE-affiliated schools not formally part of the model are also invited to register on a first-come, first-served basis, with confirmed participants receiving emails ahead of the event.

<https://education.economictimes.indiatimes.com/news/school-education/cbse-releases-an-important-notice-on-the-hub-and-spoke-school-model-announcing-an-orientation-programme-for-participating-schools/>

EDUCATION IN BRIEF

NCERT CONSTITUTES TEAM TO DEVELOP CLASS 11-12 TEXTBOOKS ON AI

By ANI

The National Council of Educational Research and Training (NCERT) has set up a dedicated textbook development team to create syllabi and textbooks on Artificial Intelligence (AI) for Classes 11 and 12, as part of India's move to mainstream AI education in schools. This initiative, announced by the Ministry of Education in response

to a Lok Sabha question, aligns with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education 2023. Alongside senior secondary AI materials, NCERT is also introducing an AI-enabled Animation and Games project in the Grade 6 vocational education textbook, integrating AI tools into early learning.

The government has reaffirmed its commitment to building future-ready education systems by embedding AI and Computational Thinking (AI & CT) components throughout the school journey. As part of this broader effort, AI curriculum elements are being introduced from Class 3 onwards starting in the 2026-27 academic session, and the CBSE has already drafted supporting curriculum frameworks for Classes 3–12. These steps also tie into national initiatives such as SOAR (Skilling for AI Readiness), aimed at enhancing AI literacy among students and educators and bridging the digital divide across regions.

https://education.economictimes.indiatimes.com/news/school-education/ncert-constitutes-team-to-develop-class-11-12-textbooks-on-ai/126123270?utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2025-12-23&dt=2025-12-23&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t



EDUCATION IN BRIEF

FADNAVIS PITCHES FOR AUTONOMY OF EDUCATION INSTITUTES

By PTI: December 22, 2025

Maharashtra Chief Minister Devendra Fadnavis urged that high-performing educational institutions should be granted autonomy to help them develop globally competent human resources, arguing that tying institutions down with excessive controls limits their potential.

Speaking at an event at the Laxminarayan Institute

of Technology (LIT) in Nagpur, he highlighted that autonomy and flexibility are essential for innovation and excellence in education, noting that institutions like LIT have benefited from such freedom in the past. Fadnavis also stressed the importance of adopting AI and innovation in universities and said India is poised to become a global leader in AI development by 2030.

Alongside education reforms, he touched on broader future-oriented themes including the significance of energy transition and green jobs while highlighting the need for institutions to adapt and innovate. Fadnavis further cited insights from Microsoft CEO Satya Nadella on India's AI potential and reiterated that autonomy will empower institutions to pursue their own pathways to excellence without unnecessary dependence on external controls.

https://education.economictimes.indiatimes.com/news/industry/fadnavis-pitches-for-autonomy-of-education-institutes/126117802?utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2025-12-23&dt=2025-12-23&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t



EDUCATION IN BRIEF

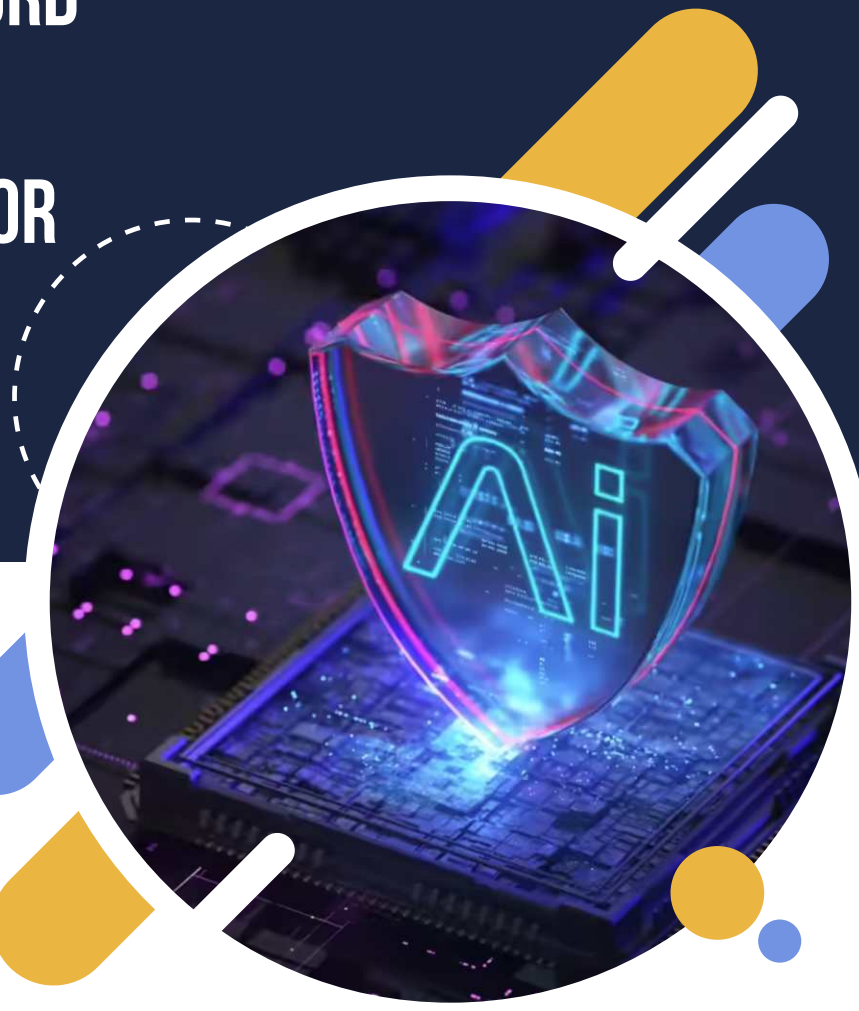
'AI DOUBLE-EDGED SWORD IN EDUCATION SECTOR', EDUCATIONIST CALLS FOR ENSURING DATA PRIVACY

