



EDUCATE TO EMPOWER

CBCI EDUCATION NEXUS APRIL 2026

**EDUCATING
FOR HOPE IN
AN AGE OF
UNCERTAINTY**

EASTER
A Celebration of Faith,
Hope and New Life

**REBUILDING
INDIA'S
EDUCATION
SYSTEM**

**CBCI NATIONAL
CONSULTATION
ON EDUCATION
2026**

Happy Easter

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THE SILENT EMERGENCY: WHEN YOUNG MINDS BREAK UNDER PRESSURE

A young MBBS graduate in Hyderabad ended her life on March 20, 2026, after a disagreement over something as ordinary as a pet cat. Days earlier, a 20-year-old B.Sc student, unable to cope with the loss of her pet, made a similarly irreversible choice. In the same city, two 17-year-olds took their lives—one distressed over a Mathematics exam, another over disappointing entrance test scores. These are not isolated tragedies. They are warning signals. They are cries for help we failed to hear.

What appears trivial to the outside world is often overwhelming within the fragile emotional landscape of a young person. Today's students are not merely studying; they are surviving a relentless race—of marks, expectations, comparisons, and silent anxieties. Beneath the polished report cards lies a generation battling loneliness, identity crises, and an unspoken fear of failure.

The numbers are stark and unsettling. Student suicides in India have risen by 65% over the past decade, with nearly 13,892 lives lost in 2023 alone. Globally, suicide is now the third leading cause of death among young people aged 15–29. One in seven adolescents suffers from a mental health disorder. This is not a phase. This is a full-blown crisis.

At the heart of this crisis lies a dangerous paradox: we are more connected than ever, yet emotionally more isolated than ever before. Families speak, but do not listen. Schools teach, but do not always understand. Institutions measure performance, but rarely measure pain. As experts rightly observe, many young people today lack a stable emotional anchor. When a single source of comfort—a pet, a result, a relationship—is shaken, their entire world collapses.

Let us be clear: stress is not the enemy; unmanaged stress is. Pressure, when guided, can shape resilience. But pressure, when compounded with silence, neglect, and unrealistic expectations, becomes destructive. **We cannot afford to remain spectators. Educational institutions must become spaces not only of**

excellence, but of empathy.

How can we address this crisis?

1. Build Emotional Ecosystems, Not Just Academic Systems

Schools and colleges must prioritise structured emotional support. Mandatory counselling cells, peer “buddy systems,” and trained mental health professionals should not be optional add-ons but essential infrastructure. Every student must know: *there is someone who will listen without judgement.*

2. Redefine Success and Reduce Toxic Pressure

Marks cannot be the sole measure of worth. Institutions must actively promote holistic development—arts, sports, service, and life skills. Assessment systems should encourage growth, not fear. When failure is normalized as part of learning, despair loses its grip.

3. Strengthen Family–School Partnerships for Emotional Well-being

Parents must be educated alongside students. Conversations at home must go beyond performance to include feelings, struggles, and mental health. Schools should conduct regular workshops to help families become safe spaces of affirmation rather than arenas of expectation.

If education is truly an act of love and courage, then our institutions must have the courage to care—and the love to listen.



FR. MARIA CHARLES SDB

*National Secretary,
CBCI Office for Education and Culture*

CBCI NATIONAL CONSULTATION ON EDUCATION 2026

CBCI Office for Education and Culture



In continuation of the rich legacy and fruitful outcomes of the previous three CBCI National Consultations on Education, the CBCI Office for Education and Culture is pleased to announce the **CBCI National Consultation on Education 2026**, to be held in the serene and vibrant setting of **Goa from 25th to 27th November 2026**.

This CBCI National Consultation continues to serve as a significant platform for dialogue, discernment, and strategic planning for Catholic education in India. It brings together key stakeholders to reflect on emerging educational challenges, share best practices, and collaboratively shape the future of our educational mission in the light of contemporary realities.

At present, we are in active consultation with the CBCI Education Think Tank to thoughtfully discern and finalize the theme for this year's consultation. Efforts are also underway to invite eminent speakers and distinguished educationists who will enrich the gathering with their insights and expertise. The theme and list of speakers will be announced shortly.

We warmly invite the following to participate in this important national event:

- Regional and Diocesan Education Secretaries
- General Councillors and Secretaries for Education
- Principals of Colleges and Schools

Your presence and participation will greatly contribute to the collective visioning and strengthening of Catholic education across the country.

We look forward to your enthusiastic participation in this significant national gathering as we journey together in shaping a renewed and transformative vision for education in India.

Further details regarding registration, theme, and programme schedule will be communicated in due course. **Please mark these dates: 25-27 November 2026**

Most Rev Elias Gonsalves
Archbishop and Chairperson
for CBCI OEC

Fr. Maria Charles SDB
National Secretary

REBUILDING INDIA'S EDUCATION SYSTEM

India's education system stands at a decisive crossroads. As the nation aspires to become a \$5 trillion economy and a global knowledge power, education is expected to serve as the foundation of economic growth, social mobility, and innovation. Yet, despite policy momentum, digital expansion, and ambitious reforms such as the National Education Policy (NEP) 2020, the system continues to face deep structural challenges. The call to “rebuild” India's education system, therefore, is not merely about expansion or reform, but about reimagining its purpose, quality, and inclusiveness in a rapidly changing world.

The Progress-Paradox in Indian Education:

Over the past decade, India has made remarkable strides in improving access and enrolment. According to UDISE+ 2022–23 data, India's Gross Enrolment Ratio (GER) at the elementary level is above 100%, indicating near-universal access. Similarly, higher education GER has risen to 28.4%, reflecting steady expansion.

However, this quantitative progress masks a deeper qualitative crisis. The ASER 2023 report reveals that only about 50% of Grade 5 students can read a Grade 2-level text, and less than 30% can perform basic division. This paradox—high enrolment but low learning—lies at the heart of India's education challenge.

The Pratham Foundation's “Teaching at the Right Level (TaRL)” initiative has demonstrated that targeted, level-based learning interventions can significantly improve foundational skills. In states like Uttar Pradesh and Bihar, children who participated in TaRL programmes showed learning gains of up to 20–30 percentage points in basic reading and arithmetic within a short span. This highlights that the crisis is not irreversible but requires focused pedagogical shifts.

Foundational Learning Crisis:

One of the most critical concerns is the foundational learning gap. The National Achievement Survey (NAS) 2021 confirmed that learning levels in language and mathematics remain below expected standards across grades.

The issue is systemic: overcrowded classrooms, limited teacher support, and rigid curricula hinder effective learning.

The Government of India's NIPUN Bharat Mission (2021) aims to ensure foundational



literacy and numeracy by Grade 3. Early evidence from states like Madhya Pradesh and Karnataka shows improved classroom engagement through activity-based learning and structured teaching materials. However, implementation disparities across states underline the need for sustained monitoring and teacher support.

Inequality and the Digital Divide:

India's education system continues to reflect deep inequalities. According to the National Sample Survey (NSSO 2019), only 24% of Indian households have internet access, with rural access dropping to around 15%.

The pandemic exposed these disparities sharply.

Kerala's "First Bell" initiative, supported by KITE (Kerala Infrastructure and Technology for Education), ensured televised and online classes for students during COVID-19. The state also distributed devices to disadvantaged students, resulting in one of the lowest dropout rates during the pandemic. This demonstrates how state-led interventions can bridge digital gaps when combined with strong governance.

In contrast, several states reported millions of students dropping out or losing learning continuity, especially in rural and tribal areas, reinforcing systemic inequities.

Teacher Capacity and Institutional Challenges:

India faces a significant teacher deficit. As per government estimates, there are over 1 million teacher vacancies in school education. Moreover, many teachers lack exposure to modern pedagogies and digital tools.

