

# CBCI EDUCATION NEXUS MAY 2026



EDUCATE TO EMPOWER



**DIGITAL  
TRANSFORMATION AND  
THE FUTURE OF  
EDUCATION IN INDIA**

**NATIONAL  
TECHNOLOGY DAY**



**RESPECT TRADITIONAL  
KNOWLEDGE....ENSURE  
SURVIVAL**

**REBUILDING LEARNING  
FOUNDATIONS IN  
INDIA: THE URGENT  
CHALLENGE OF  
QUALITY EDUCATION**



# Table of CONTENTS

<b>CBCI National Consultation on Education 2026</b>	<b>01</b>
<b>Editorial</b>	<b>02</b>
<b>Cover Story 1: Digital Transformation and the Future of Education in India</b>	<b>03</b>
<b>Cover Story 2: Rebuilding Learning Foundations in India: The Urgent Challenge of Quality Education</b>	<b>06</b>
<b>Saint Educator Vol 2 Series 29: Saint Devasahayam Pillai</b>	<b>08</b>
<b>Living by Constitutional Values Series 4: Respect Traditional Knowledge....Ensure Survival</b>	<b>12</b>
<b>National Technology Day</b>	<b>14</b>
<b>Education in Brief</b>	
<b>'Stress-Free, Zero-Error' exams in focus for NTA</b>	<b>15</b>
<b>Department of Higher Education organises interactive session on Indian Knowledge Systems (IKS) under Mission Sadhana Saptah 2026</b>	<b>16</b>
<b>Awareness Drives mark Bharat Environment Programme</b>	<b>17</b>
<b>CBSE mandates AI and Computational thinking training for 2026-27</b>	<b>18</b>
<b>New Book Published by the CBCI OEC</b>	<b>19</b>
<b>Advertisement of the Policies</b>	<b>21</b>
<b>Order Form</b>	<b>22</b>





EDUCATE TO EMPOWER

# CBCI NATIONAL CONSULTATION ON EDUCATION 2026

## “REBUILDING THE SOUL OF EDUCATION: IDENTITY, INTEGRITY, AND INFLUENCE”

Organised by the  
CBCI Office for Education and Culture

NOVEMBER 25–27, 2026 

JOSEPH VAZ CENTRE, GOA 



### A NATIONAL GATHERING OF CATHOLIC EDUCATORS

In continuation of the previous three CBCI National Consultations, the CBCI Office for Education and Culture is pleased to announce the CBCI National Consultation on Education 2026.

### WHAT TO EXPECT

- A dynamic national platform for dialogue, reflection, and new pathways on Education
- Participation of eminent speakers, including international experts
- Engaging sessions on contemporary educational challenges and opportunities
- A collective effort towards strengthening Catholic education in India

### WHO CAN PARTICIPATE

- National Coordinators of Education
- Regional & Diocesan Education Secretaries
- Principals of Catholic Schools and Colleges

### JOIN US

Be part of this significant national initiative as we reflect, reimagine, and renew Catholic education for the future.

Please mark the Dates and send us your confirmation on [cbcieducationinfo@gmail.com](mailto:cbcieducationinfo@gmail.com) and [cbcieducation@gmail.com](mailto:cbcieducation@gmail.com)

More details will follow soon.

# INTEGRAL EDUCATION

*Forming Minds, Shaping Lives*

India's educational landscape is undergoing a profound shift, especially in the light of the National Education Policy 2020. Yet, a critical question confronts us: are our schools truly educating the whole person, or merely training students to succeed in examinations? The crisis is not of access, but of purpose.

Education today risks becoming fragmented—rich in information, but poor in formation.

Integral education calls us back to a deeper vision: forming the human person in totality—intellect, emotion, character, and spirit.

As Maria Montessori reminds us, *“The goal of education is to activate the child's own natural desire to learn.”* When curiosity is replaced by pressure and learning by memorisation, we produce achievers without direction and professionals without purpose. The Indian classroom today stands between promise and paradox. Policy speaks of holistic, experiential learning; practice remains tied to syllabus completion and exam anxiety. The result is clear: students may pass tests, but fail to develop resilience, empathy, and ethical clarity. Education must move from **marks to meaning**, from **content to character**, and from **performance to purpose**.

As John Dewey rightly said, *“Education is not preparation for life; education is life itself.”* This insight demands that schools become spaces where life is experienced, not postponed.

## FROM VISION TO ACTION: WHAT SCHOOLS MUST DO

Integral education is not an abstract ideal—it requires concrete planning:

- **Design a balanced curriculum** that integrates academics with arts, sports, values, and life skills, breaking subject silos.
- **Prioritise social-emotional learning**, with mentoring, counselling, and safe

spaces for students to grow in confidence and well-being.

- **Reform assessment practices**, moving beyond marks to portfolios, projects, and reflective learning.
- **Empower teachers as formators**, investing in their continuous development—not just as educators, but as mentors and role models.
- **Promote community-linked learning**, enabling students to engage with real-life social and environmental challenges.
- **Use technology wisely**, ensuring it enhances learning without replacing human connection and ethical reflection.

Integral education is not a choice—it is a responsibility. In a society facing rapid change, deep inequalities, and moral uncertainties, schools must become centres of human formation. The future of India depends not only on skilled individuals, but on grounded, compassionate, and responsible citizens.

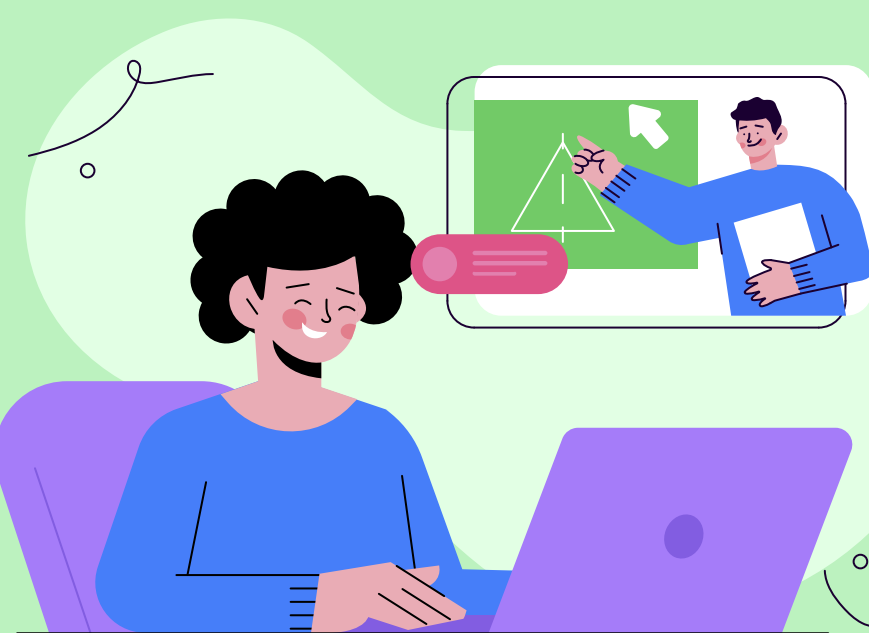
The task before us is clear and urgent: to move beyond fragmented excellence toward integrated wisdom. Because education, in its truest sense, is not about what students achieve—it is about who they become.



