



EDUCATE TO EMPOWER

CBCI EDUCATION NEXUS MARCH 2025

*Empowering Women
through Education*

**Educating, Skilling
& Micro Financing
for Women
Empowerment**

**Educate a girl,
transform an
entire community**

DILEXIT NOS
**Teaching of the
Church Series 08**

**HAPPY
INTERNATIONAL
WOMEN'S DAY
8 MARCH 2025**



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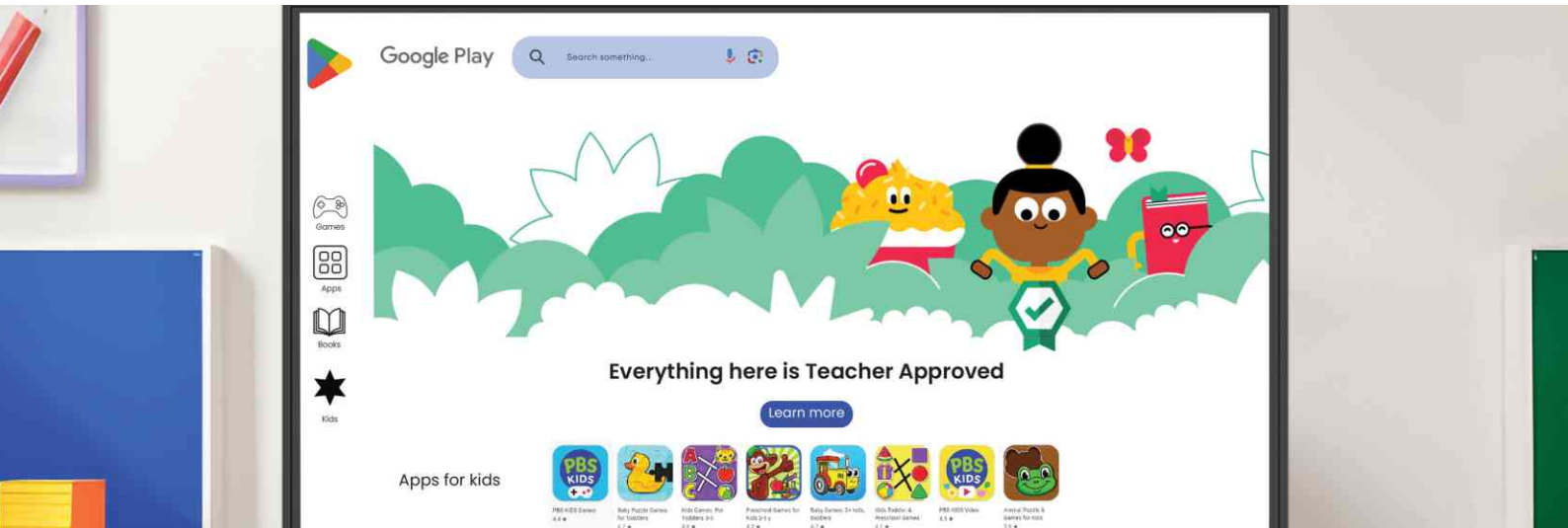
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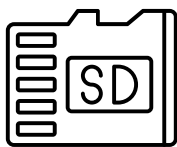
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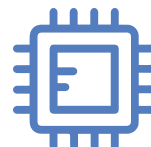
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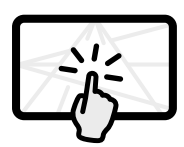
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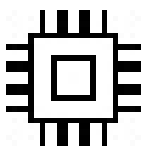
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EMPOWERING WOMEN THROUGH EDUCATION: UNLOCKING INDIA'S FUTURE

As we commemorate International Women's Day 2025, it is essential to reflect on the profound impact education has on empowering women and advancing gender equality. Education is not just a means of acquiring knowledge; it is a powerful catalyst that transforms lives, fosters social change, and drives economic progress. In India, while there have been significant strides in increasing female enrollment in education, numerous challenges persist, particularly for women in rural and marginalized communities.

Education empowers women across multiple dimensions—economically, socially, and personally. Economically, it provides women with the skills and knowledge necessary to participate in the workforce, leading to financial independence and contributing to national growth. According to McKinsey, advancing gender equality in India could add \$770 billion to the nation's GDP by 2025. Socially, education enables women to challenge discriminatory practices, understand their rights, and engage in decision-making processes, fostering a more equitable society. On a personal level, it cultivates confidence and agency, empowering women to pursue their aspirations and shape their destinies.

Despite its transformative potential, many women in India still face significant barriers to accessing quality education. Deep-rooted patriarchal norms, early marriage, economic hardships, and safety concerns disproportionately affect girls' education, particularly in rural areas. Additionally, the digital divide exacerbates inequalities, limiting access to online resources for women in remote regions. Addressing these challenges requires a comprehensive, multi-pronged approach involving government policies, community engagement, and private-sector support.

Achieving true gender parity demands collective action. Civil society, educational institutions, and the private sector must

collaborate to foster inclusive educational environments, offer scholarships, and develop mentorship programs for women. Gender-responsive curricula and the recruitment of female educators are critical in challenging stereotypes and promoting diversity. Additionally, investments in safe infrastructure, digital literacy, and vocational training will empower women with the tools to succeed in the modern economy.

Education is the cornerstone of a just society. When women are educated, they become agents of change who uplift their families and communities. By prioritizing women's education, India not only honors the spirit of International Women's Day but also lays the foundation for a more inclusive, equitable, and prosperous future for all. The journey is ongoing, but with unwavering commitment, India can harness the transformative power of education to unlock the potential of its women and emerge as a global leader in gender equity and sustainable development.



FR./DR. MARIA CHARLES SDB
National Secretary

EMPOWERMENT OF WOMEN THROUGH EDUCATION, SKILLING & MICRO-FINANCING

By Dr Muniraju, SB, Deputy Adviser and Ms Urvashi Attri, Intern

Education plays an important role in building self-confidence among women it also enables to change she/her status in the society. Education enables and builds confidence to take decisions in a better way. Skilling and Micro Finance can get women financially stable and therefore she is no longer dependent upon on others in the society. Giving education to women means giving education to the whole family.

The Constitution of India has certain provisions that specifically focus on women empowerment and prevents discrimination against women in the society. Article 14 talks about equality before law. Article 15 enables the state to make special provisions for women. As the progress of humanity is incomplete without women therefore successive governments have launched number of schemes for empowerment of women in male dominated society.

Beti Bachao Beti Padhao Andolan has been launched for creating awareness among the people to educate all girl children in the country. Government is successfully able to promote this scheme by forming District Task Force and Block Task Force. The scheme was launched in Panipat district of Haryana on 22 January 2015 with an initial funding of Rs. 100 crore. Before launching of this scheme, Child Sex Ratio of Panipat was 808 in 2001 and 837 in 2011. After launching of this scheme, the Child Sex Ratio of Panipat is improving day by day. Massive publicity is made about the program in print and electronic medias, the logo of this scheme is very common in government buildings such as pillars of National Highway 44, Panipat District Court, bus stand and railway station of Panipat district etc.

Both earning and education are important factors for women empowerment. It might be possible that a woman is involved in unskilled work, but she is still not empowered. On the contrary, it might be possible that a woman is educated. But still she is not empowered because she is not earning. So, financial independence is important for women empowerment. Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker.

Therefore, a scheme called working women hostels has been launched so that safe and convenient accommodation should be provided to working women. The benefit of this scheme is given to every working women without any distinction of caste, religion, marital status etc.





In order to take benefit of this scheme, the gross total income of women should not exceed Rs. 50,000 per month in case of metropolitan cities whereas in case of small cities, the gross total income should not exceed Rs. 35,000 per month.

United Nation General Assembly adopted the 'Elimination of all Forms of Discrimination against Women' (CEDAW). CEDAW establishes an international bill of rights for women. Article 10 of CEDAW talks about providing right to education to women. India has ratified CEDAW for upliftment of women.

The focus of the government has shifted from women development to women led development. In order to achieve this goal, government is working around the clock to maximize women's access to education, skill training and institutional credit. MUDRA Yojana (Micro Units Development and Refinance agency Ltd) is one such scheme which was launched on 8 April 2015 in which loans up to Rs. 10 lakh are provided to women entrepreneurs, without any collateral. Earlier a lot of women left their job after giving birth to children, due to which a lot of working women were unemployed. The government had passed the Maternity Benefit

(Amendment) Act 2017 increasing the maximum period of maternity leaves from 12 weeks to 26 weeks.

Increased knowledge, self-confidence and awareness of gender equity are indicators of the empowerment process. These components get developed through education. Educated woman aware about their rights and when women aware about their rights then she/her will not face discrimination.

Though the successive Governments have come up with various measures for the welfare and empowerment of women but still women are facing hurdles in our society. Therefore, there is a need to do much more, to protect women. Also, there is a need to uphold their dignity at par with the status of men in the society.

THE WAY FORWARD:

EDUCATION-

- The education policy needs to be more inclusive to ensure girls' right to education and their right to be free from discrimination within educational institutions. Also, education policy should target young men and boys to positively change their attitudes towards girls and women.
- In order to curb higher dropout rate among girls, there is a need for providing relatively higher financial incentives for girls' education until Class XII.
- Post Graduate Indira Gandhi Scholarship should be extended from Single Girl Child Scheme to families with two girl child.
- Reward should be given to villages/districts that are able to attain equal child sex ratio through education, information and communication campaigns.
- There is a need for strict implementation of statutes that emphasise on women empowerment through education.



- Additional emphasis should be laid on e-governance so that there is a timely check on the expenditure released by the centre and various state governments for scholarships for girl students.
- For security purposes, gender-friendly facilities should be provided in hostels.