The Delhi education reform model focused heavily on teacher training, school leadership, and accountability. Teachers were sent for international training programmes, and initiatives like "Happiness Curriculum" and "Mission Buniyaad" improved both well-being and foundational learning outcomes. Delhi government schools saw a significant improvement in board exam results and student retention rates, offering a replicable model for systemic reform.

Curriculum, Skills, and Employability:

India faces a paradox where youth unemployment (over 15–20% among graduates, CMIE data) coexists with industry-reported skill shortages.

The India Skills Report 2024 indicates that only about 50% of graduates are considered employable, pointing to a disconnect between education and labour market needs.

Initiatives like Tata STRIVE and sector skill councils have shown that industry-aligned training significantly improves employability. Students trained in such programmes demonstrate higher job placement rates, particularly in sectors like retail, logistics, and healthcare.

The NEP 2020's push for multidisciplinary and skill-based education is therefore both timely and necessary, though implementation remains uneven.

Governance and Regulatory Gaps:

India's education governance remains fragmented. Multiple regulatory bodies create overlaps and inefficiencies.

A World Bank study notes that India spends about 3–4% of GDP on education, below the recommended 6% benchmark, affecting infrastructure, teacher quality, and innovation capacity.



The NEP proposes school complexes or clusters to improve resource sharing and governance efficiency. Pilot implementations in states like Rajasthan have shown better teacher collaboration and resource optimisation, though scaling remains a challenge.

The Role of Technology- Opportunity and Risk:

India has launched major digital initiatives such as DIKSHA, SWAYAM, and PM eVIDYA, reaching millions of learners.

DIKSHA recorded over 5 billion learning sessions during the pandemic period, demonstrating the scale of digital reach.

However, access alone does not guarantee learning outcomes.

Andhra Pradesh's integration of digital content with classroom teaching has shown improved engagement when teachers are trained to use technology effectively. This reinforces that technology must complement, not replace, pedagogy.

Rebuilding the System- The Way Forward:

Rebuilding India's education system requires a holistic and sustained approach. Evidence from successful interventions suggests that reform must be:

- Data-driven and outcome-focused (ASER, NAS insights).
- Teacher-centric (Delhi model, global best practices).
- Equity-oriented (Kerala digital inclusion, rural interventions).
- Skill-aligned (industry partnerships like Tata STRIVE).
- Locally adaptable but nationally guided.

Crucially, reforms must move beyond policy announcements to effective implementation on the ground.

Conclusion- From Reform to Transformation:

India's education system is not failing for lack of ideas. It is rich in policy frameworks, innovative programmes, and ambitious visions. The real challenge lies in translating these into coherent, inclusive, and effective institutional practices.

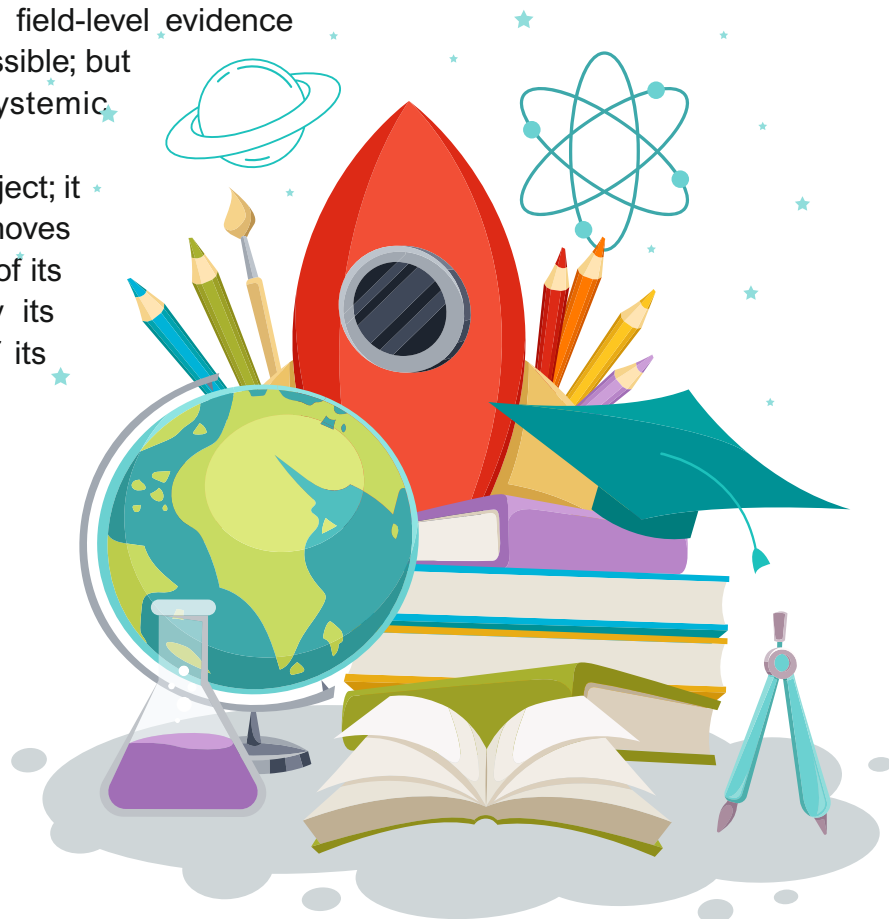
The integration of data, case studies, and field-level evidence makes one point clear: transformation is possible; but only through sustained commitment, systemic coherence, and accountability.

Rebuilding education is not a short-term project; it is a long-term national endeavour. As India moves toward its developmental goals, the quality of its education system will determine not only its economic future but also the character of its society.

The task ahead is clear:

To move from access to excellence, from expansion to depth, and from policy intent to transformative impact.

<https://www.drishtiiias.com/daily-updates/daily-news-editorials/rebuilding-indias-education-system>



EDUCATING FOR HOPE IN AN AGE OF UNCERTAINTY

There is a silent crisis unfolding in our classrooms. Not of infrastructure. Not of access. But of meaning. Across India, students are more connected than ever; and yet increasingly anxious, distracted, and uncertain about their future. The rise of artificial intelligence, performance pressure, shrinking attention spans, and fragile mental health are not isolated trends. They are signs of a deeper shift in education itself. We are no longer merely educating students. We are shaping persons in an age that is redefining humanity.

The New Landscape- Intelligence Without Direction:

Artificial Intelligence has entered classrooms as a daily reality. Students now rely on digital tools for learning, thinking, and even creativity. According to UNESCO, AI has the potential to transform education, but only if guided by ethical and human-centred frameworks.

Here lies the paradox: When intelligence becomes a utility, wisdom must become intentional.

The challenge before educators is not access to information, but formation of judgment. As highlighted in the National Education Policy 2020, education must move beyond rote learning toward critical thinking, ethical reasoning, and holistic development.

The Hidden Emergency- The Mental Health Crisis:

Behind academic achievements lies a growing emotional crisis. According to the National Crime Records Bureau, over 13,000 students died by suicide in India in 2022, reflecting a deeply concerning trend. Further, a report by World Health Organization indicates that one in seven adolescents globally experiences mental health disorders.

These are not just statistics, they are warnings. A system that produces toppers, but not resilient human beings is deeply flawed. Educational institutions must move beyond academic excellence and become spaces of care, listening, and emotional safety.

The Crisis of Identity- Lost in Transition:

In a rapidly changing world, students are caught between multiple identities; cultural, digital, social, and global. The UNICEF highlights that young people today face unprecedented pressures from social media, societal expectations, and uncertain futures.

Amid this flux, education must rediscover its deeper purpose; to anchor students in values, meaning, and responsibility.