**FR. MARIA CHARLES SDB**

National Secretary,  
CBCI Office for Education and Culture





# DIGITAL TRANSFORMATION AND THE FUTURE OF EDUCATION IN INDIA

By Tarana Sheikh and Keshav Nath

## **Reimagining Access, Quality, and Inclusion in the Age of Technology:**

In April 2026, education in India stands at a defining crossroads. The rapid expansion of digital technologies, accelerated by the disruptions of the COVID-19 pandemic, has not merely supplemented traditional education systems; it has fundamentally reshaped them. What began as an emergency response has evolved into a long-term transformation, positioning technology as a central pillar in the pursuit of equitable, inclusive, and quality education.

A recent scholarly study on the transformation of education through digitalization in India underscores a powerful reality: technology is no longer an option, it is an imperative. It is redefining how knowledge is accessed, delivered, and experienced across diverse educational landscapes.

## **From Crisis to Catalyst- The Digital Turn in Education:**

The pandemic marked a turning point in India's educational journey. As physical classrooms closed, digital platforms emerged as lifelines, ensuring continuity of learning across schools, colleges, and universities. Online classrooms, learning management systems, and digital content platforms became the new norm almost overnight.

This shift, while initially reactive, has now matured into a strategic transformation. Digital tools have expanded the reach of education, particularly to underserved and remote regions where access to quality learning resources was previously limited. For many learners in rural and marginalized communities, technology has opened doors that were once firmly shut.

Yet, this transformation is not merely about access; it is about reimagining the very nature of education.

## **Enhancing Access- Bridging Distances, Expanding Opportunities:**

One of the most significant contributions of digitalization has been the democratization of education. Online platforms have enabled learners from geographically isolated and socio-economically disadvantaged backgrounds to access educational content, expert instruction, and collaborative learning opportunities.

Digital education has:

- Expanded outreach to remote and underserved communities
- Enabled flexible and lifelong learning pathways
- Provided access to diverse and global knowledge resources

This aligns closely with the vision of Sustainable Development Goal 4 (Quality Education), ensuring inclusive and equitable education for all.

However, the promise of access must be critically examined through the lens of equity. The digital divide, marked by disparities in connectivity, devices, and digital literacy, continues to challenge the inclusiveness of this transformation. Access without equity risks deepening existing inequalities.

## **Redefining Quality- Towards Interactive and Personalized Learning:**

Digital technologies are not only expanding access but also transforming the quality of education. The

traditional “one-size-fits-all” model is gradually giving way to more personalized, learner-centred approaches.

Technology-enabled education now allows:

- Adaptive learning systems tailored to individual needs
- Interactive and multimedia-rich learning experiences
- Continuous assessment and real-time feedback

Such innovations are fostering deeper engagement, critical thinking, and active participation among students. The classroom is no longer confined to physical walls; it has become a dynamic, interconnected learning environment.

At the same time, the study highlights a crucial insight: technology alone does not guarantee quality. The effectiveness of digital learning depends significantly on how it is integrated into pedagogy and practice.

Quality education in the digital age demands not just tools, but transformation in teaching methodologies.

### **The Human Factor- Teachers at the Heart of Transformation:**

While technology is reshaping education, teachers remain its most critical agents of change. The transition to digital learning has revealed both opportunities and challenges for educators.

Many teachers have embraced digital tools, discovering new ways to engage students and enhance learning outcomes. However, the shift has also exposed gaps in digital readiness, highlighting the urgent need for:

- Continuous professional development
- Digital literacy and pedagogical training
- Support systems for adapting to new technologies

The study notes mixed responses from educators and students regarding digital adoption, underscoring the importance of reorientation and capacity-building initiatives. In the evolving educational landscape, the role of the teacher is not diminished but redefined; from a transmitter of knowledge to a facilitator, mentor, and guide.

### **Inclusion and Equity- The Unfinished Agenda:**

Despite its transformative potential, digital education raises critical questions about inclusion. Who benefits from this transformation? Who is left behind?

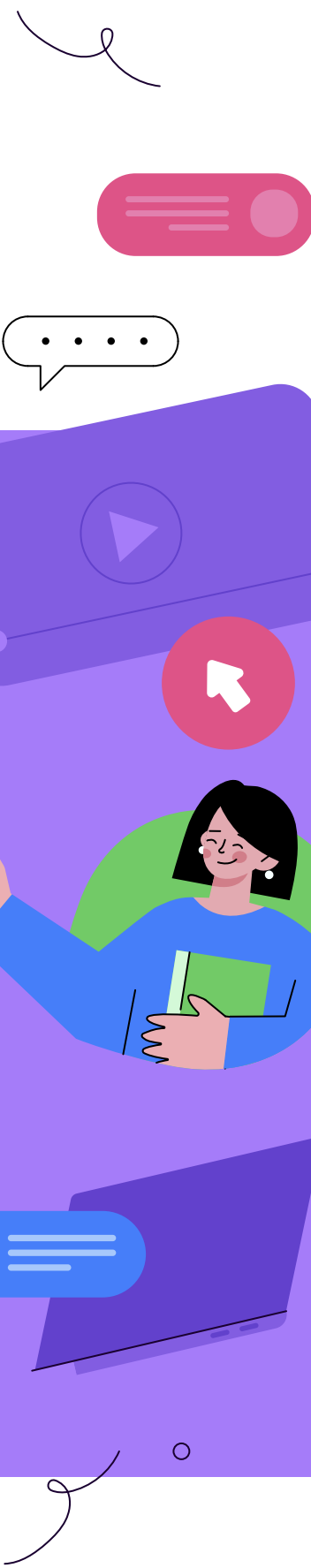
Challenges include:

- Limited access to devices and internet connectivity
- Socio-economic barriers affecting participation
- Lack of digital skills among learners and educators
- Accessibility concerns for students with disabilities

The study emphasizes that digitalization must be accompanied by robust infrastructural development and inclusive policies to ensure that no learner is excluded. Technology must not become a new form of exclusion; it must be a bridge to inclusion.

### **Towards Sustainable Education- Aligning with National and Global Goals:**

Digital transformation in education is deeply interconnected with broader developmental goals. In India, it aligns with the vision of the National Education Policy (NEP) 2020, which emphasizes technology integration, digital learning, and equitable access.



Globally, it contributes to the achievement of Sustainable Development Goals by:

- Promoting inclusive and quality education
- Enhancing digital literacy and lifelong learning
- Supporting socio-economic development

The study adopts a mixed-method approach to analyse these impacts, combining qualitative and quantitative insights to provide a comprehensive understanding of digitalization in education. This holistic perspective highlights that digital transformation is not merely a technological shift; it is a developmental imperative.