SKILLING-

- In order to make women self-dependent, there is need to promote skill development among women in non-traditional works like electricians, plumbers etc.
- Women can be organised into different professional groups so that there is improvement in their bargaining power.
- Platforms like Digital India should be used for marketing and branding purposes and to establish linkages with corporates, markets and consumers.
- In addition to government efforts, NGOs and other institutions should provide employable skills & training to women to help them find alternative and dignified occupations to earn decently.

MICRO-FINANCE-

- NGOs working for the empowerment of women need to take interventions on livelihood development options related to the market and value chain.
- Policies and guidelines should be made in such a way that it is easy for women entrepreneurs to get credit facilities.
- Government should promote creation of Self-Help group by women.
- There is need for industry-specific targets for women's employment and motivate their implementation by firm.
- Tax benefits should be given to companies that provide employment to 30 percent women workers.

https://www.niti.gov.in/empowerment-women-through-education-skilling-micro-financing?utm_source=chatgpt.com

KALI'S STORY:

EDUCATE A GIRL. TRANSFORM AN ENTIRE COMMUNITY



Kali was born in a tribal household in the remote village of Alirajpur in Madhya Pradesh, India. She contracted polio as a child which left her disabled and needing a staff to walk. Born a girl, poor, and disabled, she had three strikes against her before she was twelve.

In general, India's daughters are unwanted, unsafe, unequal, and unfree. They make up one third of the world's child brides and half of married women report domestic violence. Every year, one million girls are killed in the womb through selective termination. In rural areas, such as Alirajpur, girls traditionally don't go to school and are considered only suitable for marriage, having children, cleaning house, and caring for their families. In such an environment, there seemed little hope for Kali's future.

In 2013, Kali's life changed dramatically when, as a young woman, she was given a \$350 Mona scholarship to enrol in the six-month residential training program at the Barli Institute in Indore, about a 4-hour drive from her village. At first, she was so shy that she could not even say her own name. But within Barli's nurturing walls, Kali found her voice, learned to read and write, and gained the knowledge, skills, and confidence to thrive. She learned about organic farming and solar cooking, and about personal and community development, including the importance of gender equality. She also learned how to make patterns and sew clothing, and how to run her own business. She became certified as a tailor.

Upon graduating, Kali returned to her village and opened her own sewing shop. She earned enough money to not only support herself but to also pay for the education of 8 children in her extended family. She also formed a micro-financing group with 12 other women to help them start their own businesses too.

In 2016, a team from Mona Foundation, including Founder and CEO Mahnaz Javid, travelled to Alirajpur to visit Kali and other Barli graduates. As they walked the village streets, stopping at the women's sewing shops along the way, a group of stern-looking men wearing turbans came towards them. Hesitating somewhat at the sight, Mahnaz stepped forward and greeted the men.

Among the group was Kali's father. He reached out to shake Mahnaz's hand and, breaking into a big smile said: "Thank you for supporting the education of my daughter. She is now a

source of inspiration for all the girls in our village, and all the fathers and mothers want their daughters to be like Kali.”

At this point, Kali's business was growing, and she had hired two other women to help in her shop. She had also saved enough money to buy a red scooter and fitted it so that she could get around more easily. Every father in that rural village now wanted his daughter to be like Kali, signalling a significant cultural shift towards recognizing the value of educating and empowering girls.

By 2019, with a larger income, Kali was able to purchase a piece of land, becoming the first female landowner in her village. With the help of a few Mona friends, Kali built a home for herself and her family, and added a second floor so she could teach other specially abled girls how to sew.

When we visited Kali in March 2023, we were thrilled to see how far she and her village have come. Her business continues to thrive, and she now employs five young women. After we visited the Barli graduates' sewing shops, Kali graciously welcomed us to her new home and showed us the upstairs space where she teaches sewing. Outside her home, she had arranged a celebration where she and other Barli graduates welcomed us to an unimaginable degree; a beautiful tent, live music, refreshments, and dancing all so generously set up in honour of our visit.

Today, Kali is a respected community leader and female role model who is improving the lives of hundreds, changing hearts and minds, and bringing positive change to her entire village; a

decade-long journey that begun with a \$350 Mona scholarship. After our 2023 visit, several members of Mona's group shared their reflections, two of which are included here.

The following is by David Wood, a member of Mona's Board of Directors and CEO of Human Touch. "We all know about Kali, but I had no idea how much of a “rock star” she really is in her community and the admiration from the entire village she engenders. And Kali is not alone. Walking through the busy streets in this remote society, the evidence and impact of Barli and the production of leaders was visible on most every street corner. So many shops driven by Barli graduates employing others in their business and expanding this bounty to others."



"These girls are the real champions. But what really struck me was how many men – husbands, fathers and friends of these girls were present. While life opportunities are broadly scarce, Barli students are given a path to a life's journey that so many others, including many men are not. I wondered whether there would be resentment and envy or love, support and admiration. I was so touched to see it was broadly the latter."

And from long-time Mona supporter Ray Rudolph: "I walked the market on a non-market day and met the Barli women, more than 10 of them, who had been taught to read and write and sew at Barli, that had their own shops and were making income for them and their families. I was told if you come on market day, there are 80 of them with their shops open!! Can you even imagine 80 women in one tribal village having their own business? I couldn't."

"When we were invited to the welcoming ceremony, I noticed that a bunch of motor bikes were arriving. I came to find out they were the men in these women's lives who had come to support them. One man told me proudly that when his wife returned from Barli she taught him how to read and later how to sew. They opened a shop and after a while they bought a motorcycle and then a home. As I talked to him and saw his children there as he spoke with pride of the accomplishments of his wife, I thought "Yes, these are the people that will change this culture forever. If you could see the gleam of pride in Kali's father's eyes as he greeted each of us and heard us celebrate her accomplishments, you know that the history of India will change."

In the recent years, Kali has begun planting food on her father's farm. They currently have orchards of tropical fruits, peanuts and other native produce. There is also a chicken coop, cows, goats and most impressively, a grinding mill. Kali's father has also built two classrooms on their farm where she provides an after-school program for the children in her village. She is also sending all the children of her family to best schools in Indore.



<https://www.monafoundation.org/meet-kali>

SAINT FRANCES XAVIER CABRINI

(1850-1917)

St. Frances Xavier Cabrini is a remarkable figure in Catholic history, known for her tireless work as a missionary, educator, and advocate for immigrants and the poor. She was the first U.S. citizen to be canonized as a saint, and her legacy continues to inspire people around the world.

St. Frances Xavier Cabrini, born Maria Francesca Cabrini on July 15, 1850, in Sant'Angelo Lodigiano, a small village in the Lombardy region of Italy, was the youngest of 13 children. Her parents, Agostino Cabrini and Stella Oldini, were devout Catholics who instilled in her a deep sense of faith and compassion for others from an early age. Despite being born two months premature, which left her with a fragile constitution, Frances demonstrated a strong will and a vibrant spirit. Her early years were marked by a profound love for God and a desire to dedicate her life to serving Him.

As a child, Frances was fascinated by the stories of missionaries she read about, particularly those who travelled to far-off lands to spread the Gospel. She would often play "missionary" by floating small paper boats in a nearby stream, imagining they were carrying her to distant countries to teach people about Jesus. This childhood game reflected her growing sense of calling to become a missionary herself. However, her path to religious life was not straightforward. Due to her frail health, she was initially rejected by several religious orders. Undeterred, Frances continued to nurture her faith and her desire to serve others.

Frances' early education was shaped by her older sister, Rosa, who was a teacher. Rosa recognized Frances' intelligence and dedication and took charge of her schooling. Frances excelled in her studies and later earned a teaching certificate. At the age of 18, she began teaching at a girls' school in Vidardo, where she quickly gained a reputation for her kindness, patience, and ability to connect with her students. During this time, she also cared for her parents, who had fallen ill, demonstrating her deep sense of responsibility and compassion.

In 1874, Frances experienced a profound spiritual awakening while



on a retreat. She felt a clear call to religious life and decided to dedicate herself entirely to God. She took religious vows in 1877, adding Xavier to her name in honour of St. Francis Xavier, the great Jesuit missionary to Asia. This marked the beginning of her lifelong mission to serve the poor, the sick, and the marginalized, a mission that would eventually take her far beyond the borders of her homeland. Her early years, though humble and challenging, laid the foundation for her extraordinary life of service.

After taking her religious vows in 1877, St. Frances Xavier Cabrini felt a growing urgency to fulfil her dream of becoming a missionary. However, her poor health and the lack of opportunities for women in missionary work at the time posed significant challenges. Undeterred, she sought guidance from her spiritual director, who encouraged her to found her own religious order. With unwavering faith and determination, Frances gathered a small group of like-minded women who shared her vision of serving the poor and spreading the love of Christ.

In 1880, Frances officially founded the Missionary Sisters of the Sacred Heart of Jesus in Codogno, Italy. The order's mission was to provide care and education to the most vulnerable, particularly children, the sick, and the marginalized. Frances, now known as Mother Cabrini, became the order's first superior. She emphasized a life of prayer, humility, and service, instilling in her sisters a deep commitment to their mission. The early years of the order were marked by hardship, as they faced financial difficulties and skepticism from some members of the Church. Yet, Mother Cabrini's steadfast faith and leadership inspired her sisters to persevere.



Mother Cabrini's original plan was to take her sisters to China, following in the footsteps of her patron saint, St. Francis Xavier. However, during an audience with Pope Leo XIII in 1887, she was advised to redirect her efforts toward the growing number of Italian immigrants in the United States, who were facing poverty, discrimination, and a lack of spiritual and social support. Accepting this as God's will, Mother Cabrini and six of her sisters set sail for New York City in 1889, marking the beginning of their international mission.

The founding of the Missionary Sisters of the Sacred Heart of Jesus was a groundbreaking moment in Catholic history. It was one of the first religious orders specifically dedicated to serving immigrants and the poor in urban settings. Mother Cabrini's vision and leadership not only transformed the lives of countless individuals but also set a powerful example of how faith, compassion, and determination can overcome even the greatest obstacles.