Education must move:

- From information to formation
- From competition to compassion
- From success to significance



A Way Forward- Reimagining Education:

The response must be bold, intentional, and systemic.

1. **Human-Centred Education in an AI World:** The UNESCO advocates for AI in education that enhances, not replaces, human relationships. Schools must prioritise creativity, ethics, and critical thinking.
2. **Well-being as a Core Outcome:** The World Health Organization calls for schools to integrate mental health into educational systems through counselling and early intervention.
3. **Educators as Mentors:** The National Education Policy 2020 emphasises the role of teachers as facilitators and mentors shaping the holistic growth of learners.
4. **Education for Responsibility and Citizenship:** Reports from OECD stress that education must prepare students not only for employment but for active, responsible citizenship in a complex world.

The Call of the Moment:

We stand at a turning point. The question is not whether education will change; it already has. The question is whether we will guide this change with wisdom and courage.

This is the time to reclaim education as an act of hope. Hope that believes every child matters. Hope that refuses to reduce education to mere economics. Hope that forms minds, touches hearts, and transforms society. Because education is not just about preparing students for the future. It is about preparing the future through our students.

Key Sources & References:

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- World Health Organization (2021–2023). *Adolescent Mental Health Data*
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BLESSED MARIAM THRESIA

(26 APRIL 1876 – 8 JUNE 1926)

Educating Hearts, Forming Families, Transforming Society:

Blessed Mariam Thresia stands as one of the most original, prophetic, and contextually rooted educator-saints of the Indian Church. Unlike many founders of educational institutions, she did not build large schools, draft academic curricula, or author pedagogical frameworks. Yet, her contribution to education is profound, transformative, and enduring. She addressed education at its deepest roots; within the human person, within the family, and within the moral and spiritual fabric of society.

Her vision of education was not institutional first, but relational; not merely intellectual, but deeply formative; not confined to classrooms, but carried into homes, villages, and hearts. She understood, long before modern educational theories articulated it, that true education must shape conscience, character, and community.

Born on 26 April 1876 at Puthenchira in Kerala, Mariam Thresia grew up in a deeply rooted Syro-Malabar Christian family. From a very early age, she exhibited an extraordinary sensitivity to human suffering and a natural inclination towards guiding others. While her peers were engaged in play, she gathered younger children, narrated biblical stories, taught prayers, and corrected behaviour with both firmness and tenderness.

What is remarkable is that even as a child, she displayed a mature pedagogical instinct. Villagers would later recall that she spoke “like a mother,” guiding others not through authority but through love and clarity. Her early formation reveals a crucial insight: education is not merely learned, it is often a vocation embedded in the personality, nurtured by faith, and expressed through service.

Her childhood unfolded in a socio-cultural context where girls' education was limited,

women's roles were restricted, and moral formation was largely confined to the domestic sphere. Yet, Mariam perceived with prophetic clarity that the transformation of society must begin with the formation of women, and through them, the renewal of families.

Education Begins at Home- A Radical and Prophetic Insight:

One of the most striking and enduring contributions of Blessed Mariam Thresia is her conviction that the home is the first school and parents are the first educators. Today, this idea finds resonance in global educational discourse, including policies like India's National Education Policy (NEP 2020), which emphasises foundational learning and parental engagement. However, Mariam lived this truth decades before it became a pedagogical principle.

As a young woman, she began visiting families; especially those experiencing conflict, neglect, alcoholism, or moral decline. Her approach was





neither confrontational nor judgmental. She did not enter homes as a reformer seeking to correct, but as a companion seeking to transform. She would sit with mothers, gently explaining the dignity of children and the sacred responsibility of parenthood. She taught them how to speak with patience, how to guide without harshness, and how to model values through example. Her pedagogy was subtle yet powerful; it worked through presence, witness, and relationship.

In one well-known incident, she encountered a family where children were subjected to frequent physical and emotional abuse. Instead of condemning the parents, she asked permission to stay with them for a few days. During this time, she engaged the children in prayer, storytelling, and acts of kindness. Gradually, the atmosphere of the household began to change. The parents, witnessing the transformation in their children, were themselves moved to introspection and renewal.

The mother later testified, “She educated us without ever humiliating us.”

This statement captures the essence of Mariam Theresia's educational philosophy; education must heal, not wound; uplift, not condemn; transform, not dominate.

Forming Girls for Life- Education Beyond Literacy:

Blessed Mariam Theresia had a special concern for girls and young women, recognising them as the cornerstone of both family and society. In a context where girls were often denied education or reduced to domestic roles, she envisioned them as agents of transformation.

She regularly gathered young girls, not merely to teach them prayers or catechism, but to form their character and identity. She instilled values such as truthfulness, responsibility, discipline, cleanliness, and mutual respect. More importantly, she helped them discover their dignity and worth as persons created in the image of God.

Her approach was holistic. She encouraged them to read Scripture, ask questions, think critically, and live consciously. She did not separate intellectual formation from moral and spiritual growth. For her, education without virtue was dangerous, and virtue without understanding was fragile. She aimed to form women who were strong in conviction, gentle in disposition, and resilient in adversity. Many of these girls later became mothers, teachers, and religious sisters, carrying forward her legacy in diverse ways.

In this sense, Mariam Theresia anticipated what we now call “education for empowerment.” She did not merely prepare girls for roles; she prepared them for life.

Education Through Suffering- Opposition and Interior Formation:

Every transformative educational mission encounters resistance, and Mariam Theresia's journey was no exception. Her active engagement with families, her leadership among women, and her moral authority were often misunderstood. Some questioned her role as a woman stepping beyond traditional boundaries. Others accused her of interfering in family matters. These experiences brought her immense suffering; both external and internal. Yet, instead of retreating, she deepened her commitment. She recognised that authentic education, especially one that seeks to transform

lives, inevitably involves struggle and sacrifice. Her trials became a school of formation for herself. They refined her vision, strengthened her resilience, and deepened her reliance on God. She understood that an educator must first be formed through the “pedagogy of the cross”; a willingness to endure, to persevere, and to love even when misunderstood. This dimension of her life offers a profound lesson for educators today: true formation requires not only competence but also courage.

Institutionalising the Mission- The Congregation of the Holy Family:

Recognising the need for continuity and collective mission, Mariam Thresia founded the Congregation of the Holy Family in 1914. This marked a significant transition from personal initiative to institutional expression. The congregation was not conceived as a cloistered community, but as a dynamic force engaged with society. The sisters were called to move among people; teaching, guiding, accompanying, and healing.

Education became one of their central ministries, but always with a distinctive character. Schools were established, yet they were not meant to be centres of mere academic

excellence. They were to be spaces of holistic formation; where faith, values, and life were integrated.

The sisters were trained not only as teachers but as mentors, counsellors, and witnesses. They were encouraged to see each child not merely as a student, but as a future parent, citizen, and believer. Mariam insisted that discipline must never crush the spirit of the child. Instead, it should awaken responsibility, foster self-respect, and encourage growth.

A former student once recalled failing repeatedly in her studies. Rather than punishing her, a sister trained in Mariam Thresia's spirit took time to understand her personal struggles, supported her emotionally, and gradually restored her confidence. That student later became a teacher herself, embodying the same compassionate approach.

This is the true measure of education; not just success in examinations, but the formation of persons who can transform others.

Spiritual Foundations of Her Educational Vision:

At the heart of Blessed Mariam Thresia's educational mission lies a deep and intimate relationship with God. Her long hours of prayer, her mystical experiences, and her unwavering trust in divine providence shaped her as an educator of souls.

She believed that education is not merely a professional activity, but a sacred vocation. Only a heart transformed by God can truly transform others.