### **Challenges Ahead- Navigating Complexity with Wisdom:**

As education systems embrace digitalization, they must also navigate complex challenges:

- Ensuring data privacy and cybersecurity
- Preventing overdependence on technology
- Maintaining human interaction and emotional connection
- Addressing infrastructural and policy gaps

The rapid pace of technological change also raises questions about sustainability and long-term impact. Continuous research, policy innovation, and stakeholder collaboration will be essential to address these challenges effectively.

### **A Call to Action- Shaping the Future of Education:**

The transformation of education through digitalization presents both an opportunity and a responsibility. For educators, policymakers, and institutions, especially within mission-driven systems, the challenge is to harness technology in ways that uphold human dignity, promote equity, and foster holistic development. The future of education must be:

- **Inclusive**- reaching every learner, especially the marginalized
- **Innovative**- embracing new pedagogies and technologies
- **Human-centred**- prioritizing values, relationships, and formation
- **Sustainable**- aligned with long-term developmental goals

Digital transformation is not the destination; it is a journey. And the direction we choose today will determine the kind of society we build tomorrow.

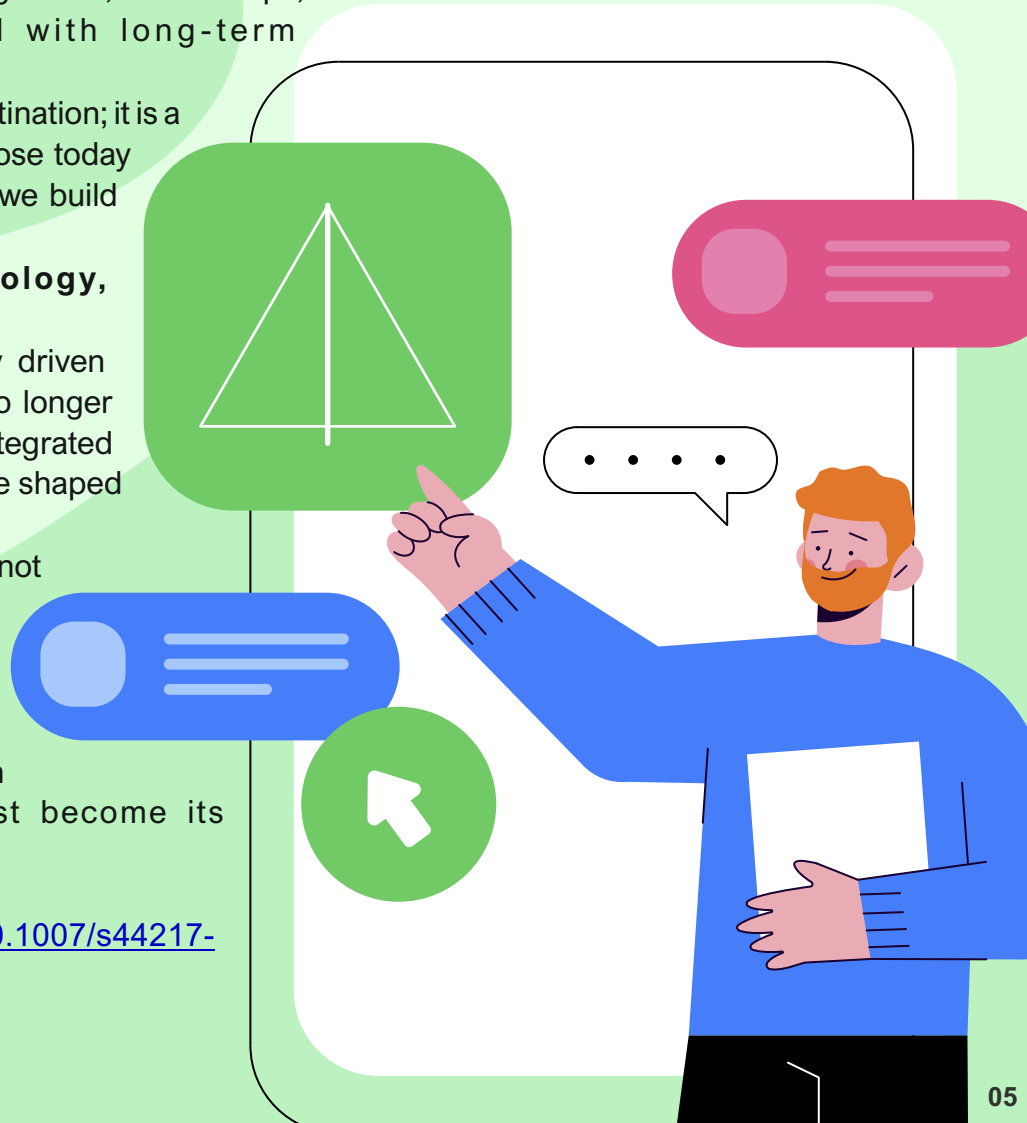
### **Conclusion- Beyond Technology, Towards Transformation:**

As India advances into a digitally driven educational era, the question is no longer whether technology should be integrated into education, but how it should be shaped to serve the common good.

The real measure of success will not be the sophistication of our technologies, but the depth of our impact; on learners, communities, and the future of our nation.

Education, at its core, remains an act of hope. Technology must become its instrument, not its master.

<https://link.springer.com/article/10.1007/s44217-026-01242-1>





# REBUILDING LEARNING FOUNDATIONS IN INDIA: THE URGENT CHALLENGE OF QUALITY EDUCATION

## **A System at the Crossroads- Access Without Learning:**

India's education system today stands at a critical crossroads. Over the past two decades, the country has made remarkable progress in expanding access to schooling, achieving near-universal enrolment at the primary level. Yet, beneath this success lies a deeper and more troubling reality; a crisis of learning outcomes, especially in foundational literacy and numeracy. The editorial analysis of April 24, 2026, brings into focus a fundamental concern: India has succeeded in getting children into schools, but has not been equally successful in ensuring that they learn.

## **Schooling vs Learning- The Core Disconnect:**

At the heart of this challenge lies the distinction between schooling and learning. While enrolment figures have improved significantly, many students continue to struggle with basic reading and arithmetic skills even after several years of education. This gap highlights a systemic weakness where the focus has remained on inputs such as infrastructure, enrolment, and policy frameworks, rather than on measurable learning outcomes. As a result, students often progress through grades without acquiring the competencies required for higher education or employment.