In addition to her work with children, Mother Cabrini recognised the urgent need for healthcare among the immigrant population. In 1892, she founded Columbus Hospital in New York City, which provided medical care to the poor, regardless of their ability to pay. This hospital became a beacon of hope for countless families, offering not only medical treatment but also compassion and respect. Mother Cabrini's commitment to healthcare extended beyond New York; she later established hospitals in Chicago, Seattle, and other cities, ensuring that her mission of healing and care reached as many people as possible.

Mother Cabrini's missionary work was not confined to the United States. She travelled extensively,



founding schools, orphanages, and hospitals in countries such as Argentina, Brazil, France, Spain, and England. Despite her frail health, she made 23 transatlantic crossings during her lifetime, demonstrating her boundless energy and dedication to her mission. Her ability to navigate cultural and linguistic barriers, as well as her talent for fundraising and administration, allowed her to build a vast network of institutions that served the needs of the poor and marginalized.

Throughout her missionary work, Mother Cabrini faced numerous challenges, including financial difficulties, anti-immigrant sentiment, and even opposition from within the Church. However, her unwavering faith, resilience, and trust in God's providence enabled her to overcome these obstacles. She became a naturalized U.S. citizen in 1909, reflecting her deep commitment to the people she served and her belief in the potential of America as a land of opportunity and hope.

St. Frances Xavier Cabrini's life was marked by numerous challenges, both personal and external, yet her unwavering faith and determination allowed her to overcome these obstacles and achieve extraordinary things. Despite the many challenges she faced, Mother Cabrini's perseverance never wavered. She viewed every obstacle as an opportunity to deepen her faith and trust in God. Her resilience and determination enabled her to establish 67 institutions across the United States, Europe, and South America, leaving a lasting legacy of service and compassion.

The educational impact of St. Frances Xavier Cabrini is profound and far-reaching, as she dedicated much of her life to providing quality education to underserved communities, particularly immigrant children and the poor. Her work in education was rooted in her belief that every individual, regardless of their background, deserved the opportunity to learn, grow, and thrive. Through her efforts, she not only transformed the lives of countless students but also laid the foundation for a more inclusive and compassionate approach to education.

When Mother Cabrini arrived in the United States in 1889, she quickly recognised that many Italian immigrant children were not receiving an education due to poverty, language barriers, and discrimination. In response, she established numerous schools in

urban areas, particularly in New York City and Chicago, where large Italian immigrant communities resided. These schools provided a safe and nurturing environment where children could receive both academic instruction and spiritual formation. Mother Cabrini believed that education was essential for empowering individuals to break the cycle of poverty and build better futures for themselves and their families.

Mother Cabrini's educational philosophy went beyond academics. She emphasized the importance of holistic education, which nurtured the mind, body, and spirit. Her schools incorporated religious instruction, moral development, and practical skills training, ensuring that students were well-rounded and prepared for the challenges of life. She also placed a strong emphasis on character formation, teaching students' values such as compassion, integrity, and perseverance. This approach to education helped students develop not only intellectually but also emotionally and spiritually.

At a time when educational opportunities for girls were often limited, Mother Cabrini was a strong advocate for the education of women and girls. She believed that educated women could play a vital role in their families and communities, and she worked tirelessly to ensure that girls had access to the same educational opportunities as boys. Her schools provided a supportive environment where girls could excel academically and develop the skills and confidence needed to pursue their dreams.

Mother Cabrini's commitment to education extended beyond the United States. She established schools in countries such as Argentina, Brazil, France, and Spain, ensuring that children in underserved communities around the world had access to quality education. Her schools often served as community hubs, providing not only education but also social services and support for families. This holistic approach helped to uplift entire communities and create a ripple effect of positive change.

Mother Cabrini's work laid the foundation for the Cabrini Schools and other educational institutions run by the Missionary Sisters of the Sacred Heart of Jesus. These schools continue to operate today, carrying on her mission of providing compassionate, faith-based education to students from diverse backgrounds. Her emphasis on inclusivity, holistic development, and service to others remains a cornerstone of Catholic education.



Mother Cabrini's life and work continue to inspire educators and students around the world. Her dedication to serving the marginalized and her belief in the transformative power of education serve as a powerful example for those working in the field of education. She is often invoked as a patron saint of educators, reminding them of the importance of compassion, perseverance, and faith in their work.

St. Frances Xavier Cabrini's remarkable life of service and dedication came to an end on December 22, 1917, when she passed away at the age of 67 in Chicago, Illinois. At the time of her death, she was overseeing the operations of one of her many institutions, Columbus Hospital, which she had founded to provide healthcare to the poor and underserved. Her death was a profound loss to the countless individuals and communities she had touched through her work, but her

legacy of compassion, faith, and service continued to inspire others long after she was gone.

Mother Cabrini was initially buried in New York City, where her tomb quickly became a site of pilgrimage for those who admired her life and sought her intercession. Reports of miracles attributed to her prayers began to circulate, further solidifying her reputation as a holy and influential figure. Her cause for canonization was opened, and in 1938, she was beatified by Pope Pius XI, recognizing her as "Blessed Frances Xavier Cabrini" and affirming her heroic virtues.

On July 7, 1947, Mother Cabrini was canonized by Pope Pius XII, becoming the first U.S. citizen to be declared a saint. Her canonization was a moment of great pride and celebration, particularly for the Italian American community and the countless individuals who had benefited from her work. During the canonization ceremony, Pope Pius XII praised her as a "woman of extraordinary strength and courage" who had dedicated her life to serving the poor, the sick, and the marginalised.

St. Frances Xavier Cabrini's feast day is celebrated on November 13, a day that honours her life and legacy. She is recognized as the patron saint of immigrants, reflecting her lifelong commitment to serving those who had left their homelands in search of a better life. She is also invoked as the patron saint of hospital administrators and those facing adversity, symbolizing her resilience and unwavering faith in the face of challenges.

Today, St. Frances Xavier Cabrini's legacy lives on through the Missionary Sisters of the Sacred Heart of Jesus, the religious order she founded, and the numerous schools, hospitals, and social service institutions that continue to operate in her name. Her life serves as a powerful reminder of the impact one individual can have when guided by faith, compassion, and a commitment to serving others. Her canonisation not only affirmed her sanctity but also ensured that her inspiring story would continue to motivate future generations to live lives of service and love.

<https://www.britannica.com/topic/Roman-Catholicism>

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

<https://www.franciscanmedia.org/saint-of-the-day/saint-frances-xavier-cabrini/>





TEACHINGS OF THE CHURCH SERIES 8: DILEXIT NOS

Pope Francis' fourth encyclical, "Dilexit Nos" ("He Loved Us"), was released on October 24, 2024. This document delves into the profound human and divine love embodied in the Heart of Jesus Christ, urging a renewal of authentic devotion to the Sacred Heart. In "Dilexit Nos," Pope Francis reflects on the

significance of the heart as the centre of human experience and spirituality. He emphasises that in a world increasingly dominated by individualism, socio-economic disparities, and technological advancements that threaten our humanity, there is a pressing need to rediscover compassion and the inner life. The Pope warns against a consumer-driven society that risks losing its heart, advocating for a balance of poetry and love to preserve our humanity.

Chapter 1 - The Importance of the Heart:

In the first chapter of Dilexit Nos, Pope Francis explores the heart as the centre of human experience and spirituality. He emphasises that true sincerity and authenticity come from the heart rather than mere external appearances or rituals. The chapter calls for a return to a more profound, heartfelt faith that is not just intellectual but deeply personal and relational.

Pope Francis also critiques modern society's tendency toward individualism and superficiality, warning that people are losing touch with their emotions and genuine human connections. He urges believers to cultivate a spiritual life rooted in love and compassion, rather than being consumed by distractions, materialism, or rigid formalism. Drawing inspiration from the Sacred Heart of Jesus, the Pope highlights how God's love is not distant or theoretical but deeply personal, emotional, and merciful. He encourages Catholics to embrace this love and reflect it in their relationships with others, fostering a world of greater kindness and understanding.

Chapter 2 - Gestures and Words of Love:

In this chapter, Pope Francis emphasizes that love is more than a feeling or idea; it must be expressed through concrete actions. He reflects on Jesus' life, highlighting how He showed love through healing the sick, forgiving sinners, feeding the hungry, and serving others with humility. These acts were not mere gestures, but the natural expression of a heart filled with divine love. The Pope reminds Christians that true love is lived, not just spoken, and must be demonstrated in daily life.

Pope Francis also focuses on Jesus' encounters with the marginalized—the poor, the sinners, and the outcasts. Whether embracing lepers, dining with tax collectors, or protecting the condemned, Jesus' love was inclusive and transformative. The Pope urges believers to follow this example, reaching out with compassion rather than judgment. Pope Francis encourages Christians to speak with kindness, truth, and encouragement. He concludes by urging believers to ask: Do my actions and words reflect Christ's love?

Love, he reminds us, is a daily commitment that brings true change to the world.

Chapter 3- This is the Heart that has Loved so much:

Pope Francis reflects on the Sacred Heart of Jesus as a symbol of His immense love for humanity. He explains that devotion to the Sacred Heart is not just about venerating an image but about recognizing and responding to the personal and self-giving love of Christ. Jesus' heart is a reminder that His love is not distant or theoretical but deeply personal, merciful, and unconditional.

Pope Francis highlights the role of St. Margaret Mary Alacoque, who helped spread devotion to the Sacred Heart. In her visions, Jesus expressed sorrow over how many people remain indifferent to His love. The Pope urges Christians to renew their devotion and trust in Christ, embracing His love as a source of strength and healing. The chapter also addresses the need for love in today's world, where many hearts have grown cold due to selfishness, materialism, and indifference. Pope Francis calls on believers to open their hearts to Jesus and allow His love to transform them. True devotion to the Sacred Heart, he explains, should lead to greater compassion, selflessness, and a renewed commitment to loving others as Christ has loved us.