By PTI: December 21, 2025

Educationist Shishir Jaipuria, Chairman of the Seth Anandram Jaipuria Group of Educational Institutions, described Artificial Intelligence (AI) as a “double-edged sword” for the education sector, acknowledging its ability to foster personalised learning, improve teacher efficiency, and support self-learning in areas with teacher shortages. He emphasised that AI could map individual learning styles, identify gaps, and enhance overall teaching and learning outcomes, but also warned of challenges such as misuse for cheating and ethical concerns around data privacy, urging schools to implement guardrails and robust privacy protections to safeguard student information.

Jaipuria also highlighted the need for teacher training in digital competencies so educators can leverage AI effectively and responsibly and stressed that policy initiatives and investments are required to close digital infrastructure gaps. He linked the broader discussion to ongoing education reforms under NEP-2020, calling for faster implementation of its goals while advocating for a holistic approach to education that goes beyond exams and grades to nurture skilled, conscientious, and emotionally strong learners.

https://education.economictimes.indiatimes.com/news/industry/ai-double-edged-sword-in-education-sector-educationist-calls-for-ensuring-data-privacy/126102054?utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2025-12-22&dt=2025-12-22&em=Y2JjaWVkdWNhdGlvbmhluZm9AZ21haWwuY29t



EDUCATION IN BRIEF

FROM ZERO TO INFINITY AND BEYOND - ANCIENT IDEAS, MODERN CLASSROOMS: WHY INDIA'S NEW MATH CURRICULUM MATTERS MORE THAN YOU THINK?

By ET Contributors: December
22, 2025

India's NCERT mathematics textbooks have been revised to foreground the contributions of ancient Indian mathematicians, moving away from a predominantly Eurocentric narrative that has long dominated school curricula. The updated content highlights foundational Indian advances, such as the invention and

formalisation of zero, place-value notation, early algebraic methods, trigonometric tables, and geometric constructions from texts like the Śulba Sūtras and works by Aryabhata, Brahmagupta, and Bhaskara II, thereby correcting historical omissions and acknowledging India's mathematical heritage.

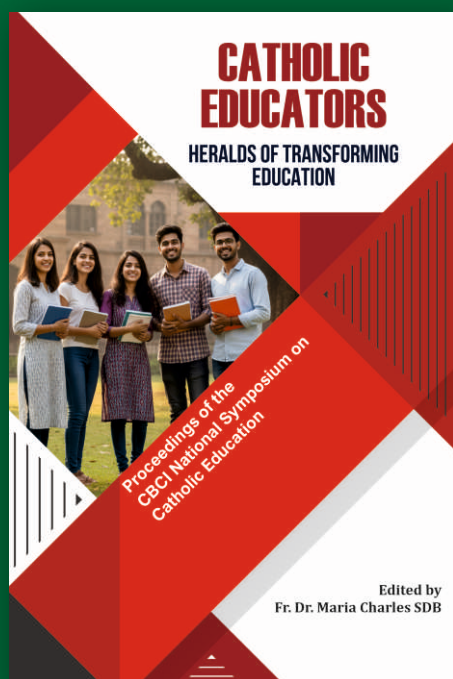
Beyond historical recognition, the reforms aim to enhance conceptual understanding and mathematical reasoning in line with the National Education Policy (NEP) 2020, which emphasises deeper learning, logical thinking, and computational fluency over rote procedures. By introducing key concepts through India's own intellectual traditions, students are expected to develop stronger analytical skills and a more meaningful connection to mathematics as a discipline, ultimately better preparing them for advanced studies in STEM fields and aligning learning with cultural context and national educational goals.

https://education.economictimes.indiatimes.com/news/higher-education/from-zero-to-infinity-and-beyond-ancient-ideas-modern-classrooms-why-indias-new-math-curriculum-matters-more-than-you-think/126117780?utm_source=Mailer&utm_medium=newsletter&utm_campaign=eteducation_news_2025-12-23&dt=2025-12-23&em=Y2JjaWVkdWNhdGlvbmluZm9AZ21haWwuY29t



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.