## **The Foundational Learning Crisis:**

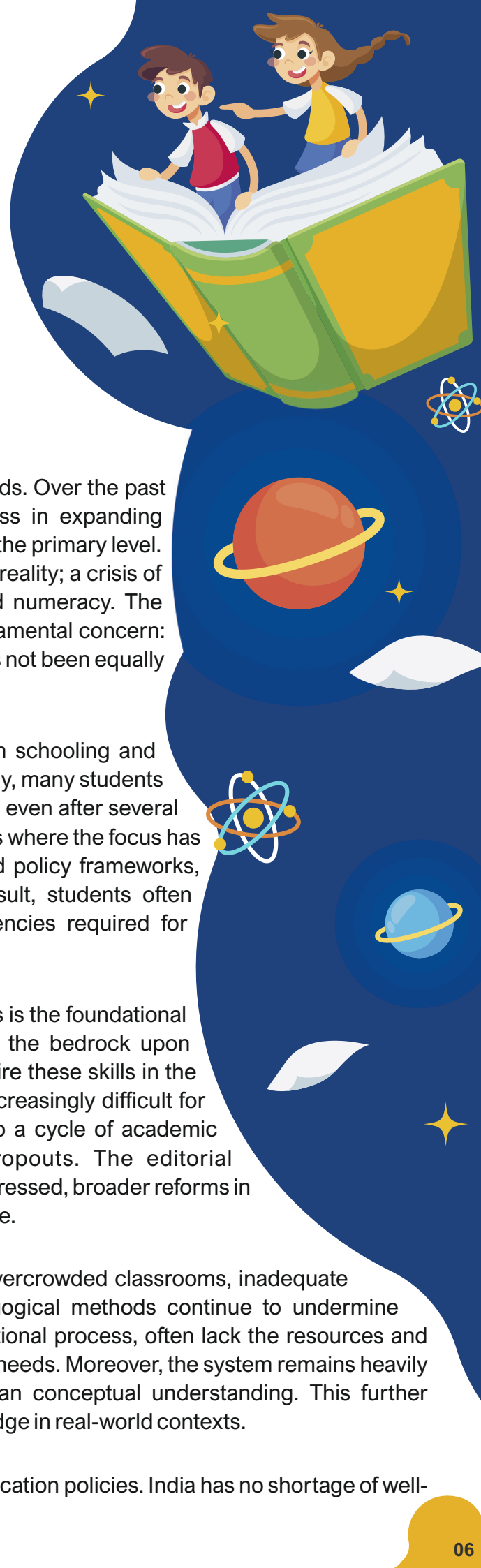
One of the most pressing concerns identified in the analysis is the foundational learning crisis. Foundational literacy and numeracy form the bedrock upon which all future learning is built. When children fail to acquire these skills in the early years, the deficit accumulates over time, making it increasingly difficult for them to cope with more advanced subjects. This leads to a cycle of academic underperformance, disengagement, and eventual dropouts. The editorial emphasises that unless this foundational gap is urgently addressed, broader reforms in higher education and skill development will remain ineffective.

## **Systemic Causes:**

The causes of this crisis are complex and multifaceted. Overcrowded classrooms, inadequate teacher training, and limited use of child-centred pedagogical methods continue to undermine effective learning. Teachers, who are central to the educational process, often lack the resources and professional support needed to adapt to diverse classroom needs. Moreover, the system remains heavily exam-oriented, encouraging rote memorisation rather than conceptual understanding. This further weakens students' ability to think critically and apply knowledge in real-world contexts.

## **Policy vs Practice- The Implementation Deficit:**

Another significant issue is the implementation deficit in education policies. India has no shortage of well-





articulated policy frameworks, including the National Education Policy (NEP) 2020 and initiatives like the NIPUN Bharat Mission, which aim to strengthen foundational learning. However, the gap between policy intent and ground-level execution remains wide. Effective implementation requires robust monitoring systems, accountability mechanisms, and sustained institutional commitment, all of which are currently uneven across states and regions.

### **Inequality in Education:**

The editorial also draws attention to the persistent inequalities within the education system. Students from rural areas, economically weaker sections, and marginalised communities often face additional barriers, including lack of access to quality schools, trained teachers, and digital resources. While technology has been promoted as a solution to bridge learning gaps, it has also exposed the digital divide, where access to devices and connectivity is uneven. Without addressing these disparities, reforms risk benefiting only a segment of the population, thereby widening existing inequalities.

### **Education and Employability:**

The disconnect between education and employability remains a growing concern. Many students complete their schooling without acquiring the skills necessary for meaningful participation in the workforce.

This highlights the need for a curriculum that is not only academically rigorous but also relevant to contemporary socio-economic realities.

Skills such as critical thinking, problem-solving, and adaptability must become central to the learning process.

### **From Access to Outcomes:**

The way forward, as emphasised in the analysis, requires a paradigm shift in how education is perceived and delivered. The focus must move from merely ensuring access to ensuring quality learning outcomes. Strengthening foundational literacy and numeracy should be treated as a national priority, with targeted interventions in early-grade education. Teacher training must be enhanced, with continuous professional development and support systems that empower educators to adopt innovative and student-centred approaches.

### **Governance Reform:**

Governance structures must evolve to prioritise outcome-based evaluation rather than input-based compliance. Data-driven monitoring systems, coupled with community participation, can help ensure accountability and transparency. Bridging the digital divide through equitable infrastructure investment is equally critical, as technology can play a transformative role when integrated thoughtfully.

### **Education Beyond Certification:**

Rebuilding India's education system is not just about reforming institutions but about reimagining the purpose of education itself. Education must move beyond the acquisition of certificates to become a process of meaningful learning, critical engagement, and holistic development.

### **The Road Ahead:**

The future of India's economic growth, social cohesion, and global competitiveness will depend on how effectively it addresses this foundational challenge. The message from the April 2026 analysis is clear: India's education system does not lack ambition or policy direction. What it requires is depth in implementation, commitment to quality, and a relentless focus on learning outcomes. Only then can the promise of education translate into real transformation for millions of learners across the country.

<https://www.drishtias.com/current-affairs-news-analysis-editorials/news-analysis/24-04-2026>

# SAINT DEVASAHAYAM PILLAI

(1712-1752)



## Introduction- A Saint Rooted in Indian Soil:

The canonization of Saint Devasahayam Pillai in May 2022 stands as a watershed moment in the history of the Church in India. It is not merely the recognition of an individual's holiness, but a profound affirmation that sanctity can emerge from the soil of India, shaped by its culture, struggles, and social realities. As the first Indian layman and married person to be canonized, Devasahayam Pillai occupies a unique and significant place in the spiritual imagination of the Church. His life transcends the boundaries of personal piety and enters the realm of social transformation, making him a saint not only for the Church but for the nation. In him, we encounter a compelling synthesis of faith and justice, spirituality and social courage, conviction and sacrifice.

## Early Life and Cultural Formation:

Born as Neelakanta Pillai on 23 April 1712 in Nattalam in the erstwhile Kingdom of Travancore, he grew up in a socio-cultural environment deeply influenced by Hindu traditions and structured by the rigid hierarchies of the caste system. Belonging to the Nair community, which enjoyed social prestige and proximity to power, Neelakanta was raised in a context that afforded him education, influence, and opportunity. His upbringing included exposure to Sanskrit learning, philosophical traditions, and administrative discipline. These early influences shaped his intellectual depth and moral sensitivity, preparing him for a life that would eventually transcend the privileges of his birth.