Chapter 4- The Love that gives Drink:

Pope Francis reflects on the significance of Jesus' pierced side on the cross, from which blood and water flowed. He explains that this moment represents the depth of Christ's love, a love that pours itself out completely for humanity. The image of the wounded heart of Jesus is not just a symbol of suffering but also of redemption, mercy, and new life. The Pope urges believers to contemplate this mystery and recognize the immense sacrifice Jesus made out of love.

Pope Francis also draws attention to how Jesus' wounds continue to speak to us today. In a world filled with suffering, loneliness, and injustice, His pierced heart reminds us that God's love reaches especially to those who are wounded, broken, and abandoned. The Pope encourages Christians to find strength and hope in Christ's sacrifice, knowing that His love has the power to heal even the deepest wounds.

The chapter emphasises that the love of Christ is meant to be shared. Just as Jesus gave everything for us, Pope Francis calls on believers to give of themselves in service to others. By imitating Christ's self-giving love, we can become channels of His mercy and compassion in the world.

Chapter 5- Love for Love:

Pope Francis emphasizes that devotion to the Sacred Heart of Jesus is not just a personal or private matter but has a communal and missionary dimension. He explains that Christ's love calls us to respond with love; not only toward God but also toward others. True devotion should lead to acts of charity, justice, and service, making the world a reflection of God's love.

Pope Francis warns against the dangers of selfishness, consumerism, and indifference, which can cause hearts to grow cold. He urges Christians to combat these attitudes by embracing a life of generosity, kindness, and solidarity, especially toward the poor and marginalized. Just as Jesus gave everything out of love, believers are called to love without limits, putting faith into action in daily life.

The Pope also highlights the missionary nature of love, encouraging the faithful to spread God's love through their words, actions, and way of life. He reminds us that love is transformative; it can heal wounds, restore relationships, and bring peace to a divided world. The chapter concludes with a call to live "love for love," giving back to God and others the same love we have received from Christ.

<https://www.vatican.va/content/francesco/en/encyclicals/documents/20241024-enciclica-dilexit-nos.html>





FROM CLASSROOMS TO CHANGE EDUCATING WOMEN FOR EMPOWERMENT

Education is one of the most powerful instruments for achieving gender equality and empowering women. It is not merely a means to acquire knowledge but a transformative tool that enables women to challenge societal norms, break barriers, and claim their rightful place in society. Women empowerment through education is about ensuring that women have access to quality education, the opportunity to develop their skills, and the freedom to make informed choices about their lives. By educating women, societies can unlock their potential, foster economic growth, and create a more equitable and just world.

The Role of Education in Economic Empowerment:

One of the most significant impacts of education on women's empowerment is its ability to enhance economic opportunities. Economic independence is a critical aspect of empowerment, as it allows women to make decisions about their lives, health, and future. Studies have consistently shown that educated women are more likely to invest in their children's education, creating a positive cycle of empowerment that benefits future generations. By breaking the cycle of poverty, education serves as a catalyst for long-term societal change.

Education equips women with the skills needed to adapt to a rapidly changing global economy. In today's knowledge-driven world, literacy, numeracy, and digital skills are essential for economic participation. Educated women are better positioned to take advantage of emerging opportunities in technology, entrepreneurship, and other sectors. This not only benefits them individually but also contributes to the overall economic development of their communities and nations. Empowering women economically through education is, therefore, a win-win for individuals and societies alike.

Education and Health: A Pathway to Well-Being:

Education also plays a crucial role in improving women's health and well-being. Educated women are more aware of their rights and have better access to healthcare services. They are more likely to understand the importance of nutrition, hygiene, and family planning, leading to healthier families and communities. For instance, educated women are more likely to seek prenatal care, ensure their children are vaccinated, and adopt healthy lifestyle practices. This has a direct impact on reducing maternal and child mortality rates, which are critical indicators of a nation's development.

Education empowers women to challenge harmful cultural practices such as child marriage, female genital mutilation, and gender-based violence. By fostering critical thinking and self-confidence, education enables women to advocate for their rights and demand equality in all spheres of life. Educated women are more likely to resist oppressive traditions and work towards creating a more inclusive and equitable society. In this way, education serves as a shield against exploitation and a tool for promoting social justice.

Education as a Catalyst for Social and Political Change:

Beyond individual benefits, educating women has a profound impact on society as a whole. Women who are educated are more likely to participate in political and community activities, contributing to more inclusive and democratic societies. They bring diverse perspectives to decision-making

processes, leading to more equitable and sustainable solutions to societal challenges.

In many parts of the world, women's participation in politics and leadership roles remains limited. Education can help bridge this gap by equipping women with the knowledge and confidence needed to take on leadership roles. When women are represented in decision-making bodies, they can influence policies that address the unique needs and challenges faced by women and girls. This not only promotes gender equality but also strengthens democratic institutions and governance.

Challenges and the Way Forward:

Despite the undeniable benefits of educating women, significant barriers remain. In many parts of the world, girls face challenges such as poverty, cultural norms, and lack of access to quality education. Inadequate infrastructure, such as the lack of separate toilets for girls in schools, can discourage parents from sending their daughters to school. Addressing these barriers requires a multi-faceted approach, including policy reforms, community engagement, and targeted investments in girls' education.

Governments, non-governmental organizations, and international institutions must work together to ensure that every girl has the opportunity to learn and thrive. Policies that promote free and compulsory education, provide scholarships for girls, and address gender-based violence in schools are essential. Community-based initiatives that engage parents, religious leaders, and local stakeholders can help change attitudes towards girls' education. Furthermore, leveraging technology to provide remote learning opportunities can help reach girls in underserved areas.

Conclusion:

Women empowerment through education is a transformative process that benefits individuals, families, and societies. By investing in women's education, we can unlock their potential, promote gender equality, and drive sustainable development. Education is not just a fundamental human right; it is a powerful tool for creating a more just and equitable world. Empowering women through education is not only the right thing to do but also the smart thing to do for the future of humanity. As Malala Yousafzai aptly said, "One child, one teacher, one book, and one pen can change the world." By educating women, we are not just changing their lives; we are changing the world for the better.

The journey towards women empowerment through education is ongoing and requires collective efforts from all stakeholders. It is a journey that promises a brighter future for women, their families, and the world at large. Let us commit to making education accessible to every girl, for in her education lies the key to a more empowered and equitable society.

- Brandon Arnold John





KEY CONCERNS OF EDUCATION IN INDIA TODAY

As of March 2025, key education issues in India include: persistent teacher shortages, inadequate infrastructure, a need to bridge the digital divide, a curriculum that may not align with emerging job markets, and concerns about quality of education in rural areas, with a focus on ensuring the new "New Education Policy 2025" is effectively implemented to address these challenges and promote holistic learning and skill development across the country.

The main challenges include inadequate infrastructure, teacher quality, access to quality education, dropout rates, & a focus on rote learning rather than critical thinking & creativity. Additionally, socio-economic disparities significantly impact educational access and quality.

SPECIFIC CONCERNS INCLUDE:

- **TEACHER QUALITY AND ABSENTEEISM:** Lack of qualified teachers, particularly in rural areas, impacting student learning outcomes.
- **INFRASTRUCTURE GAPS:** Many schools lack basic facilities like proper classrooms, libraries, and access to technology.
- **DIGITAL DIVIDE:** Unequal access to digital learning tools, especially in remote areas, hindering education quality.
- **CURRICULUM RELEVANCE:** Concerns about whether the current curriculum adequately prepares students for modern jobs and the evolving job market.
- **LANGUAGE BARRIERS:** Challenges in providing education in local languages, especially in diverse regions.
- **GENDER DISPARITIES:** Unequal access to education for girls, particularly in certain communities.
- **QUALITY OF HIGHER EDUCATION:** Concerns about the quality of teaching and research in many universities.

POTENTIAL SOLUTIONS BEING DISCUSSED:

- **INCREASED FUNDING FOR EDUCATION:** Allocating more resources to improve infrastructure and teacher training.
- **FOCUS ON TEACHER DEVELOPMENT PROGRAMS:** Initiatives to improve teacher quality through professional development.
- **DIGITAL LITERACY INITIATIVES:** Promoting digital access and training to bridge the digital divide.
- **CURRICULUM REFORM:** Updating educational content to align with emerging skills and needs of the job market.
- **PROMOTING VOCATIONAL EDUCATION:** Integrating skill development programs into the education system.
- **COMMUNITY ENGAGEMENT:** Involving local communities in decision-making and improving school access.



TOP 10 BIGGEST CHALLENGES TEACHERS FACE IN THE CLASSROOM TODAY

VICTORIA HEGWOOD

There are few careers that make a bigger impact than teaching. Teachers are shaping the next generation, those that will decide what the future looks like.

But this noble work doesn't come without challenges. **Many teachers face challenges both inside and outside of the classroom, often making the career feel overwhelming.**

While the rewards often outweigh the negatives, it's still important to understand **the daily challenges teachers face**. It can help parents and administrators better support teachers and help teachers know that they are not alone in their struggles.

These are ten of the most common challenges that teachers face on a day-to-day basis. While that may seem like a lot of bad news, once the issue is understood, it's easier to find the solution.

Let's get started.

1 UNDERSTANDING DIFFERENT LEARNING STYLES



A single classroom most often contains students with a wide set of learning abilities and styles. It is nearly impossible for teachers to simply use one teaching method and have it be effective for all of their learners.

Teachers are required to think strategically when making lesson plans to cater to all the learning styles in their classroom. They also have to be flexible while actively teaching, as they make adjustments in real time based on student performance.

This can take a lot of time and effort on the teacher's end, but the benefits for student performance are unbeatable.

2 LACK OF EFFECTIVE COMMUNICATION

Teachers can also face significant challenges when trying to communicate with their students effectively. Not every student, especially at lower grade levels, will know when to ask for help.