Her spirituality emphasised humility, sacrifice, and love. She often reminded her sisters that results may not be immediate, and success may not always be visible. Yet every sincere effort in forming a child, guiding a family, or nurturing a value leaves a lasting imprint.

This perspective challenges contemporary education systems that are often driven by measurable outcomes and immediate results. Mariam Thresia invites us to rediscover the deeper purpose of education; to form persons who are rooted in truth, guided by conscience, and inspired by love.



Relevance for Catholic Education in Contemporary India:

In today's Indian context, Blessed Mariam Thresia's vision is not only relevant; it is urgently needed.

We live in a time marked by academic pressure, moral ambiguity, weakening family structures, and the overwhelming influence of digital culture. Education often risks becoming transactional, focused on performance rather than formation.

Mariam Thresia offers a counter-cultural vision:

- **Education must begin with relationships-** The bond between teacher and student, parent and child, is foundational.
- **Families are partners in education-** Schools cannot replace the role of the family; they must collaborate with it.
- **Girls' education is transformative-** Empowering women leads to the renewal of society.
- **Teachers are witnesses first, instructors next-** What educators are matters more than what they teach.
- **Formation of conscience is central-** Education must shape ethical and moral responsibility, not just competence.

For Catholic educators, principals, teachers, and policymakers, her life offers a powerful framework aligned with the Church's vision of integral human development and the Global Compact on Education.

A Living Legacy:

Blessed Mariam Thresia did not leave behind textbooks or educational theories. Instead, she left something far more enduring; a living tradition of education rooted in love, faith, and human dignity. Her legacy continues through the Congregation of the Holy Family and through countless individuals whose lives have been touched by her spirit.

She reminds us that education is not confined to institutions; it is a mission carried in the heart. It is present wherever a child is guided, a family is



healed, and a person is formed in truth and love.

Conclusion- Educating for Transformation:

Blessed Mariam Thresia stands as a beacon for educators in every age. Her life challenges us to rethink education not as a system, but as a relationship; not as a process of information transfer, but as a journey of transformation.

She teaches us that the true classroom is the human heart, the true curriculum is love and truth, and the true goal is the formation of persons who can build a just and compassionate society.

In an age searching for meaning, direction, and hope, her voice echoes with clarity:

- Educate the heart, and you will transform the family.
- Transform the family, and you will renew society.

She continues to educate us still, calling us to form minds with truth, hearts with compassion, and families with hope.

PROTECTION & PRESERVATION OF NATURE IS MY FUTURE

The Indian Constitution makes it an obligation by proclaiming the fundamental duties of the citizens, to protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures.

What is PROTECTION & PRESERVATION of Nature?

Protection is the sustainable use and management of the natural resources including wildlife, water, air, and earth deposits. Natural resources may be renewable or non-renewable. The conservation of renewable resources like trees means ensuring that they are not used up faster than they can be replaced or regenerated. The conservation of non-renewable resources like fossil fuels involves ensuring that sufficient quantities are maintained for future generations to utilise.

Preservation, in contrast to conservation, attempts to maintain their present condition areas of the Earth that are so far untouched by humans. This is due to the concern that mankind is encroaching onto the environment at such a rate that many virgin landscapes are being given over to the industry, housing, tourism and other human developments, and that we are losing too much of what is 'natural'.

Why PROTECTION & PRESERVATION of Nature?

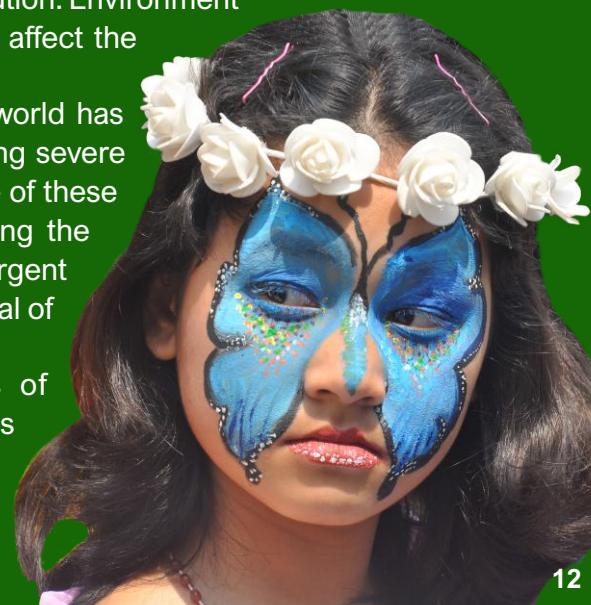
The deterioration of the natural environment is one of the principal concerns of young people worldwide as it has direct implications for their well-being both now and in the future. The natural environment must be maintained and preserved for both present and future generations. The causes of environmental degradation must be addressed.

The earth provides all the necessary resources for human beings to survive and prosper. But as the global population grows and develops, the demand for energy and consumer goods increases. This has led to increased pollution and the misuse of natural resources, causing great damage to the environment. In turn, people's health, food supplies and livelihoods are increasingly threatened.

Environmental pollution is one of the main reasons why we should fight to protect the environment. Besides, global warming is also another reason caused mainly by deforestation. Pollution can be divided into four types; water pollution, air pollution, thermal pollution and sound pollution. Fossil fuels used in most factories, petroleum and gas used for the vehicle are the major causes of air pollution. Environment pollution can also be an addition of a harmful substance that could affect the health and life of human beings.

Only a decade has passed since the 21st century began, but our world has already suffered a full gamut of extreme weather conditions, including severe droughts, floods, cyclones, and heat waves. Taiwan has had its share of these weather aberrations, with many of its residents now counted among the world's "weather victims." Environmental protection has become an urgent imperative that must be translated into action for the continued survival of humanity.

Global climate change, caused by increasing concentrations of atmospheric carbon dioxide, is one of the most significant concerns facing our world today. With every passing moment, the Earth's natural resources are being depleted and the environment is being



damaged. The vehicles that clog the roads continuously emit exhaust pollutants, and industries and commercial enterprises consume incomprehensible amounts of resources each day.

The implementation of Megaprojects by the Government has been questioned by the human rights organisations upon the premise of polluting environment which violates the right to life and personal liberty of a human being that has been guaranteed by the Article 21 of the Indian Constitution. Megaprojects require two basic things viz., investment and land. Indeed the Government does not have its own land to support the Megaprojects. Therefore, naturally, it has to acquire the land which is in the possession of people. The first indication of the right to a wholesome environment may be traced 8 years after the Dehradun Quarrying Case in Uttarakhand. The Supreme Court in Subhash Kumar v. the State of Bihar held that the right to life includes the right to enjoy unpolluted air and water.

YOUTH in PROTECTION & PRESERVATION

The environmentally friendly use of natural resources and environmentally sustainable economic growth will improve human life. Sustainable development has become a key element in the programmes of youth organizations throughout the world. While every segment of society is responsible for maintaining the environmental integrity of the community, young people have a special interest in maintaining a healthy environment because they will be the ones to inherit it.

Environmental education is one way to equip young people with the necessary cognitive skills to recognize and withstand the pressures of the advertising world. The kind of education that needs to be imparted here involves providing information about how the world's ecosystems are under stress as well as proper guidance on how to draw links between an advertiser's product and its ecological consequences.

The nation's youth have special responsibilities in relation to the protection of the environment. This is mainly due to the fact that young people have to live for an extended period with the deteriorating environment bequeathed by earlier generations and there are a lot of risks and health hazards involved in this. Young people will be forced to engage in improvised and effective forms of action and activism; thereby generating effective responses to ecological challenges.

We see all over the country, the youth not sitting and watching, but actively involved in meeting those challenges. We hear every day about a new campaign or movement against various environmental issues. This is a positive development, a sign of hope that India is not far away from actively upholding ecological balance through sustainable development.