## Life in the Royal Court of Travancore:

Neelakanta's entry into royal service marked the beginning of a promising career. Serving under the Dewan of Travancore, Ramayyan Dalawa, he held a position of responsibility and trust. His administrative acumen, diligence, and loyalty earned him recognition within the royal court. Yet, even as he navigated the corridors of power, an inner restlessness seems to have stirred within him; a search for deeper meaning that worldly success could not satisfy. This inner quest would eventually find direction through an unexpected encounter that would alter the course of his life forever.

## Encounter with Faith- The Influence of De Lannoy:

The turning point came through his interaction with Captain Eustachius De Lannoy, a Dutch naval officer

who, after being captured by the Travancore forces, entered the service of the king. De Lannoy, a man of faith, became an instrument of grace in Neelakanta's life. Through their conversations, Neelakanta was introduced to the Christian worldview, particularly the profound teachings on suffering, redemption, and divine providence. One story often associated with this period is De Lannoy's explanation of the biblical figure of Job, whose unwavering faith amid suffering deeply impressed Neelakanta. It was not merely the intellectual appeal of Christian doctrine that drew him, but the existential depth of its message; a faith that offered meaning in suffering and dignity to every human person.

### **Conversion and Baptism- A Radical Reorientation:**

This encounter initiated a gradual process of conversion, marked by reflection, questioning, and spiritual openness. In 1745, Neelakanta embraced the Christian faith and was baptized, taking the name Lazarus, translated in Tamil as “Devasahayam,” meaning “God is my help.” This name would come to define his identity and mission. His conversion was not a superficial change of religious affiliation; it was a radical transformation of worldview and life orientation. It redefined his relationships, his social commitments, and his understanding of human dignity.

### **Living the Gospel- A Commitment to Equality:**

One of the most remarkable consequences of his conversion was his rejection of caste-based discrimination. In a society rigidly divided along hierarchical lines, Devasahayam Pillai began to live out the Christian teaching of equality with boldness and clarity. He associated freely with people from marginalized communities, shared meals with them, and affirmed their inherent dignity. This was not merely a private conviction but a public witness. His actions challenged deeply entrenched social norms and exposed the moral contradictions of a system that denied equality to large sections of society.

### **A Prophetic Voice Against Social Injustice:**

Such a stance was revolutionary and, inevitably, deeply unsettling to the established order. For the ruling elite and upper castes, his behaviour was not just unconventional, it was threatening. By proclaiming that all are equal before God, he was undermining the very foundations of the caste system. His life became a prophetic sign, a living critique of injustice, and a call to a more humane and inclusive social vision. In this sense,

Devasahayam Pillai emerges not only as a convert but as a reformer, whose faith compelled him to confront structures of oppression.

### **Persecution and Arrest- The Cost of Discipleship:**

The response to his witness was swift and severe. His conversion, combined with his outspoken advocacy for equality, provoked hostility from powerful quarters within the kingdom. He was accused of betraying his social identity and destabilizing the social order. In 1749, he was arrested on charges that were as much political as they were religious. What followed was a prolonged period of suffering that would test the depth of his faith and the strength of his conviction.

### **Suffering and Witness- Faith Under Trial:**

Devasahayam Pillai was subjected to brutal torture and humiliation. Historical accounts describe how he was dragged across villages, beaten mercilessly, and exposed to public ridicule. He was denied basic human dignity and treated as a criminal, not for any wrongdoing, but for his beliefs and the way he chose to live them out. These acts of cruelty were intended not only to punish him but also to serve as a warning to



others who might be inspired by his example.

Yet, amid these trials, Devasahayam Pillai remained steadfast. He refused to renounce his faith or abandon his commitment to justice and equality. His endurance was not rooted in stubbornness but in a deep and abiding trust in God. The name he had taken, "God is my help", became a lived reality. His suffering, rather than breaking him, became a source of spiritual strength and witness. In his trials, we see echoes of the passion of Christ; a suffering borne with dignity, forgiveness, and unwavering faith.

#### **Martyrdom- Witness Unto Death:**

His martyrdom came on 14 January 1752, when he was executed at Aralvaimozhy. He was shot dead in a forest, and his body was left unattended before being later retrieved and buried by the faithful. His death marked the culmination of a life lived in fidelity to truth and conscience. It was not merely an end but a testimony, a final affirmation of his faith and his commitment to the values he had embraced.

#### **Memory, Devotion, and the Journey to Sainthood:**

The memory of Devasahayam Pillai did not fade with his death. On the contrary, it grew stronger over time, sustained by the devotion of local communities who recognized in him a witness of extraordinary courage and holiness. His story was preserved through oral traditions and eventually documented, inspiring generations of believers. The process of his formal recognition by the Church was long but steady. He was declared Blessed in 2012, recognized as a martyr who had given his life for the faith. A miracle attributed to his intercession paved the way for his canonization in 2022, when he was officially declared a saint by Pope Francis.

#### **A Lay Saint for the Church:**

The canonization of Devasahayam Pillai carries profound implications for the Church in India. It affirms that holiness is not confined to any particular state of life or geographical region. As a layman, a husband, and a public servant, he represents a form of sanctity that is accessible and relevant to the vast majority of the faithful. His life challenges the tendency to associate holiness exclusively with clergy or religious life, reminding us that the call to holiness is universal.

Moreover, his life offers a powerful model of the integration of faith and social responsibility. In Devasahayam Pillai, faith is not an abstract belief but a transformative force that shapes one's engagement with society. His commitment to equality and justice reflects the social dimension of the Gospel; a dimension that is increasingly emphasized in contemporary Church teaching. He stands as a precursor to the Church's later articulation of human dignity, social justice, and the preferential option for the poor.

#### **Relevance for Contemporary India:**

In the context of India, his relevance is particularly striking. Despite significant progress, issues of caste discrimination, social inequality, and religious tension continue to challenge the nation. Devasahayam Pillai's life speaks directly into these realities. His witness calls for a renewed commitment to the dignity of every human person, irrespective of caste, creed, or social status. He invites both the Church and society to move beyond divisions and to build communities rooted in respect, justice, and compassion.

#### **Inspiration for Catholic Education:**

For Catholic educators, his life holds special significance. Education, in its deepest sense, is not merely the transmission of knowledge but the formation of persons. It involves shaping minds and hearts,



nurturing values, and fostering a sense of responsibility toward others. Devasahayam Pillai embodies this holistic vision of education. Though not an educator in the formal sense, his life educates, through example, through courage, and through the power of lived conviction. He reminds educators that true education must lead to transformation of individuals and of society.

His life also speaks to the role of the laity in the mission of the Church. In a time when the Church increasingly recognizes the importance of lay participation, Devasahayam Pillai stands as a powerful exemplar. He demonstrates that the laity are not passive recipients of faith but active agents of change. Through their witness in everyday life, they are called to bring the values of the Gospel into the public sphere. His recognition as a patron of the laity in India further underscores this dimension of his legacy.