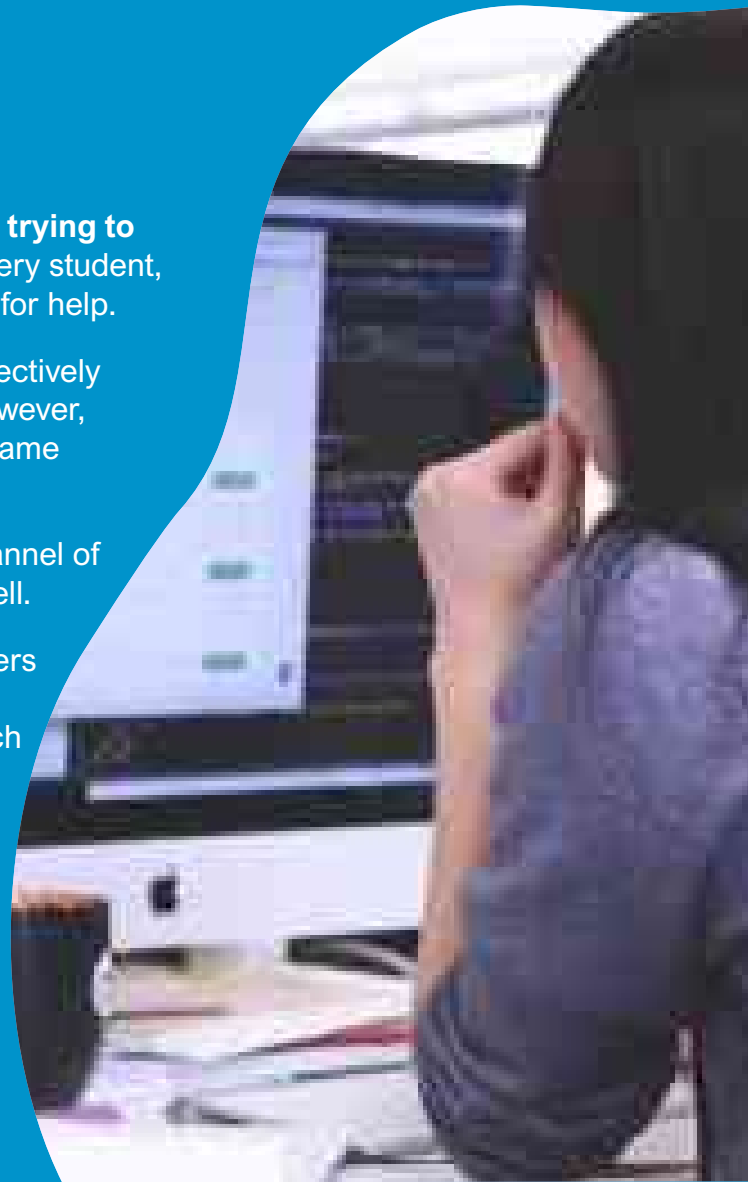
For example, most high school students are able to effectively communicate their needs, struggles, and triumphs. However, teachers with younger grade levels may not have the same experience.

In cases like this, teachers have to find an effective channel of communication so that their classroom can function well.

Now, there's not one answer to this problem. Teachers may need to use different strategies depending on the age of their students. Particularly for teachers that teach multiple grades, this can be a time-consuming task.

Finding a system to improve communication in the class can not only help struggling students get support, but it can also help teachers manage multiple students' needs at once.

See below how once teacher implemented a non-verbal signalling system in her classroom that helped students express their needs and thoughts without disrupting the class.



3 STAYING UP TO DATE WITH LEARNING TECHNOLOGY

Learning technology is constantly changing. Every year, there are a slew of new apps, websites, and other technology tools created to improve the learning process.

And there is a lot of pressure on teachers to constantly stay up to date with the latest technology. Most believe that the latest and greatest tools will provide the best quality education.

But there is often a lack of funding, resources, or time to implement every new technology as it's introduced.



4 COMMUNICATING WITH PARENTS

One of the most common and pressing classroom challenges for teachers is the fact that some students are not receiving adequate support outside of the classroom. While teachers can work with students while they're at school, students need support from their parents as well.

When parents take an active part in their children's learning, that student is much more likely to succeed.

This issue also extends to intrapersonal relationships. Students will often feel comfortable turning to a teacher in their time of need—when it's emotional support they are looking for instead of academic support.

However, this dynamic can put a lot of pressure on a teacher. The relationship can be tricky to navigate, and teachers often don't have enough hours in the day to check in and talk with every student.

Students need to be fully supported both in school and at home in order to have the best chance of success.



5 PRESSURE FROM SCHOOL ADMINISTRATORS

Teachers are often under a lot of pressure by their school administrators to come up with new teaching strategies and ways in which they can improve student learning.

School administrators want to remain competitive with other school districts when it comes to performance and test scores. However, teachers are the ones actually in the classroom, teaching students the necessary skills to achieve these outcomes.

Teachers are seen as exclusively responsible for student achievement, growth indicators, professional development, and discipline.

With so much on a teacher's plate, a supportive school administration can make a world of a difference to both their success and students' success.



6 CREATING ENGAGING LESSON PLANS THAT FIT THE CURRICULUM

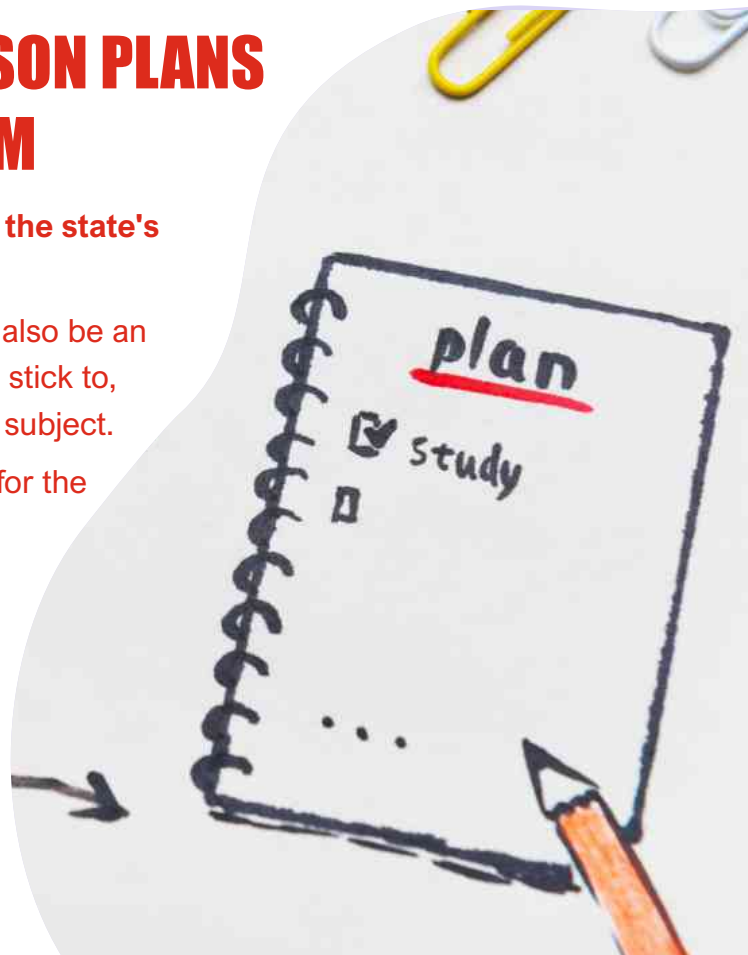
Creating engaging lesson plans that also align with the state's outlined curriculum can be a tall task.

And beyond just being engaging, time-constraints can also be an issue. While there is a syllabus and course schedule to stick to, students will often need additional time to fully grasp a subject.

Oftentimes, the state will outline a detailed curriculum for the school year, giving a jam-packed schedule for all the topics that need to be covered in a particular year.

Teachers need to rely heavily on problem-solving skills in order to maximize their time in the classroom.

Additionally, with larger class sizes, it can be difficult to ensure every student is getting the support they need to fully understand a lesson. Teachers may work incredibly hard to create a great lesson plan that just doesn't resonate with all of their students.



7 BEHAVIOR AND CLASSROOM MANAGEMENT

Student behavior can be difficult for teachers to manage on top of their other job tasks like administrative work, staying on track with the curriculum, and staying up to date with the most recent classroom trends.

Creating distinct behavioral and academic plans can help teachers stay on track and meet their educational goals as the school year progresses. But this doesn't happen without a lot of work and support from administrators, parents, and other educational professionals.

Oftentimes, motivating students with engaging lessons can be enough to manage student behavior in the classroom. But in some cases, students may need more support to manage behavioral issues and create a growth mindset.



8 TIME-CONSUMING ADMINISTRATIVE WORK

The administrative work that comes with teaching takes a lot of time on top of managing students, creating assessments, and actually teaching lessons. Because of this, time management is a vital skill for every teacher.

The overwhelming amount of administrative work on a teacher's plate can adversely affect their work-life balance, as they are often required to spend time outside of working hours grading assignments, creating lesson plans, filling out reports, and more.

In order to get everything done, some teachers are faced with the question of whether to give up their personal time or their time with students to complete administrative work. While they're always looking for ways to streamline their administrative work, there often seems to be no good answer.



9 LACK OF FUNDING

It's no secret that teachers and schools are constantly facing issues in terms of lack of funding.

For most public schools across the country that run into issues with funding, teachers are the ones that are expected to get creative and make do with the resources that they do have.

Beyond just a lack of classroom materials, underfunding can also lead to the inability to hire enough teachers.

Oftentimes, this is remedied by increasing class sizes.

While it may seem like the only solution, large class size can negatively impact the classroom experience for many students. It leaves less time for individualized teaching and one-on-one time with the teacher.

This can lower the quality of learning and have a negative impact on student learning. It also negatively impacts the teachers, with them always feeling behind and overworked.