ACTIVITIES

Protect the environment:

1. Go on a hike with a registered agency. Use only the trails that already exist, and walk in the middle of the trail. Never leave trash or food on the trail.
2. Participate in an overnight camp. Use only the campsites that already exist and do not alter the site.
3. Open yourself to any struggle against any environmental degradation in your area and understand it. Conduct researches and studies on how industries pollute natural resources.

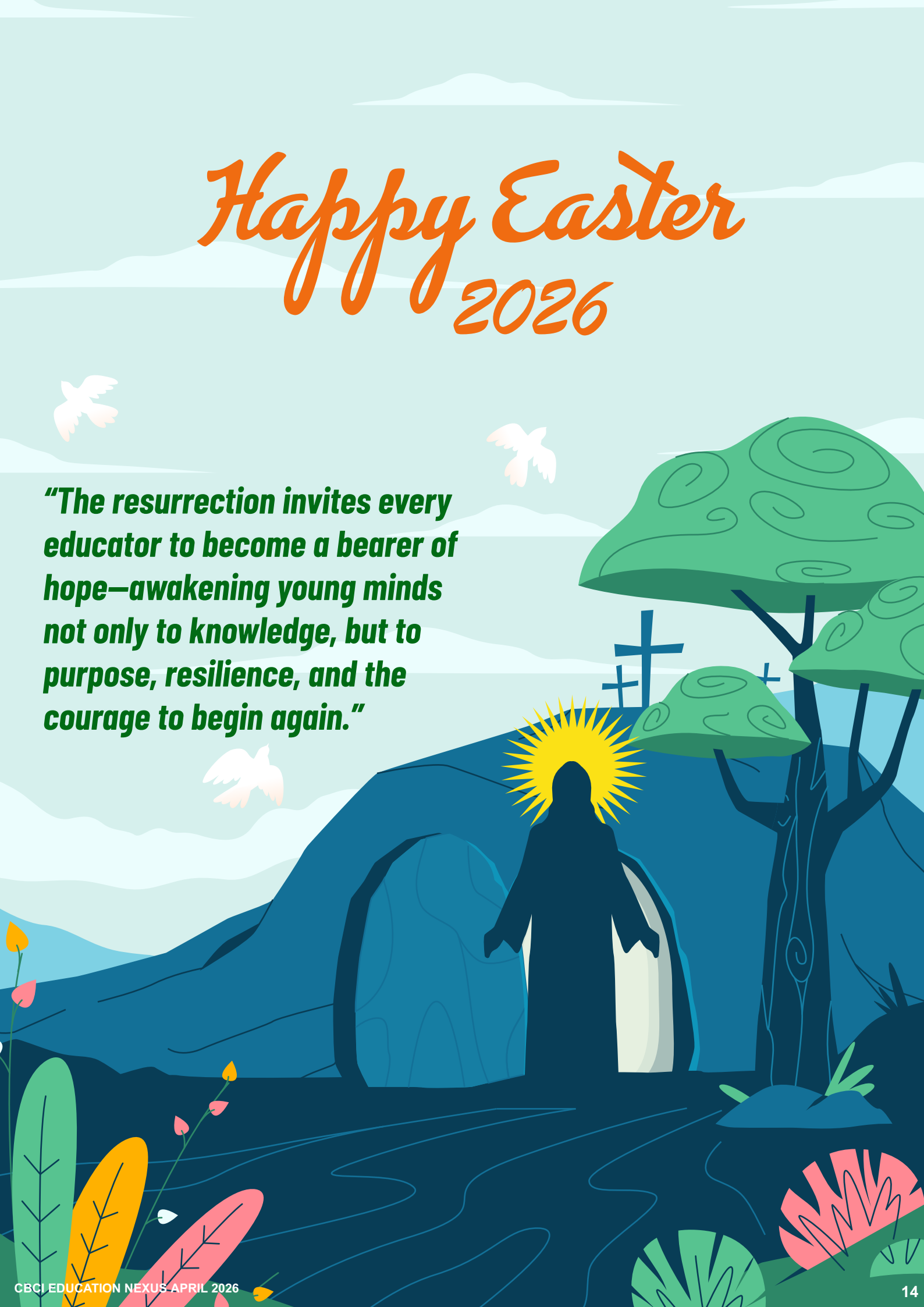
Preserve and restore the environment:

4. Find a natural resource near where you live, and plan a cleaning service project to pick up all the trash or debris in the area.
5. Purify a local water resource and plant trees around the source. Invite someone with knowledge and experience to teach you about the problems with water pollution in your area.
6. Start an Eco-Club and organise Eco-tourism trips.



Happy Easter 2026

“The resurrection invites every educator to become a bearer of hope—awakening young minds not only to knowledge, but to purpose, resilience, and the courage to begin again.”



EASTER

A CELEBRATION OF FAITH, HOPE, AND NEW LIFE

Easter stands as the most profound and central feast in the Christian calendar, commemorating the Resurrection of Jesus Christ from the dead. In India, a land marked by deep cultural diversity and religious plurality, Easter is celebrated with a unique blend of solemn devotion, vibrant traditions, and joyful community life. It is not merely a ritual observance, but a living proclamation of hope, renewal, and transformation. As the Gospel proclaims, “He is not here; he has risen, just as he said” (Matthew 28:6). This truth echoes across churches, homes, and communities throughout the country. This year, Easter will be celebrated on 5th April 2026.

The journey toward Easter begins with the season of Lent, a period of forty days marked by prayer, fasting, and almsgiving. Christians take this time seriously, engaging in spiritual reflection and acts of charity. Many abstain from certain foods, attend daily Mass, and participate in the Stations of the Cross. This preparation reaches its climax during Holy Week, especially on Good Friday, when the faithful commemorate the Passion and death of Jesus. Churches across India, from Delhi to Goa, from Kerala to Nagaland, hold solemn services, reenactments of the

Passion, and processions that reflect deep devotion. The words of Scripture resonate powerfully during these moments: “Father, into your hands I commit my spirit” (Luke 23:46).

Easter Vigil, held on the night before Easter Sunday, is one of the most beautiful liturgical celebrations in India. The darkness of the night is gradually dispelled by the light of the Paschal candle, symbolizing Christ as the Light of the World.

As the Exsultet is sung

and the church is illuminated, the faithful are reminded of the victory of life over death. The proclamation of the Resurrection fills the atmosphere with joy: “I am the resurrection and the life. The one who believes in me will live, even though they die” (John 11:25). In many parts of India, baptisms are also conducted during this vigil, signifying new life in Christ.

Easter Sunday itself is a day of immense joy and festivity. Churches are decorated with flowers, white cloths, and symbols of new life. The liturgy is marked by uplifting hymns, incense, and a



spirit of celebration. In Kerala, the heartland of ancient Christian tradition in India, families attend early morning Mass and then gather for elaborate meals. In Goa and Mumbai, Easter is celebrated with great enthusiasm, with community feasts, music, and sharing of sweets like Easter eggs. In the North-East, particularly in states like Nagaland and Mizoram, entire villages come together for worship, singing, and communal meals.

A distinctive feature of Easter in India is its strong sense of community and sharing. Families visit one another, exchange greetings, and share festive meals. The sharing of food becomes a symbol of fellowship and gratitude, echoing the early Christian community described in the Acts of the Apostles: "They broke bread in their homes and ate together with glad and sincere hearts" (Acts 2:46).

