

CBCI

EDUCATION NEXUS

JUNE 2025



EDUCATE TO EMPOWER

**WHAT MAKES A
GOOD TEACHER?**

**WORLD
ENVIRONMENT
DAY 2025**

**INTERNATIONAL
YOGA DAY 2025**

**UNDERSTANDING
INDIA'S CURRICULUM
REFORM 2025**

**POPE
LEO XIV**

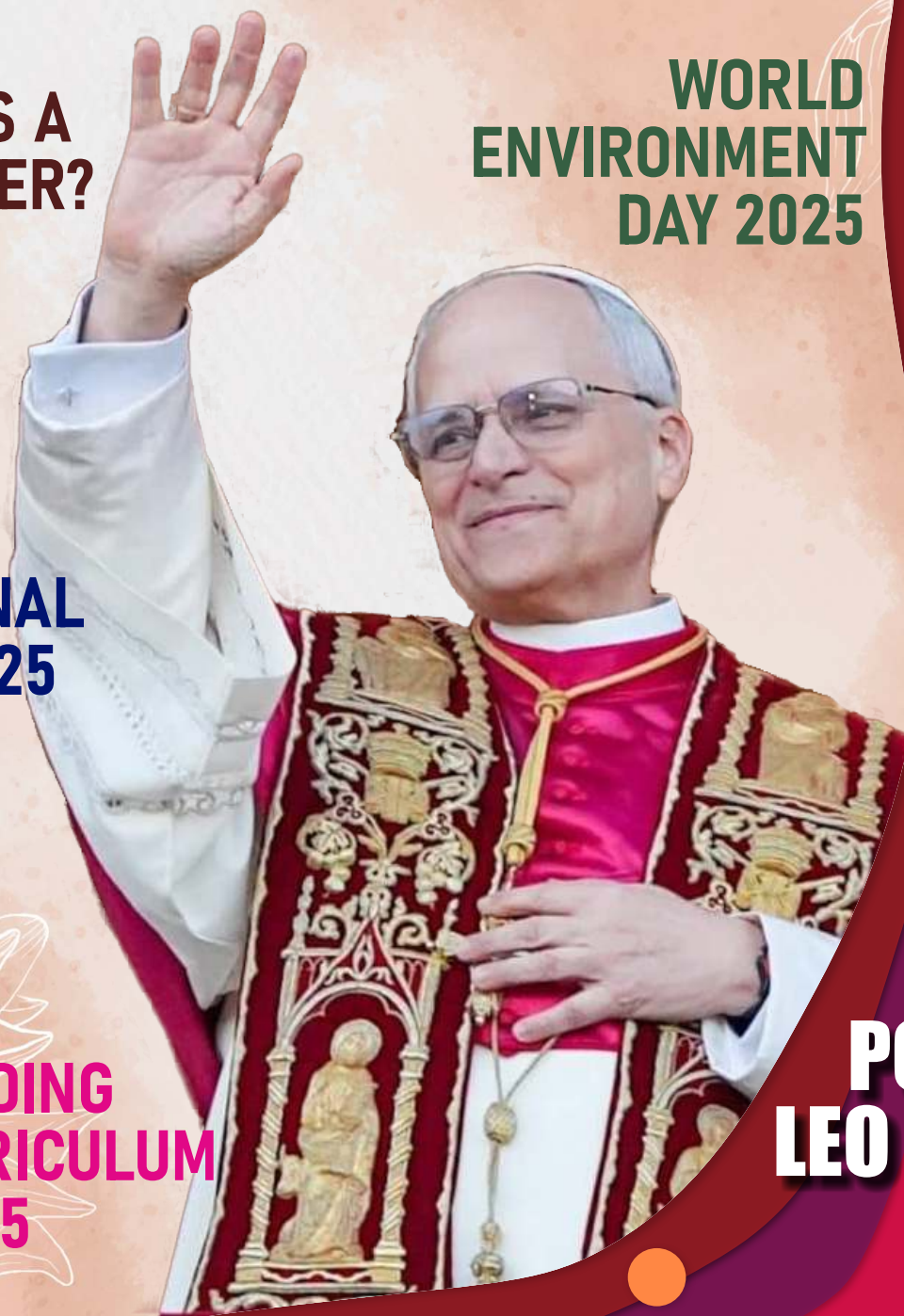


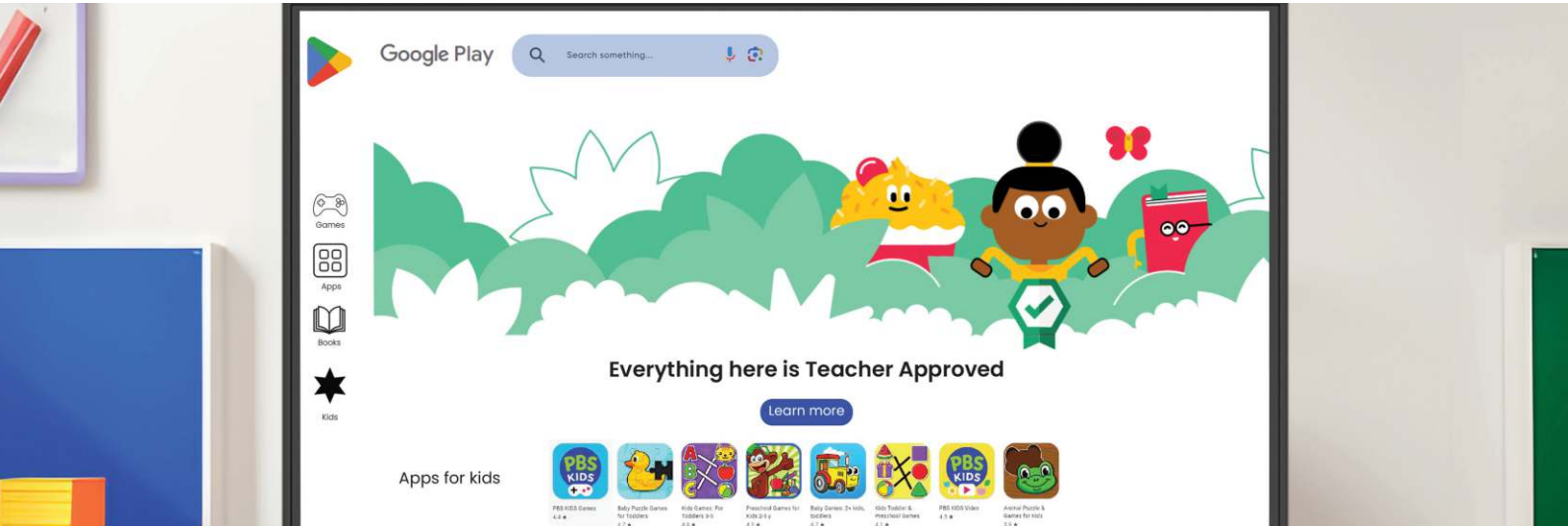
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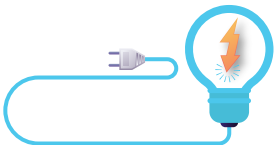
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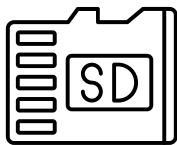