10 BURNOUT

Teaching is one of the most demanding professions out there. Teachers are constantly working to juggle all their tasks of educating students, managing behavior, completing administrative tasks, and more.

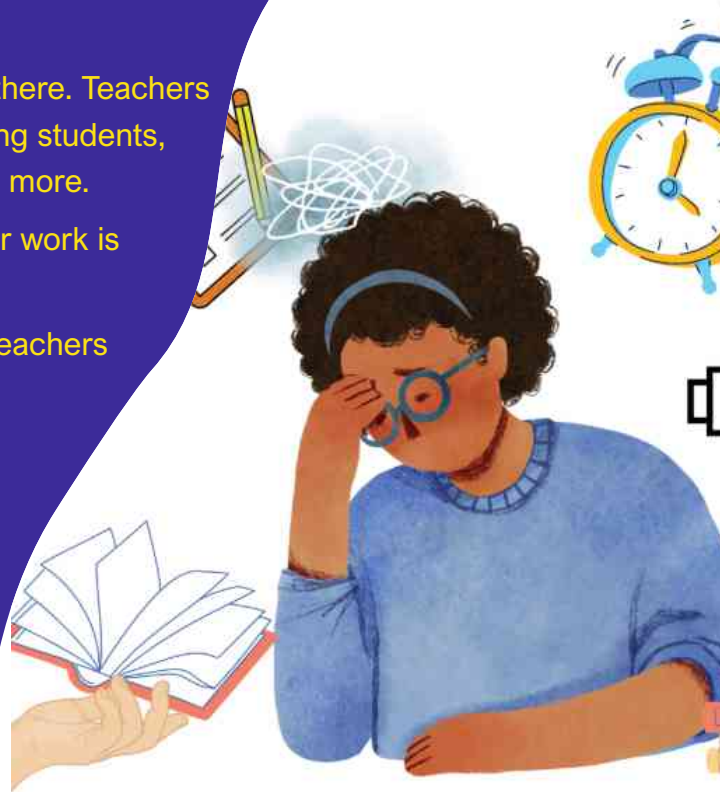
And there's an emotional element, as they know that their work is shaping lives and the future.

With the high demand from all their job responsibilities, teachers commonly experience burnout. Some of the common symptoms of burnout include:

- Feeling drained after working on lesson plans
- Dreading going to work
- Lacking the motivation to be productive

Teachers should try to have the best work-life balance as possible in order to avoid burnout, but this can prove difficult with so many responsibilities on their plate. Administrators and parents need to take an active role in education in order to help prevent teacher burnout.

<https://www.prodigygame.com/main-en/blog/challenges-of-teaching/>



©Yogendra Sin

EIGHT PROVEN WAYS TO OVERCOME TEACHER BURNOUT AND LOVE TEACHING AGAIN

Written by Maria Kampen

Your phone alarm failed to go off on time, so you scramble out the door and forget your lunch in the process.

Arriving after the morning bell has already rung, you rush into your classroom and scramble to set up today's lesson. Students are distracted and the funny, engaging video you hoped would capture their interest keeps freezing.

During lunch, you receive a reminder from the principal about those IEPs you completely forgot about.

You pack your things and head home, where you quickly eat and grade assignments until you fall into bed.

If this scenario sounds familiar, you might be struggling with **teacher burnout**.

Some days, teaching is a wonderful and rewarding job -- educating young minds, encouraging students and making tangible differences in their lives. Other days, it's draining, exhausting and thankless.

The sudden shift to online learning hasn't always made it easy, either. Many teachers are taking on extra work and learning how to use new resources as they teach from home.

WHAT IS TEACHER BURNOUT?

Teacher burnout is more than just a bad day every once in a while. It's **ongoing anxiety that can have serious negative effects on your work and life**.

Psychology Today defines burnout as "a state of **chronic stress** that leads to physical and emotional exhaustion, cynicism, detachment and feelings of ineffectiveness and lack of



accomplishment.”

Many teachers feel the pressure to be perfect. But according to a 2017 survey by the American Federation of Teachers, 61% of teachers say their jobs are always or often stressful. To make matters worse, 58% of respondents said the stress impacted their mental health.

WHAT ARE THE SYMPTOMS OF TEACHER BURNOUT?

There are three major teacher burnout symptoms:

- **Cynicism** -- a sense of detachment from work or life, loss of enjoyments, pessimism and isolation.
- **Feelings of ineffectiveness** -- Apathy, hopelessness, increased irritability, lack of productivity and poor performance.



- **Physical and emotional exhaustion** -- Always tired, unable to sleep, forgetfulness or trouble concentrating, anxiety, depression and anger.

If more than one of those sound familiar to you, there's a chance you're struggling with teacher burnout.

Burnout doesn't just affect you, it affects your students and the entire education system. Teachers experiencing burnout are more likely to quit, and according to the Alliance for Excellent Education, half a million teachers leave the profession each year.

Teachers are also more likely to leave when they're teaching in high-poverty schools, which affects the educational outcomes of some of the most at-risk students. Education is an important part of a child's life, and when teachers don't have the support they need, everyone is affected.

According to a 2020 study of teachers in Finland, teacher burnout might be related to individual factors like:

- **Grade level** -- Special education teachers experience teacher burnout more often than primary or subject teachers.
- **Gender** -- Female teachers are more likely to experience undue amounts of stress at work, while male teachers are more likely to experience feelings of cynicism.
- **Years of experience** -- Early career teachers are more likely to experience burnout, possibly due to a lack of effective classroom management techniques or teaching experience.

Teaching is an incredibly important and demanding job, and there's no shame in admitting you need help.

If left untreated, teacher burnout symptoms can cause serious physical and mental health issues. That's why it's so important to use proactive strategies to prevent teacher burnout and treat symptoms sooner than later.

1. TALK ABOUT TEACHER BURNOUT

Sit down with a loved one, video call a friend, or go for a tea or coffee with a trusted colleague. If you can, talk to someone with their own long-term teaching experience. They'll be able to better understand and empathize with what you're feeling.

The key is to simply start talking – get it all out! Rant, laugh, cry, and don't hold anything back. The more you choose to withhold, the more your feelings of stress and frustration will percolate and bubble over into your next teaching day. That isn't fair for you or your students.

Whether or not your shoulder to lean on gives you sound advice is irrelevant. What's most important is to break the isolation of your work and know you're not alone. Every teacher can probably tell you their own stories of job-related stress -- especially during this time of online learning -- and you can support each other.

2. PRACTICE SELF-CARE

It might sound corny, but it works: self-care

routines can help you prioritize your own health.

Set some time aside on the weekend or in the evening to do something that benefits you physically or mentally.

What relaxes and refreshes you? Some ideas include:

- Practicing meditation
- A quick morning yoga routine
- Taking a walk and experiencing nature
- Reading a chapter of your favorite book
- Creating a sleep schedule (and sticking to it!)
- Relaxing with your drink of choice and favorite reality TV show

Self-care can even be as easy as taking a deep breath. Studies published in the journal of Neurological Sciences and Frontiers in Psychology have proven the health benefits of deep breathing, especially when it comes to anxiety and stress relief.

If you're stuck inside and teaching from home, try taking a screen-free lunch break or starting your day with a short walk. When you prioritize yourself, you're better equipped to help your students.



3. KNOW WHEN TO TAKE A BREAK

When you start feeling teacher burnout, step away from it. Leave your work *at work*: the thoughts of grading, curriculum planning, field trip permission forms, responding to parents' emails, report cards to fill out... the list goes on.

Instead of working around the clock, try this: pull out a pad of paper and write down everything that needs to get done over the next two days. Once your list is complete, choose the top three tasks. These are the must-do tasks for tomorrow that will make the day more manageable.

Now that you've figured out how to make the next two days easier, let go of your work and prioritize yourself for the rest of the night. Make a delicious dinner, read your current book, watch your favorite Netflix series, or get to sleep early.

Online learning makes this trickier, but it's still important to set boundaries. Step away from your computer screen at the end of the day and remind yourself it's personal time, not work time. Switch on some cozy lights, move to a different area of your home or put on your favorite dancing music to get your mind off work.

According to a Finnish study, **self-regulation** -- changing your own behaviors and thoughts -- is one of the key ways teachers can avoid and treat teacher burnout. This means:

- Slowing down your working pace
- Prioritizing your most important tasks
- Leaving your work at school when you need to
- Experimenting with different time-management techniques

Looking at your workload, it might seem impossible. But if you're at risk of teacher burnout, you need to make changes. After all, you can't be there for your students if you're not taking care of yourself.

4. PLAN FOR COMMUNITY

Preventing teacher burnout doesn't just mean self-regulation. The same study mentioned above also found **co-regulation** can help reduce burnout symptoms like cynicism and dissociation.

Co-regulation, or building a professional and personal community, looks different for everyone. But what is constant is having a support system in place where you can turn for professional advice or emotional support.

If you want to grow your social network, try:

- **Joining a hobby group** -- Maybe you love to knit, hike or spend your weekends baking endless loaves of bread. Whatever your passion is, connect online or in real life with other people who love the same things as you!
- **Start or join a professional group** -- See if there's a professional group online or in your area that aligns with your teaching interests. You'll find new ways to get excited about work, and maybe even learn a thing or two.
- **Reconnect with family and friends** -- It's easy to fall out of touch with friends or family members who live further away, but don't forget to check in every once in a while! Write letters or hop on a video call to keep your personal support system strong.

Whether it's teachers in your school or strangers on the internet, relationships are an important way to remind us we're not alone.

5. FIND OUT WHAT ACTUALLY WENT WRONG

So you had a bad day -- it happens. A bad day can feel all-encompassing, but have you ever stopped to think about *why* it was a bad day?

If it was just a single, possibly small event that triggered your bad day, maybe you're more in control than you thought. When things don't go as we expected, it can negatively affect everything else we do – even when there's no real reason for them to.