Easter also carries a deep social and spiritual message in the Indian context. In a society often

marked by inequality, suffering, and injustice, the Resurrection becomes a powerful symbol of hope and transformation. It reminds believers that darkness and death do not have the final word. The message of Easter calls Christians to be agents of renewal in society; to work for justice, peace, and dignity for all. As St. Paul writes, "If anyone is in Christ, the new creation has come: The old has gone, the new is here!" (2 Corinthians 5:17). This transformation is not only personal but also communal and societal.

For many Christians, Easter is also a time of outreach and service. Churches organize visits to the poor, the sick, and the marginalized. Acts of charity and compassion are seen as a concrete expression of the Resurrection faith. The joy of Easter is thus not confined within church walls but extends into the wider community. It becomes a living witness to the Gospel message of love and hope.

Moreover, Easter in India reflects a beautiful inculturation of faith. While the core message remains universal, its expression takes on local colours and traditions. Traditional attire, regional languages, folk music, and cultural expressions enrich the celebration, making it both authentically Christian and deeply Indian. This harmony of faith and culture reflects the universality of the Church and its ability to take root in diverse contexts.

At its heart, Easter is a celebration of victory; victory over sin, suffering, and death. It is a reminder that God's love is stronger than any human limitation. The empty tomb stands as a sign of hope for all humanity. As the angel said to the women at the tomb, "Why do you look for the living among the dead? He is not here; he has risen!" (Luke 24:5-6). This proclamation continues to inspire millions of believers in India and around the world.

Easter in India is not just a religious event but a profound spiritual experience that unites faith, culture, and community. It is a celebration that renews hearts, strengthens hope, and inspires action. In the midst of life's challenges, the message of Easter remains ever relevant: life triumphs over death, light overcomes darkness, and hope prevails over despair. As Christians across India proclaim with joy, "Christ is risen! Alleluia!"

-Brandon Arnold John



WORLD ART DAY



World Art Day, observed annually on April 15th in honour of the birth anniversary of Leonardo da Vinci, is a global celebration of creativity, imagination, and the transformative power of art in human life. It recognizes art as a universal language that transcends boundaries, nurtures empathy, and reflects the richness of human experience. In the educational context, this day offers a meaningful opportunity to highlight the importance of art in shaping well-rounded, creative, and emotionally intelligent individuals. Art plays a vital role in holistic education. It fosters creativity, critical thinking, innovation, and self-expression; skills that are essential in today's rapidly changing world. Beyond aesthetics, art helps students explore their emotions, understand diverse perspectives, and develop a deeper appreciation for culture and society. As educators strive to form the “whole person,” integrating art into learning becomes not optional but essential.

World Art Day can be celebrated in schools and institutions through a variety of engaging and meaningful activities. Organizing art exhibitions is one of the most effective ways to showcase student talent. Displaying paintings, sketches, crafts, and digital artwork within the campus not only builds confidence among students but also creates a culture of appreciation for creativity. Schools may also host thematic art competitions on topics such as peace, environmental care, unity in diversity, or the future of humanity, encouraging students to think deeply and express their ideas visually.

Inviting artists and artisans for interactive workshops can greatly enrich the celebration. Students gain exposure to different techniques and artistic traditions, especially when local and indigenous art forms are included. Incorporating performing arts, such as music, dance, theatre, and storytelling, adds vibrancy to the occasion and allows students to explore multiple forms of expression. These activities also build teamwork, discipline, and confidence.

In today's digital age, schools can include digital art and multimedia projects, encouraging students to explore creativity through technology. Additionally, art can be used as a tool for social awareness and responsibility. Creating murals, posters, or installations on themes like environmental protection, social justice, and inclusion helps students understand the role of art in bringing about positive change.

World Art Day is also an opportunity to promote art for well-being. Activities such as free drawing, creative expression, and music can serve as therapeutic outlets, supporting students' emotional and mental health. In an academic environment often marked by pressure, art provides a space for relaxation, reflection, and joy. This celebration holds special significance due to the country's rich artistic heritage. Schools can integrate traditional art forms such as Madhubani, Warli, or classical dance into their programmes, fostering cultural pride while remaining open to global influences.

World Art Day is not merely a celebration of artistic talent but a reaffirmation of the role of creativity in education. It invites schools and institutions to create environments where imagination is nurtured, diversity is celebrated, and every student is encouraged to express themselves. By embracing art, we prepare young minds not only to succeed academically but also to become creative, empathetic, and responsible citizens.

-Brandon Arnold John

INTERNATIONAL EARTH DAY



International Earth Day, celebrated annually on April 22, is a global reminder of our shared responsibility to protect and preserve the planet. Since its beginning in 1970, Earth Day has grown into a worldwide movement that unites people across nations in promoting environmental awareness and action. It is not merely a symbolic observance, but a call to reflect on our relationship with nature and to take concrete steps toward sustainability.

The Earth sustains all life, providing air, water, food, and natural resources essential for human existence. However, growing challenges such as climate change, pollution, deforestation, and loss of biodiversity threaten this balance. Earth Day urges us to recognize that the well-being of humanity is deeply connected to the health of the planet. As Mahatma Gandhi wisely said, “The Earth provides enough to satisfy every man's need, but not every man's greed.” This insight calls for responsible living and mindful consumption.

The spirit of Earth Day aligns with long-standing cultural and spiritual traditions that emphasize harmony with nature. Respect for rivers, forests, and all living beings reflects a deep ecological consciousness that must be renewed in today's world. Earth Day becomes an opportunity to rediscover these values and translate them into daily practice.

Educational institutions play a crucial role in promoting environmental responsibility. Schools and colleges can celebrate Earth Day through activities such as tree planting, campus clean-up drives, and awareness programmes on issues like climate change and conservation. Encouraging students to reduce plastic use, conserve water and energy, and adopt eco-friendly habits helps build a culture of sustainability. Initiatives like eco-clubs, school gardens, and waste management projects can further engage students in practical action.

Beyond activities, Earth Day calls for a change in mindset; from exploitation to stewardship, from indifference to care. Every small effort, whether it is saving electricity, reducing waste, or planting a tree, contributes to the larger goal of protecting our planet. It reminds us that caring for the Earth is not the responsibility of a few, but a duty shared by all.

International Earth Day is a powerful invitation to act with responsibility and hope. It encourages us to protect the Earth not only for ourselves but for future generations. The planet is our common home, and its care must become a shared mission rooted in awareness, action, and a deep respect for all creation.

-Brandon Arnold John





WORLD BOOK DAY

Celebrating the Power of Reading and Knowledge

World Book Day, observed annually on April 23, is a global celebration of books, authors, and the joy of reading. Established by UNESCO, this day recognizes the transformative power of books in shaping minds, preserving culture, and promoting knowledge across generations. It is also a tribute to literary giants such as William Shakespeare and Miguel de Cervantes, whose works continue to inspire readers worldwide.

Books have always been at the heart of human civilization. They are not merely collections of words but gateways to imagination, wisdom, and understanding. Through books, we explore new worlds, encounter diverse perspectives, and deepen our awareness of ourselves and others. As the famous saying goes, “A reader lives a thousand lives before he dies.” Reading nurtures creativity, strengthens critical thinking, and builds empathy; qualities that are essential in today's interconnected and rapidly changing world.

In the educational context, books play a foundational role in the intellectual and personal development of students. They are powerful tools that support learning, inspire curiosity, and encourage lifelong learning habits. Beyond textbooks, reading literature, biographies, history, and philosophical works broadens horizons and enriches the human spirit. For young learners especially, books open doors to imagination and help shape values, character, and identity.

World Book Day offers schools and institutions a valuable opportunity to promote a culture of reading. Activities such as book exhibitions, reading sessions, storytelling, and literary competitions can engage students and spark their interest in books. Organizing “Drop Everything and Read” sessions, where the entire school dedicates time to silent reading, can create a shared experience of learning and reflection. Schools may also invite authors, educators, or storytellers to interact with students, making literature more vibrant and accessible.