### **The Nature of Faith- Courage, Conviction, and Commitment:**

At a deeper level, the life of Devasahayam Pillai invites reflection on the nature of faith itself. His journey from privilege to persecution, from social conformity to prophetic witness, reveals faith as a dynamic and demanding reality. It calls for courage, for integrity, and for a willingness to stand for truth even in the face of opposition. In a world where faith is often reduced to ritual or identity, his life challenges us to rediscover faith as a transformative commitment.

### **A Saint for the Future- Vision and Global Relevance:**

His story also resonates with the broader vision of the Church articulated in initiatives such as the Global Compact on Education. The emphasis on human dignity, social inclusion, and the formation of a just and fraternal society finds a concrete expression in his life. He becomes, in this sense, not only a saint of the past but a guide for the future; a figure who can inspire new educational, social, and spiritual initiatives.

### **Conclusion- A Legacy of Faith, Justice, and Transformation:**

Saint Devasahayam Pillai stands as a luminous witness in the history of the Indian Church and beyond. His life is a testament to the power of faith to transform individuals and challenge unjust structures. It is a story of courage in the face of adversity, of conviction during pressure, and of hope in the face of suffering. He reminds us that holiness is not an escape from the world but a deeper engagement with it, a commitment to truth, justice, and love.

As we reflect on his life, we are invited to move beyond admiration to imitation. His example challenges us to examine our own lives, our own commitments, and our own response to the call of the Gospel. In a world marked by division and inequality, his message remains clear and compelling: every human being is equal in dignity, and faith must be lived with courage and integrity.

Saint Devasahayam Pillai continues to speak to us, not through words alone, but through the enduring witness of a life fully given to God and to humanity.

- [https://en.wikipedia.org/wiki/Devasahayam\\_Pillai](https://en.wikipedia.org/wiki/Devasahayam_Pillai)
- <https://www.indiancatholicmatters.org/feast-of-blessed-devasahayam-pillai-the-first-lay-indian-martyr/>
- <https://www.drishtias.com/daily-news-analysis/devasahayam-pillai-1>
- <https://www.franciscanmedia.org/saint-of-the-day/saint-devasahayam-pillai/>



# LIVING BY *Constitutional* VALUES

SERIES 3

## *Respect Traditional Knowledge.... Ensure Survival*



"Long before the development of modern science, which is quite young, indigenous peoples have developed their ways of knowing how to survive and also of ideas about meanings, purposes and values. It has become customary to refer to this kind of knowledge as "indigenous knowledge" or "traditional knowledge." (Magga, 2005, p.2)

### **What is TRADITIONAL KNOWLEDGE?**

"Traditional knowledge is a body of knowledge built by a group of people living in close contact with nature. It includes a system of classification, a set of experimental observations about the local environment and a system of self-management that governs resource use"-

Anthropologist Johnson.

Traditional knowledge takes the form of stories, songs, folklore, proverbs, cultural values, beliefs, rituals, community laws, local language and agricultural practices, including the development of plant species and animal breeds. Traditional knowledge is mainly of a practical nature, particularly in fields such as

### **Why TRADITIONAL KNOWLEDGE is important?**

In recent years the significance of traditional knowledge has grown tremendously because of its value to biotechnology, particularly the pharmaceutical, phytomedicinal, nutraceutical, and herbal sectors. Three-fourths of the biologically active plant-derived compounds currently in use have been discovered through follow-up research to verify the authenticity of data derived from traditional sources.

It is estimated that 80 per cent of the earth's remaining healthy ecosystems and biodiversity 'hotspots' are located in indigenous territories. Traditional knowledge has evolved parallel to these ecosystems, and it is critical to their survival. Traditional knowledge is a valuable capital for native communities and embodies lessons that can teach the world about sustainability.

Throughout history, Indigenous people's perspectives and knowledge have contributed substantially to the development of science and technology and will surely continue to do so for generations to come. Traditional societies, usually with strong cultural roots, have nurtured and refined systems of knowledge of their own, relating to such diverse domains as astronomy, meteorology, geology, ecology, botany, agriculture, physiology, psychology and health. They are also expressions of relationships between society and nature in general and of sustainable ways of managing natural resources in particular. A WHO report estimates that 70 - 80% of the population in developing countries such as India is dependent on traditional medicines for their primary health care needs.

Traditional knowledge is under threat. Traditional knowledge, innovations and practices play an important role in practically all aspects of the lives and livelihoods of rural people in India. It is disappearing. Rather, the entire body of traditional knowledge is being appropriated by the market economy; big corporate and multinational companies use it to produce consumer products. Therefore, although the primary need is to preserve traditional knowledge, protection against misuse has also become critical.

Article 51 (A)(g) Imposes a duty upon the citizens of India to protect and improve the natural environment, including forests, lakes, rivers and wildlife. According to Article 29, “any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.”

## How TRADITIONAL KNOWLEDGE is an ASSET?

Traditional knowledge can make a significant contribution to sustainable development. Most indigenous and local communities are situated in areas where the vast majority of the world's genetic resources are found. Many of them have cultivated and used biological diversity in a sustainable way for thousands of years. Some of their practices have been proven to enhance and promote biodiversity at the local level and aid in maintaining healthy ecosystems. However, the contribution of indigenous and local communities to the conservation and sustainable use of biological diversity goes far beyond their role as natural resource managers. Their skills and techniques provide valuable information to the global community and a useful model for biodiversity policies.

In addressing the goals of sustainable development, the role of science is crucial; scientific knowledge and appropriate technologies are central to resolving the economic, social and environmental problems that make current development paths unsustainable. However, science does not constitute the only form of knowledge, and closer links need to be established between science and other forms and systems of knowledge in addressing sustainable development issues and problems at the local level such as natural resources management and biodiversity conservation.



## Participation of YOUTH

Today there is a growing recognition of the value of indigenous knowledge for sustainable development. It would, therefore, be wise to sustain indigenous knowledge in traditional communities and integrate it into the school curriculum where it is culturally and educationally appropriate.

The world is facing an ecological crisis due to an explosion of industrial pollution. Yet few industrial economists would admit they could learn from indigenous people. Key to this is sustainability. They use their intimate knowledge of plants, soils, animals, climate, and seasons, not to exploit nature but to co-exist. This involves careful management, control of the population, the use of small quantities but a wide diversity of plants and animals, small surpluses, and minimum wastage.

## Activities

1. Do a survey on traditional medicines that people use and discuss with Government Siddha and Ayurvedic institutions to find their scientific healing characteristics.
2. Visit backwater fishing communities and learn about their indigenous fishing methods and survival. See how best you can help with their livelihood.
3. Meet the oldest person, a woman in the village and get to know her traditional knowledge of native medicines.