Once you're able to pinpoint the event that unfortunately ruined your day, you may come to find nothing (or very little) about your day was actually that bad.

If the same things keep going wrong, that's usually where you should make a change. Woke up tired and grumpy? Make a point of putting your work down and getting to bed earlier. Is it a struggle to transition between certain classes? Build a routine with your students to help them focus.

When you understand where the tricky spots in your day are, you'll be better equipped to smooth things out.



6. PUT THINGS IN PERSPECTIVE

Teaching – any job, really – can consume you if you aren't careful. It can become unhealthy when you start having thoughts of quitting or your mental health takes a backseat.

Forgetting this important reality can quickly lead to teacher burnout. You know, that feeling when the weight of the job starts to drown out your joy.

The unique thing about teaching is that you're so much more than just a teacher. You're a parent, a friend, a spouse, a student, an explorer — you can fill in the blanks!

The point is, there are relationships and other areas of life that begin to fade if you don't take care of yourself. And what's life without those?

Refer back to the points above to build a community, show yourself some compassion and practice healthy work habits. This is when “outside-the-job” thinking is important.

29 7. TRY SOMETHING NEW

If you're feeling cynical, uninspired or frustrated with your teaching, it could be a sign you need to troubleshoot your classroom.

Challenge:

1. Students are acting out in class.
2. Students have trouble focusing and get distracted during lessons.
3. Students don't seem excited to learn.

Solution:

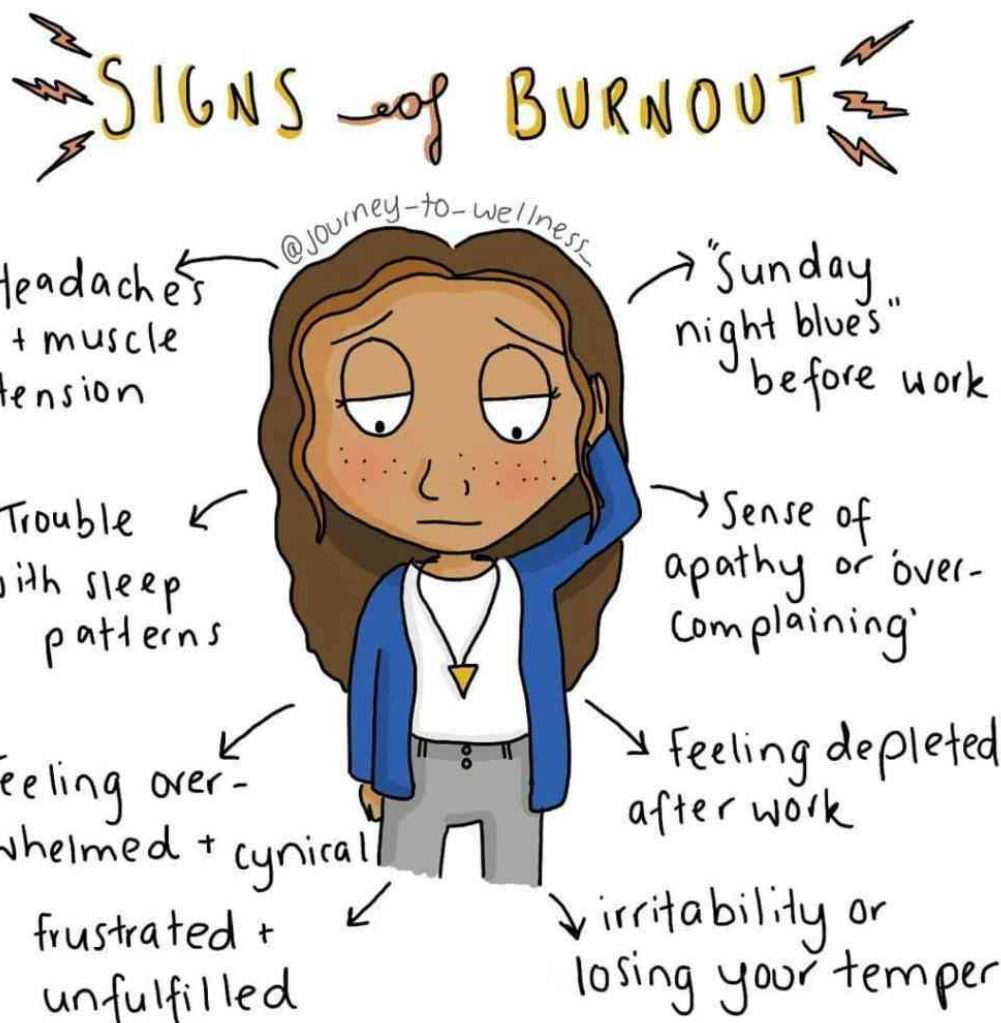
1. Try implementing new classroom management strategies or creating a set of classroom rules together with your students.
2. Introduce a new teaching strategy.
3. Try out a new teaching strategy or introduce your students to a new edtech tool like **Prodigy!**

Whatever you decide, it's important to realize the end goal is not to add another task to your growing to-do list -- it's to get you (and your students) excited about learning.

Think it's impossible while you're teaching from home? It's not! Check out '[six ways you can engage your students while they're learning remotely](#)'.

Choose what that feels exciting but not overwhelming -- maybe something that fits in nicely with your existing routine. Start with small goals and soon you'll see how much they can grow!

8. ASK FOR HELP WHEN YOU NEED IT



If you're feeling any of these symptoms, it might be time to reach out for support. Source: [Journey to Wellness](#)

Teacher burnout can have serious consequences for your mental and physical health. If you're struggling, use the resources you have around you. It might feel hopeless, but we promise it's not. Try:

- Visiting your family doctor
- Reaching out to a trusted friend or colleague for support
- Accessing resources through your school's Employee Assistance Program, if available

Your mental and physical health comes first -- before your to-do list or the next staff meeting.

Even if you're working from home, there are still resources

available to help you, so reach out! If you're not sure where to turn first, connect with a trusted colleague or friend to get the help you need.

ALL INDIA ASSOCIATION OF CATHOLIC SCHOOLS, NEW DELHI



The AINACS organized a Training Program (UP-SKILLING PROGRAM-III) for the Principals of Catholic Schools at Don Bosco Technical institute, Okhla, New Delhi, from 29-31 January 2025. There were 75 School Principals from all over India who attended this three days training program.

The topics were Legal Aspects dealt by Adv. Romy Chacko, the Senior Advocate of the Supreme Court, Artificial Intelligence by Mr. Mahesh Hemnani, Director S. R. Edu. Tech, Best Practices in Schools by Rupa Chakravarty, Director, Suncity Schools India, Stakeholder Management by prof. Harish Chaudhry, Accounts & Taxation by Chartered Accountant Vidisha Pandey. The Training Program began on 29th January with the Inauguration. Rev. Dr. Fr. Maria Charles SDB, the Secretary CBCI, Education & Culture, Inaugurated the UP- SKILLING PROGRAM-III.

The Principals actively participated in all the sessions. Many doubts were cleared and questions were answered by the resource persons. The training program was concluded on 31st Jan 2025 with the lunch. After the training program all the participants were given the certificates.

Fr. Sojan John. O. Praem
National secretary- AINACS



A word cloud of the word "peace" in various languages, including English, Thai, Vietnamese, and others, arranged in a circular shape with a stylized leaf graphic.

Today, 40% of people globally lack access to education in a language they speak and understand fluently—a figure that rises to 90% in some low- and middle-income countries, affecting more than a quarter of a billion learners. Multilingual education is essential, as it enables learners to be taught in a language they understand best, leading to improved learning outcomes across disciplines, including math and science.

Ms. Lily Pandeya, Joint Secretary, Ministry of Culture, reaffirmed government's commitment to supporting language preservation initiatives across India. The two-day event featured panel discussions on the intersections of language, culture, and sustainable development. Experts highlighted the importance of policy frameworks, community-driven initiatives, and technological interventions to preserve endangered languages. Discussions also delved into the impact of globalization on linguistic diversity, the role of digital tools in language revitalization, and the necessity of multilingual education. The experts emphasized the urgent need for collaborative efforts between academia, policymakers, and cultural institutions to ensure linguistic preservation remains a global priority.

<https://www.unesco.org/en/articles/unesco-and-ignca-celebrate-25-years-international-mother-language-day-championing-linguistic>



INDIA'S HIGHER EDUCATION FROM TRADITION TO TRANSFORMATION

By UNESCO: 25 February 2025

Education in India is deeply embedded in its ancient philosophical tradition, where Vidya was seen not merely as the accumulation of knowledge but as the means for holistic self-empowerment. Over the years, India has strived to nurture and pass on this invaluable wealth of knowledge to its youth. Notably, in the last decade, India has seen an impressive 318% increase in its representation in global rankings—the highest growth among the G20 nations. Highlighting the positive leap in Higher Education.

On 10th February, NITI Aayog released the report 'Expanding Quality Higher Education through States and State Public Universities'. This report focuses on State Public Universities (SPUs), which have been key in making education more accessible, especially in remote areas. Currently, SPUs serve over 3.25 crore students. With the National Education Policy (NEP) 2020 aiming to double enrolment by 2035, SPUs will continue to educate the majority of students.

At the time of India's independence in 1947, the country's education system was fraught with challenges. India had only 17 universities and 636 colleges serving about 2.38 lakh students. The literacy rate was alarmingly low at 14%. Now, we have 495 State Public Universities and their more than 46,000 affiliated institutions that truly play a crucial role. These universities account for 81% of total student enrolment, making higher education accessible across India. Since the establishment of the earliest universities in Calcutta, Bombay and Madras in 1857, India's higher education ecosystem has expanded significantly. In 1950-51, the country had just 30 universities and 578 colleges. However, according to the AISHE Report 2021-2022, the landscape has transformed, with 1,168 universities, 45,473 colleges and 12,002 stand-alone institutions now in existence. Over the last two decades the number of colleges alone has more than quadrupled, highlighting a remarkable growth in the sector.