Another meaningful way to celebrate is through book-sharing initiatives. Students can exchange books, donate to libraries, or participate in community reading programmes, ensuring that the joy of reading reaches those with limited access. Creating reading corners, classroom libraries, and digital reading platforms can further support continuous engagement with books. In today's digital age, while technology has transformed the way we access information, the value of reading remains timeless. E-books, audiobooks, and online resources have expanded opportunities, but the essence of reading, reflection, imagination, and deep engagement, remains unchanged. World Book Day reminds us to strike a balance between technology and traditional reading habits.

With India's rich literary heritage spanning ancient scriptures, regional literature, and contemporary works, World Book Day is an occasion to celebrate diversity in language and storytelling. Encouraging students to read in their mother tongue as well as in other languages promotes cultural appreciation and inclusivity.

World Book Day is a celebration of knowledge, creativity, and the enduring power of the written word. It calls upon educators, students, and communities to nurture a love for reading and to recognize books as instruments of transformation. In a world filled with information, books remain sources of wisdom and depth. As we celebrate this day, let us open a book; not just to read, but to grow, to understand, and to be inspired.

-Brandon Arnold John



INDIA AMONG COUNTRIES FACING GRADUAL BUT CONTINUOUS EROSION OF ACADEMIC AUTONOMY: REPORT

By Ritvi Jain: 18 March 2026

The report groups India alongside other “autocratising” countries such as Hungary and Türkiye, where academic freedom has been weakened through a milieu of political, administrative, legal, and social measures.

India's higher education system is at a critical juncture. While policy discourse continues to celebrate expansion, innovation, and global competitiveness, a deeper and more troubling trend is emerging beneath the surface, the gradual erosion of academic autonomy and freedom. A recent global report highlights that India is among the countries experiencing a “gradual but continuous” decline in academic freedom, placing it in the lower tiers globally.

This decline is not abrupt or dramatic. Rather, it is incremental, subtle, and systemic, making it both less visible and more difficult to address. Unlike countries where academic freedom collapses rapidly due to overt authoritarian interventions, India's trajectory reflects a slow weakening of institutional independence over time, particularly since 2013.

Understanding Academic Freedom- A Foundational Pillar:

Academic freedom is not an abstract ideal; it is the cornerstone of any knowledge society. It encompasses the freedom to teach, research, publish, and express ideas without fear of interference or retaliation. It also includes institutional autonomy; the ability of universities to govern themselves, design curricula, and pursue independent inquiry.

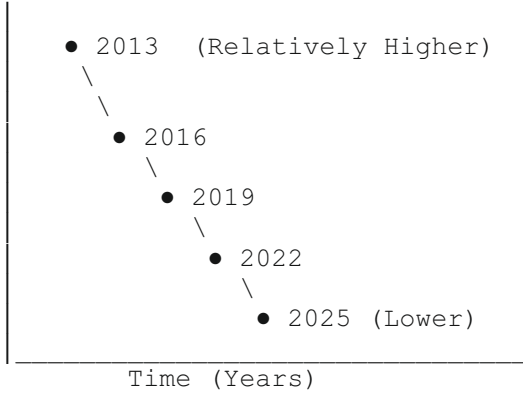
At its core, academic freedom enables universities to function as spaces of critical thinking, dissent, and intellectual exploration. Without it, higher education risks becoming a system of compliance rather than creativity.

A Gradual but Persistent Decline:

The report underscores a continuous downward trajectory in India's academic freedom between 2013 and 2025, reflecting a pattern of sustained backsliding rather than episodic disruption.

Diagram 1: Trend of Academic Freedom in India (2013–2025)

Academic Freedom Level



This gradual decline is particularly concerning because it reflects systemic pressures rather than isolated incidents. It suggests that institutional autonomy is being reshaped by broader political, administrative, and ideological forces.



Drivers of Erosion- Structural and Political Pressures:

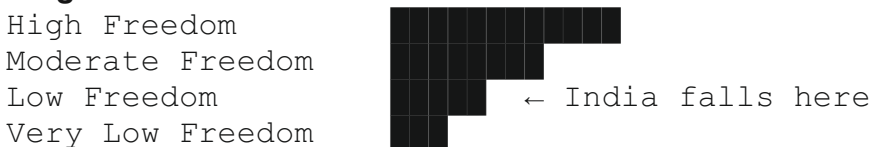
Several factors contribute to this erosion. Increasing centralisation of decision-making, regulatory overreach, and political contestation over knowledge production have begun to shape academic spaces. Universities, which traditionally function as independent centres of inquiry, are increasingly subject to external influence in governance, appointments, and research priorities.

Global studies also indicate that academic freedom tends to decline in contexts marked by political polarisation, populism, and ideological contestation. In India, similar dynamics appear to be influencing higher education institutions, leading to self-censorship, reduced intellectual risk-taking, and narrowing of academic discourse.

India in the Global Context:

The report places India in the bottom 20–30% of countries globally in terms of academic freedom, alongside nations facing comparable institutional pressures.

Diagram 2: Global Position of Academic Freedom



This positioning is significant for a country that aspires to become a global knowledge leader. Academic freedom is closely linked to innovation, research output, and intellectual leadership. Studies have shown that declines in academic freedom can directly affect knowledge production and even economic innovation.



Implications for Higher Education:

The erosion of academic autonomy has far-reaching consequences. Universities may become risk-averse environments, where scholars avoid controversial or innovative research topics. This weakens the culture of inquiry that is essential for scientific progress and social advancement.

Moreover, constraints on academic freedom can undermine the credibility of institutions, both nationally and globally. In an increasingly interconnected academic world, collaboration depends on trust, openness, and intellectual independence. Without these, India risks being seen as a less attractive destination for global academic partnerships.

There are also implications for students. Higher education is meant to cultivate critical citizens, capable of engaging with complexity and diversity of thought. If academic spaces become ideologically constrained, students may graduate with limited exposure to debate, dissent, and plural perspectives.

The Knowledge-Democracy Link:

Academic freedom is not only an educational issue; it is a democratic one. Universities play a crucial role in sustaining public reasoning, evidence-based discourse, and societal critique. When academic spaces are constrained, the broader democratic ecosystem is affected.

Research suggests that academic freedom often acts as an early indicator of democratic health. A decline in one often signals stress in the other. The erosion of academic autonomy, therefore, must be seen as part of a larger conversation about the future of democratic institutions.

The Paradox of Progress:

India's higher education system today presents a paradox. On one hand, there is unprecedented expansion — new institutions, increased enrolment, digital platforms, and global ambitions. On the other hand, there is a quiet contraction of intellectual space.

🏛️ Diagram 3: The Education Paradox

Expansion Indicators

- ↑ Enrolment
- ↑ Infrastructure
- ↑ Global Rankings Push
- ↑ Technology Integration

Decline Indicators

- ↓ Academic Freedom
- ↓ Institutional Autonomy
- ↓ Intellectual Independence
- ↓ Freedom of Inquiry

This paradox raises a fundamental question:

Can a system expand quantitatively while weakening qualitatively?

The Way Forward- Restoring Intellectual Autonomy:

Addressing this challenge requires more than policy declarations. It calls for a renewed commitment to institutional integrity and intellectual independence.

Key priorities include:

- Strengthening institutional autonomy in governance and academic decision-making
- Protecting freedom of research and expression within campuses
- Encouraging pluralism and debate in academic spaces
- Ensuring transparent and merit-based appointments
- Building safeguards against political and ideological interference

Importantly, reforms must recognise that academic freedom is not a privilege for universities but a public good essential for national development.