# NATIONAL TECHNOLOGY DAY:

## HUMANISING INNOVATION IN OUR SCHOOLS AND COLLEGES

Every year on May 11, India celebrates National Technology Day, commemorating the nation's scientific achievements. Yet beyond its historical significance, this day invites us to reflect on a deeper question: What is technology ultimately for? In our schools and colleges, it must not merely be about machines, devices, or artificial intelligence; it must be about people, purpose, and progress rooted in human dignity. Today's learners are growing up in a world shaped by rapid technological change. From digital classrooms to artificial intelligence, technology is redefining how knowledge is created and shared. However, the true challenge before educators is not simply to adopt technology, but to humanise it. Technology must become a tool that nurtures creativity, compassion, and critical thinking; not one that isolates, distracts, or overwhelms. National Technology Day, therefore, is not just a celebration of innovation; it is a call to align technology with the holistic formation of the human person.

In our educational institutions, this day can be meaningfully observed by creating spaces where students engage with technology as active creators rather than passive consumers. Schools can organize simple innovation fairs where students present projects that address real-life challenges; be it water conservation, waste management, or community service. Colleges can host discussions and workshops on ethical technology, artificial intelligence, and the social impact of digital tools. These initiatives need not be complex; what matters is that they inspire curiosity and responsibility.

Equally important is the formation of values. Technology, when detached from ethics, can lead to misuse, misinformation, and even harm. Educators must therefore guide students to ask important questions: Is this technology serving the common good? Does it respect human dignity? By integrating such reflections into classroom discussions, institutions can cultivate not only skilled individuals but also conscientious citizens.

Teachers, too, play a central role in this transformation. They are not merely users of technology but its interpreters and guides. By creatively integrating digital tools into teaching, through interactive lessons, collaborative platforms, and real-world applications, they can make learning more engaging and meaningful. At the same time, they must model balance, showing students that technology is a support for learning, not a substitute for **thinking** or **human interaction**.

The celebration of National Technology Day in our schools and colleges must move beyond displays of gadgets and achievements. It must become a moment of reflection and renewal; a reminder that technology, at its best, is an instrument of hope. When guided by values, it has the power to transform education, uplift communities, and build a more humane and compassionate society.

As we mark this day, let us commit ourselves to shaping a generation that not only understands technology but uses it wisely, ethically, and creatively. For in the end, the true measure of technological progress is not how advanced our tools are, but how deeply they serve humanity.

-Brandon Arnold John



## 'STRESS-FREE, ZERO-ERROR' EXAMS IN FOCUS FOR NTA

*Manash Pratim Gohain: April 27, 2026*

The article reports that Union Education Minister Dharmendra Pradhan has placed strong emphasis on reforming the National Testing Agency (NTA) to ensure exams become “stress-free” and “zero-error.” Speaking about recent concerns around exam irregularities, he highlighted that the biggest challenge before the NTA is to restore trust by improving transparency, efficiency, and reliability in the conduct of national-level entrance examinations. The government aims to develop a globally benchmarked examination system, supported by stricter protocols and better Standard Operating Procedures (SOPs), to minimise mistakes and reduce student anxiety.

The reforms are intended not only to eliminate technical and administrative errors but also to enhance the overall student experience in high-stakes exams, which have often been criticised for stress, unpredictability, and credibility issues. The push signals a broader attempt to strengthen governance in India's examination system, especially after past controversies, and to ensure that assessments are fair, secure, and student centric. However, the success of these reforms will depend on effective implementation and coordination across institutions involved in conducting large-scale exams.



<https://timesofindia.indiatimes.com/india/stress-free-zero-error-exams-in-focus-for-nta-says-pradhan/articleshow/130541697.cms>

## DEPARTMENT OF HIGHER EDUCATION ORGANISES INTERACTIVE SESSION ON INDIAN KNOWLEDGE SYSTEMS (IKS) UNDER MISSION SADHANA SAPTAH 2026

*By PIB Delhi: 09 April 2026*

The press release highlights an initiative by the Ministry of Education's Department of Higher Education to promote Indian Knowledge Systems (IKS) as part of a broader effort to enrich and diversify the higher education landscape. Through interactive sessions conducted under a national programme, the initiative seeks to integrate traditional Indian knowledge, spanning disciplines such as philosophy, science, culture, and arts, into modern academic frameworks. The aim is to create a more holistic and culturally rooted education system, aligning with the vision of the National Education Policy (NEP) 2020, which emphasises multidisciplinary learning and the revival of indigenous knowledge traditions.

The initiative also underscores the importance of dialogue between scholars, educators, and institutions to strengthen research, curriculum design, and academic engagement in this domain. By encouraging the inclusion of IKS in teaching and research, the government aims to foster intellectual self-reliance, innovation, and a deeper civilisational understanding among students. Overall, the programme reflects a strategic move to balance global academic standards with India's own knowledge heritage, positioning education as both modern and rooted in its cultural context.



[https://www.education.gov.in/sites/upload\\_files/mhrd/files/PIB2250371.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2250371.pdf)

## AWARENESS DRIVES MARK BHARAT ENVIRONMENT PROGRAMME

*By TOI: April 27, 2026*

The article reports that several educational institutions across Ernakulam actively participated in the Bharat Environment Programme- Earth Week 2026, organising a range of activities to promote environmental awareness and sustainable practices among students. Colleges such as Sacred Heart College, Thevara, conducted Earth Day pledges, poster presentations, and even an energy audit of campus electricity usage, while students documented biodiversity by identifying around 45 bird species. Practical engagement was also encouraged through initiatives like student-led paddy cultivation, reflecting a hands-on approach to environmental education.

Other institutions, including Sree Narayana Gurukulam College of Engineering and SCMS Cochin School of Business, organised awareness sessions, sustainability pledges, zero-plastic campaigns, waste management drives, and symbolic activities like human chains. These efforts highlight a growing emphasis on integrating environmental responsibility into education, aiming to nurture socially conscious and environmentally aware citizens. Overall, the programme demonstrates how educational institutions are increasingly using experiential and community-based activities to instil sustainable values among students.



<https://timesofindia.indiatimes.com/city/kochi/awareness-drives-mark-bharat-environment-programme/articleshow/130538335.cms>

## CBSE MANDATES AI AND COMPUTATIONAL THINKING TRAINING FOR 2026-27

*By TOI Education: April 10, 2026*

The article reports that the Central Board of Secondary Education has made Computational Thinking (CT) and Artificial Intelligence (AI) a central focus of school education for the 2026-27 academic session, introducing a structured curriculum for students from Classes 3 to 8. This move, aligned with the National Education Policy 2020 and the National Curriculum Framework 2023, aims to equip students with early digital, analytical, and problem-solving skills. The curriculum emphasises logical reasoning, pattern recognition, and algorithmic thinking, gradually introducing AI concepts in higher classes, thereby preparing learners for a technology-driven future.