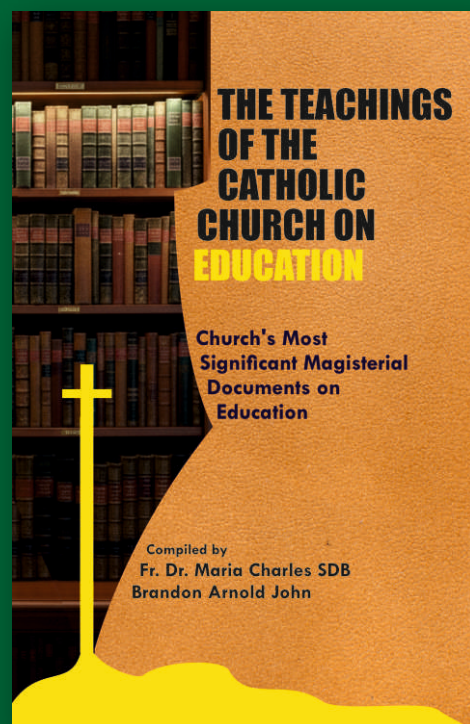


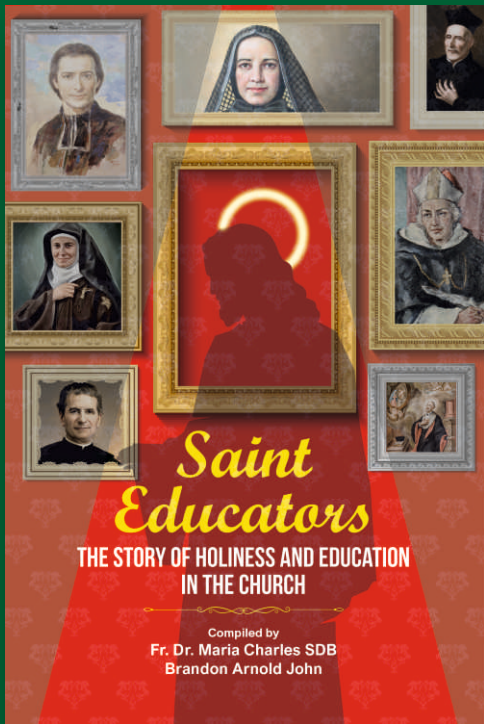
CATHOLIC EDUCATORS: HERALDS OF TRANSFORMING EDUCATION

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.



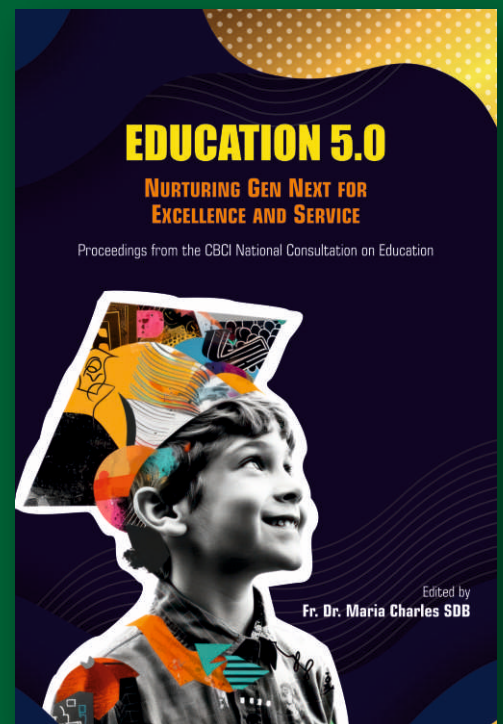


SAINT EDUCATORS: THE STORY OF HOLINESS AND EDUCATION IN THE CHURCH

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.



ALL INDIA CATHOLIC EDUCATION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

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

PRICE: RS. 160

All India Catholic Education Policy 2023



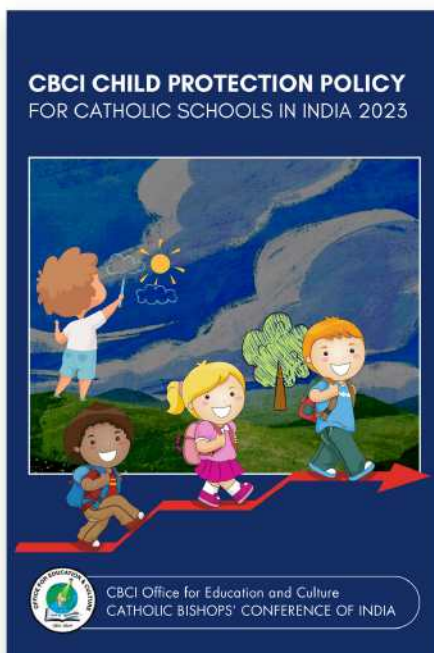
CBCI Office for Education and Culture
CATHOLIC BISHOPS' CONFERENCE OF INDIA

CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

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

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CBCI CHILD PROTECTION POLICY
FOR CATHOLIC SCHOOLS IN INDIA 2023

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CATHOLIC BISHOPS' CONFERENCE OF INDIA



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