Conclusion- A Defining Moment:

India stands at a defining moment in its educational journey. The aspiration to become a global knowledge power cannot be realised through infrastructure and policy frameworks alone. It requires free, fearless, and independent intellectual ecosystems.

The erosion of academic autonomy is not an immediate crisis that captures headlines. It is a slow-moving transformation that reshapes the very character of higher education. If left unaddressed, it risks weakening the foundations of innovation, critical inquiry, and democratic engagement.

The challenge, therefore, is not merely to expand education, but to protect its soul.

<https://thewire.in/education/india-among-countries-facing-gradual-but-continuous-erosion-of-academic-autonomy-report>

EDUCATION IN BRIEF

UNIVERSITIES IN ACADEMIC 'TIME WARP', CENTRE PUSHES FOR URGENT EDUCATION RESET

By Hemali Chhopia: March 21, 2026



The article highlights growing concern within the government that India's higher education system is lagging behind the pace of technological and economic change. Speaking at a national summit, officials described universities as being stuck in an “academic time warp,” where curricula often reflect knowledge from decades ago rather than current realities. They emphasised that while change earlier took 15-20 years, it now happens in just 15-20 months, making it urgent for institutions to rethink how knowledge is taught, assessed, and applied in an innovation-driven economy.

The Centre is therefore pushing for a fundamental reset of higher education, focusing on stronger linkages between academia, research institutions, and startups, particularly in deep-tech sectors. Experts stressed that universities must move beyond incremental updates and instead align more closely with emerging industries, innovation ecosystems, and global competitiveness goals. The overall message is clear: without rapid reform and collaboration, India risks falling behind in the knowledge economy despite its ambitions.

<https://timesofindia.indiatimes.com/city/mumbai/univs-in-academic-time-warp-centre-pushes-for-urgent-education-reset/articleshow/129722969.cms>

EDUCATION IN BRIEF

GUJARAT UNIVERSITY DELAYS HONOURS DEGREE ROLLOUT UNDER NATIONAL EDUCATION POLICY

By TOI: March 21, 2026



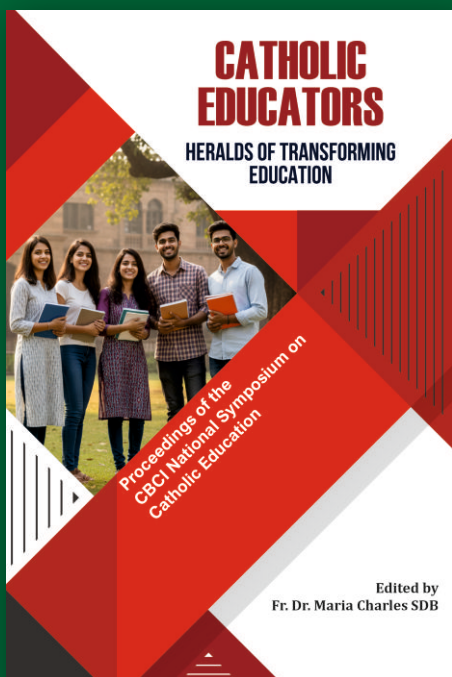
The article highlights serious delays in implementing the four-year Honours degree programme under the National Education Policy (NEP 2020) at Gujarat University, creating uncertainty among students. Although the NEP allows students to continue for a fourth year after completing a three-year degree, the university has failed to provide a clear roadmap even as third-year exams approach in April 2026. Students who enrolled in 2023 with the expectation of pursuing Honours are now unsure about their options, including whether they can continue in the same college or need to shift elsewhere.

The delay is largely attributed to administrative lapses and lack of institutional preparedness. Despite earlier directives to introduce the Honours option, no concrete steps were taken, and only recently has the university sought responses from affiliated colleges regarding their readiness. With limited clarity and time running out, the situation reflects broader challenges in NEP implementation, where ambitious reforms are hindered by weak planning, coordination, and execution at the institutional level.

<https://timesofindia.indiatimes.com/city/ahmedabad/gujarat-university-delays-honours-degree-rollout-under-national-education-policy/articleshow/129721155.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.

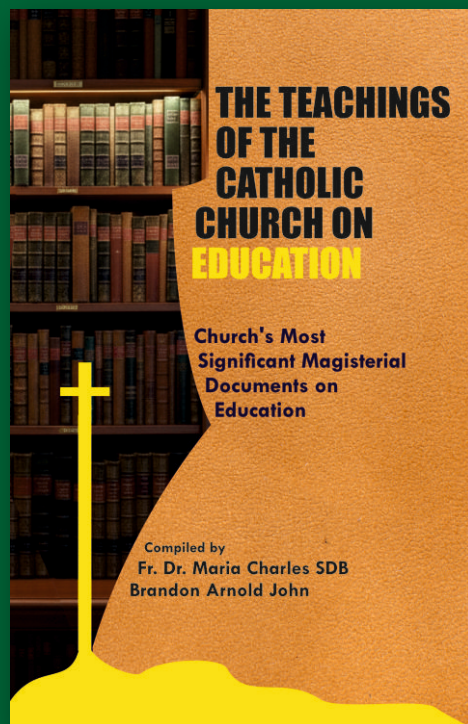


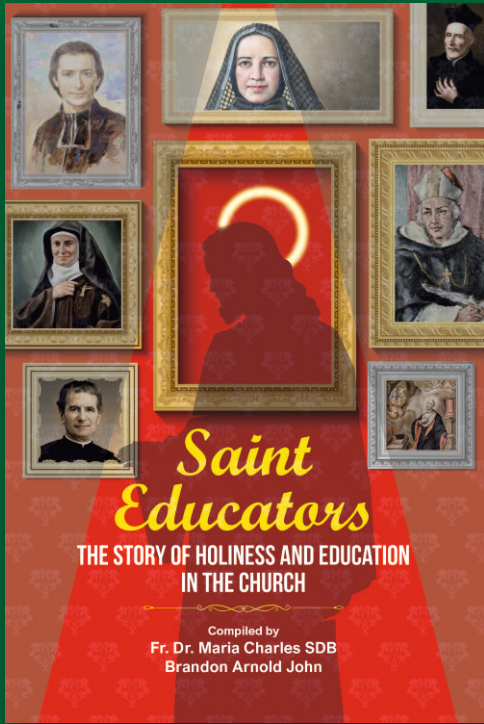
CATHOLIC EDUCATORS: HERALDS OF TRANSFORMING EDUCATION

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.



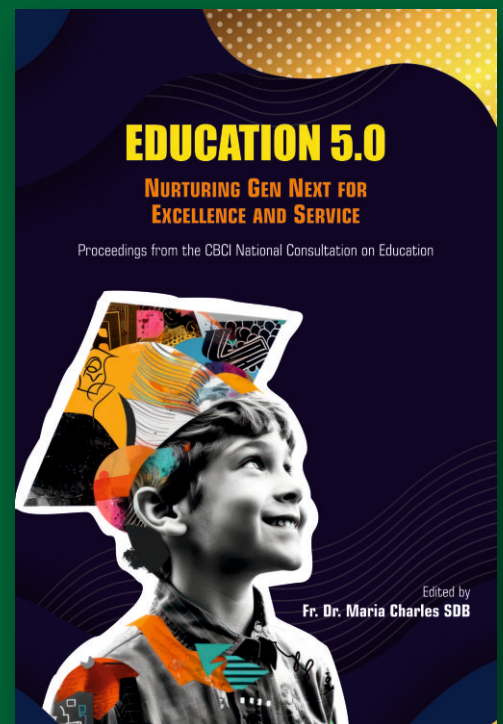


SAINT EDUCATORS: THE STORY OF HOLINESS AND EDUCATION IN THE CHURCH

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



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