Between 1950-51 and 2021-22, India's Gross Enrolment Ratio (GER) grew by a remarkable 71 times showcasing significant progress in increasing student enrolments over the decades. The GER figures reflect this growth, with 0.4 in 1950-51 and reaching 28.4 in 2021-22. This impressive progress aligns with the goals set by the National Education Policy (NEP) 2020, which aims to achieve a GER of 50% by 2035. India has approximately 16 lakh teachers in HEIs, with the majority (68%) being Lecturers/Assistant Professors. Readers/Associate Professors represent around 10% of the total faculty, followed by Professors & equivalent at 9.5%, Demonstrators/Tutors at 6%, Temporary Teachers at 5.7%, and Visiting Teachers at 0.8%. The number of Professors has marginally increased over the years.

India's contribution to global research publications has also seen a significant rise, increasing from 3.5% in 2017 to 5.2% in 2024. This growth is reflected in the NIRF 2024 rankings, where the Indian Institutes of Technology (IITs) lead in research output, contributing over 24% of total publications through 16 institutions. Private Deemed Universities closely follow, accounting for about 23.5% of the total publications with 22 institutions showing improvement in their research output. India also made a strong investment in its higher education sector, dedicating 1.57% of its Gross Domestic Product (GDP) to tertiary education in 2021, surpassing many European nations and coming close to the US and the UK. This continued investment supports the expansion and strengthening of India's education ecosystem, ensuring progress in both research and access to quality education.

India's higher education sector has seen impressive growth with significant increases in enrolment, expanded

State Public Universities (SPUs), and improved representation of disadvantaged groups. The country has made strides in gender parity, faculty development, and global research contributions. With the National Education Policy (NEP) 2020, India aims for a GER of 50% by 2035, focusing on further strengthening education infrastructure, faculty, and research to ensure equitable access to quality education.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2102789.pdf

MEASURING THE PULSE OF INDIAN EDUCATION

By PIB Delhi: 10 February 2025



Education has always been a key priority for the government and with the vision to make India a global education hub, the Union Budget 2025-26 introduces innovative initiatives. Focused on expanding medical seats, enhancing skilling infrastructure and growing IITs, these measures aim to provide more opportunities and equip youth with essential skills for the future.

The Indian education system has undergone significant transformation over the years. Serving 24.8 crore students across 14.72 lakh schools, it is supported by a dedicated workforce of 98 lakh teachers, as reported by the UDISE+ (Unified District Information System for Education Plus 2023- 24). Government schools form the backbone of the system, comprising 69% of the total, enrolling 50% of students and employing 51% of teachers. On the other hand, private schools make up 22.5% of institutions, catering to 32.6% of students and employing 38% of teachers. This growing structure reflects the dynamic changes in the Indian education landscape, paving the way for continuous improvements in enrolment and access over the years.

The NEP 2020 aims for a 100% Gross Enrolment Ratio (GER) by 2030. The GER is near universal at the primary (93 %) and the efforts are underway to bridge the gaps at the secondary (77.4%) and higher secondary level (56.2 %), driving the nation closer to its vision of inclusive and equitable education for all. In the realm of higher education, India has seen a dramatic rise in student enrolment. The total number of students enrolled in higher education reached 4.33 crore in 2021-22, a 26.5% increase from 3.42 crore in 2014-15. The Gross Enrolment Ratio (GER) for the 18-23 age group also rose from 23.7% to 28.4% in the same period.

Women's participation in higher education has also witnessed significant growth, with female enrolment rising from 1.57 crore in 2014-15 to 2.07 crore in 2021-22, marking a 32% increase. This progress is especially evident in fields like Medical Science, Social Science, and Arts, where women are now leading the charge in enrolment. However, challenges still persist, and the dropout rate remains a critical concern. While there has been a steady decline in dropout rates. School dropout rates have steadily declined in recent years, standing at 1.9 per cent for primary, 5.2 per cent for upper primary and 14.1 per cent for secondary levels. According to AISHE report the dropout rate at the secondary level has also decreased significantly from 21% in 2013-14 to 13% in 2021-22.

Over the years, India has seen a remarkable transformation in its higher education ecosystem. The number of Higher Education Institutions (HEIs) has grown significantly, increasing by 13.8% from 51,534 in 2014-15 to 58,643 in 2022-23. This expansion reflects the country's commitment to making higher education more accessible and diverse.

Education infrastructure has significantly improved, with a rise in the number of higher education institutions. Key areas like medical check-ups, sanitation, and ICT availability have also seen substantial upgrades, highlighting positive progress in school facilities to enhance the quality of education. From 2019-20 to 2023-

24, there have been notable improvements in school infrastructure. The percentage of schools with girls' toilets increased slightly from 96.9% to 97.2%, while access to libraries/reading rooms rose from 84.1% to 89%. The availability of electricity improved from 83.4% to 91.8%, and computers in schools increased from 38.5% to 57.2%. Additionally, internet access grew significantly from 22.3% to 53.9%, marking a positive shift toward better-equipped schools.

The education sector in India is being strengthened through various government initiatives aligned with NEP 2020. Programs like Samagra Shiksha Abhiyan, PM SHRI (Pradhan Mantri Schools for Rising India) and PM POSHAN (Pradhan Mantri Poshan Shakti Nirman) are driving improvements in infrastructure, teacher training and learning outcomes. The Economic Survey highlights the progress and the government's commitment to making education more inclusive and accessible.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2101363.pdf



UNION BUDGET 2025: PUSH FOR DIGITAL LEARNING, BIG PROMISES, BIGGER CHALLENGES

By TOI Education: February 21, 2025

Few countries possess the demographic dividend that India does. With over 250 million school-going children and an ever-growing higher education population, the potential for a digital learning revolution is immense. The Union Budget 2025, presented by Finance Minister Nirmala Sitharaman, appears to recognize this, introducing a set of initiatives aimed at integrating technology into education.

The government's 2025 budget focuses on five key digital education initiatives:

- 1. Centre of Excellence in AI for Education-** Allocated ₹500 crore, this initiative is designed to drive AI-powered innovation in education, creating intelligent learning tools, adaptive assessments, and administrative efficiencies. If implemented effectively, this could position India as a global leader in AI-driven education.
- 2. Broadband Connectivity for Rural Schools-** Leveraging BharatNet, the government aims to provide high-speed internet to all government secondary schools in rural India. The move has the potential to bridge the digital divide and provide access to high-quality digital learning resources for underprivileged students.
- 3. Digital Language Books under Bharatiya Bhasha Pustak Scheme-** A step towards inclusivity, the initiative seeks to make digital textbooks available in multiple Indian languages, fostering multilingual education and better comprehension for non-English speakers.
- 4. National Centres of Excellence for Skilling-** Five new centres, in partnership with global institutions, aim to impart industry-relevant digital skills and online certifications, addressing the employability crisis in the Indian workforce.
- 5. Expansion of Atal Tinkering Labs-** With 50,000 new Atal Tinkering Labs in government schools, this initiative seeks to enhance STEM education, coding, and problem-solving skills among young learners.

The Union Budget 2025 lays a crucial foundation for India's digital learning ambitions, but it falls short of a transformational revolution. Without addressing the digital divide, teacher training gaps, and infrastructural shortcomings, these well-intentioned initiatives risk becoming another set of under-implemented policies. For India to truly emerge as a global leader in digital education, policymakers must move beyond big-ticket announcements and focus on execution, inclusion, and impact-driven strategies. Otherwise, the promise of a tech-driven educational future will remain just that—a promise, not a reality.

https://timesofindia.indiatimes.com/education/news/union-budget-2025-push-for-digital-learning-big-promises-bigger-challenges/articleshow/117823388.cms?utm_source=chatgpt.com

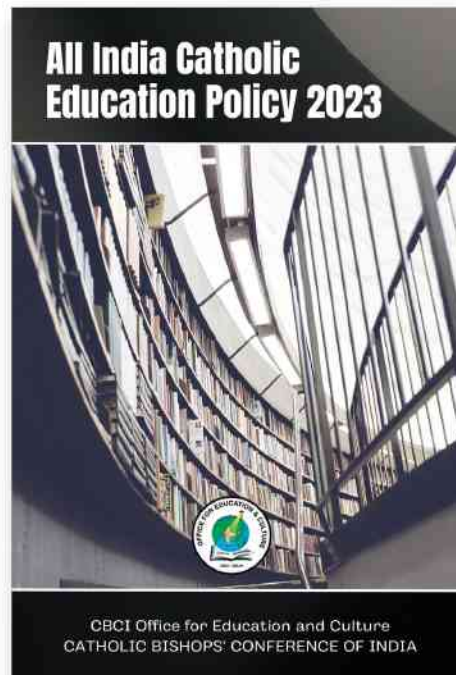


ALL INDIA CATHOLIC EDUCATION POLICY

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.

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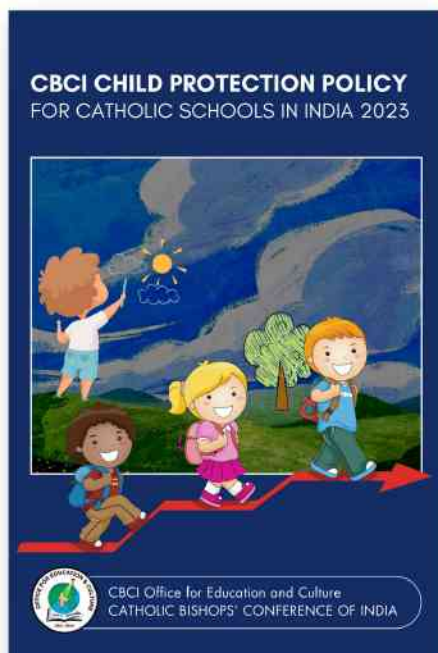


CBCI CHILD PROTECTION POLICY

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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