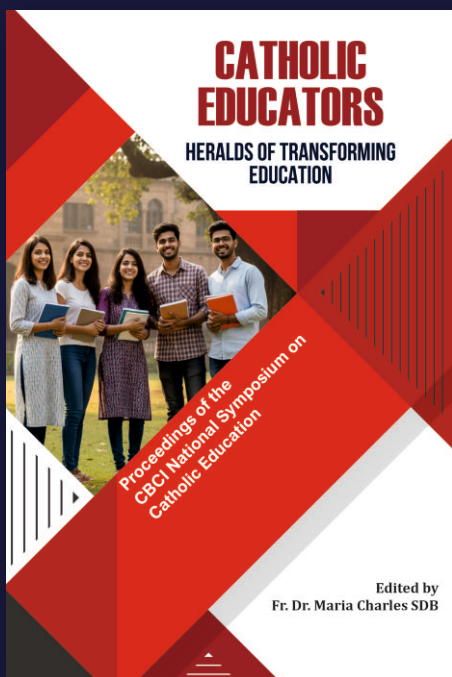
The initiative also places strong emphasis on teacher training and implementation support, with programmes such as workshops, expert-led sessions, and regional orientation through CBSE Centres of Excellence. It encourages integrating AI concepts across subjects rather than treating them as standalone topics, while also promoting ethical and responsible use of technology. Overall, the reform represents a significant shift toward future-ready education, though its success will depend on teacher preparedness, infrastructure, and effective classroom integration.



<https://timesofindia.indiatimes.com/education/news/cbse-mandates-ai-and-computational-thinking-training-for-202627-new-curriculum-rolled-out-for-classes-38/articleshow/130172568.cms>

# 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.

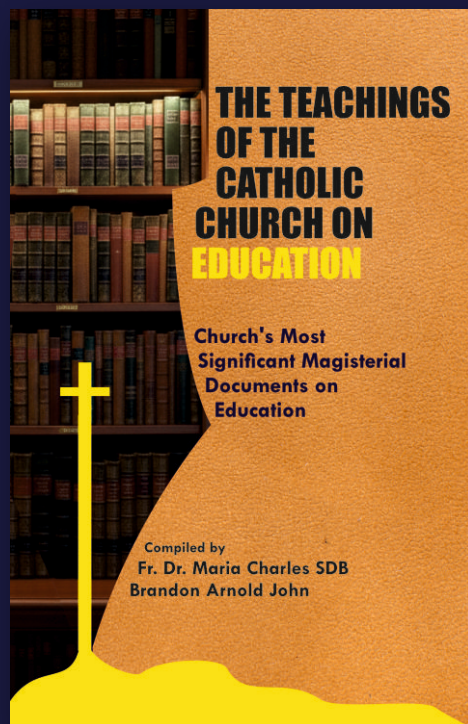


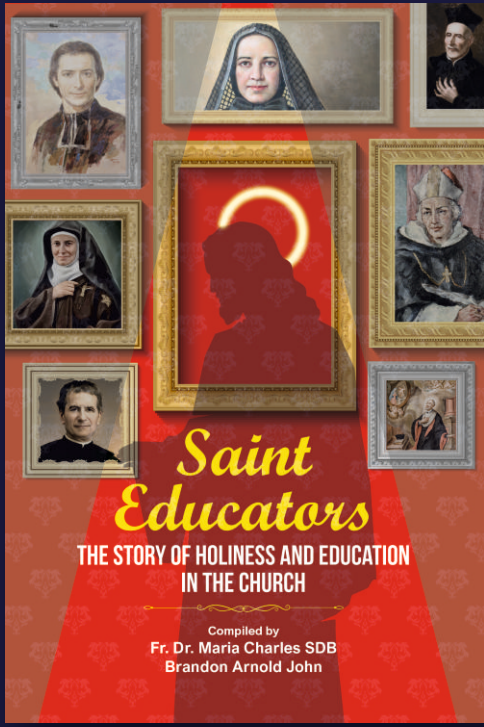
## CATHOLIC EDUCATORS: HERALDS OF TRANSFORMING EDUCATION

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.



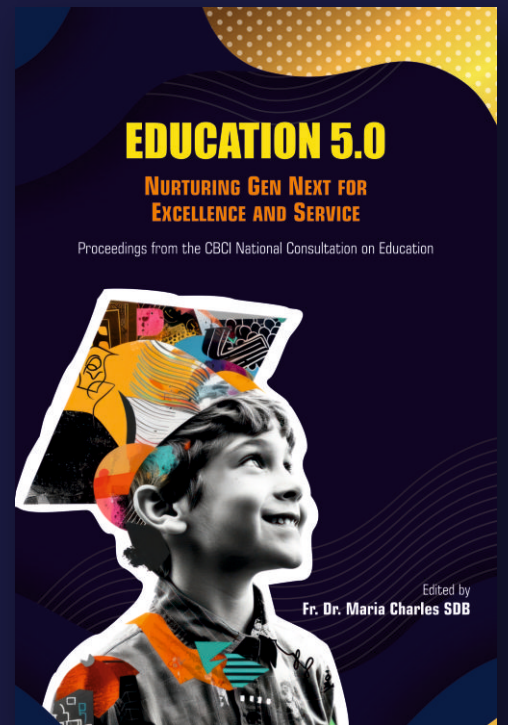


## SAINT EDUCATORS: THE STORY OF HOLINESS AND EDUCATION IN THE CHURCH

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)

CBCI CHILD PROTECTION POLICY  
FOR CATHOLIC SCHOOLS IN INDIA 2023



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

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

**PRICE: RS. 140**



**CBCI OFFICE FOR EDUCATION AND CULTURE**  
CBCI Centre, 1 Ashok Place, New Delhi - 110001  
Office: +91 11 23747290 (Office)  
Mobile: +91 9968747667 (Personal),  
+91 9868141139 (Office)  
Email: [cbcieducation@gmail.com](mailto:cbcieducation@gmail.com),  
[cbcieducationinfo@gmail.com](mailto:cbcieducationinfo@gmail.com)  
Website: [www.cbcieducation.com](http://www.cbcieducation.com)



**ATC PUBLISHERS**  
St Mary's Block, Archdiocesan Pastoral Centre  
No. 5, Nandidurga Road, Benson Town  
Bangalore - 560046  
Phone - 080-25491999 / 9886730224  
Email - [info@atcpublishers.com](mailto:info@atcpublishers.com)  
Online Store: [www.joyofgifting.com](http://www.joyofgifting.com)



# Order Form

SI No	Title	Price	Number of Copies	Total
1	All India Catholic Education Policy	160		
2	Child Protection Policy for Catholic Schools in India	140		

Consolidated Discounts		
	Number of Copies	Discount
1	10 to 50	10%
2	51 to 100	15%
3	101 and above	20%

Name: \_\_\_\_\_

Billing / Invoice address: \_\_\_\_\_

\_\_\_\_\_

Phone No: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Please send your orders to [info@atcpublishers.com](mailto:info@atcpublishers.com)

Online Store: [www.joyofgifting.com](http://www.joyofgifting.com)

Contact Number: 9886730224 / +91 080 25491999