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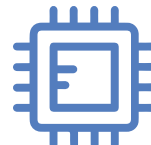
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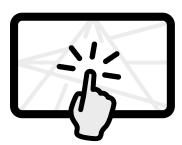
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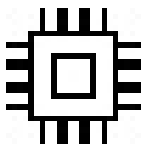
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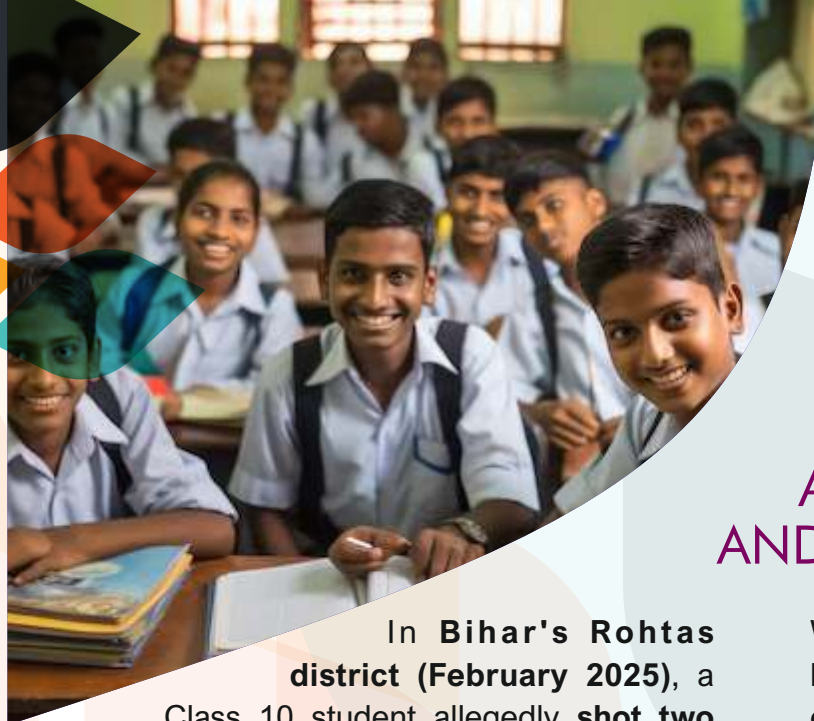
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EDUCATION IN CRISIS:

A CALL FOR HUMAN VALUES AND NOBLE TRANSFORMATION

In **Bihar's Rohtas district (February 2025)**, a Class 10 student allegedly **shot two classmates**—killing one—after they refused to let him copy during an exam. This horrifying act reveals how distorted our understanding of academic success and peer relationships has become.

In **Kota (February 2025)**, an 18-year-old **NEET aspirant died by suicide**, the **seventh such case in the city this year**. The city, known for its coaching centers, has tragically become a pressure cooker of unrealistic expectations.

In **Kilambakkam, Tamil Nadu (March 2025)**, **Dharshini**, another NEET aspirant, ended her life after years of academic stress. Her story echoes the silent suffering of thousands preparing for high-stakes exams.

In **Kottayam, Kerala (February 2025)**, a first-year nursing student was **tied, beaten, and physically injured** in a brutal ragging incident. It wasn't just a violation of college policy—it was a violation of human dignity.

Over the past three months, several distressing incidents across India have highlighted serious concerns regarding student welfare, human rights violations, and mental health challenges within educational settings. What can we do as educators?

We must **restore human values at the heart of education**. As Catholic schools and educators, we are uniquely called to promote the dignity of every person, the sacredness of life, and the formation of conscience. A truly noble education does not merely teach students *what* to think but *how* to live—ethically, empathetically, and purposefully.

We must **reimagine our curriculum**. It must go beyond textbooks and incorporate **value education, emotional intelligence, mental health support, interfaith dialogue, digital literacy, environmental awareness, and social responsibility**. The emphasis on **21st-century skills**—creativity, collaboration, critical thinking, and communication—must be framed within a moral compass rooted in Gospel values.

We must also build **safe, inclusive, and nurturing school environments**, where every child feels seen, heard, and supported. This includes establishing effective counseling systems, anti-ragging policies, peer mentoring, and spaces for dialogue and healing.

Our students are not machines to be calibrated for exams. They are souls to be formed, dreams to be nurtured, and lives to be protected. If we fail to provide them with moral clarity, emotional strength, and a sense of belonging, we risk losing not just individuals—but our collective future.

Let us, as Catholic educators across India, rise to this call. Let our schools be places of **light, integrity, and hope**. Let our curriculum reflect the **wisdom of our faith and the realities of our world**. And above all, let us form not just successful students, but **noble human beings**.



FR./DR. MARIA CHARLES SDB
National Secretary

POPE LEO XIV



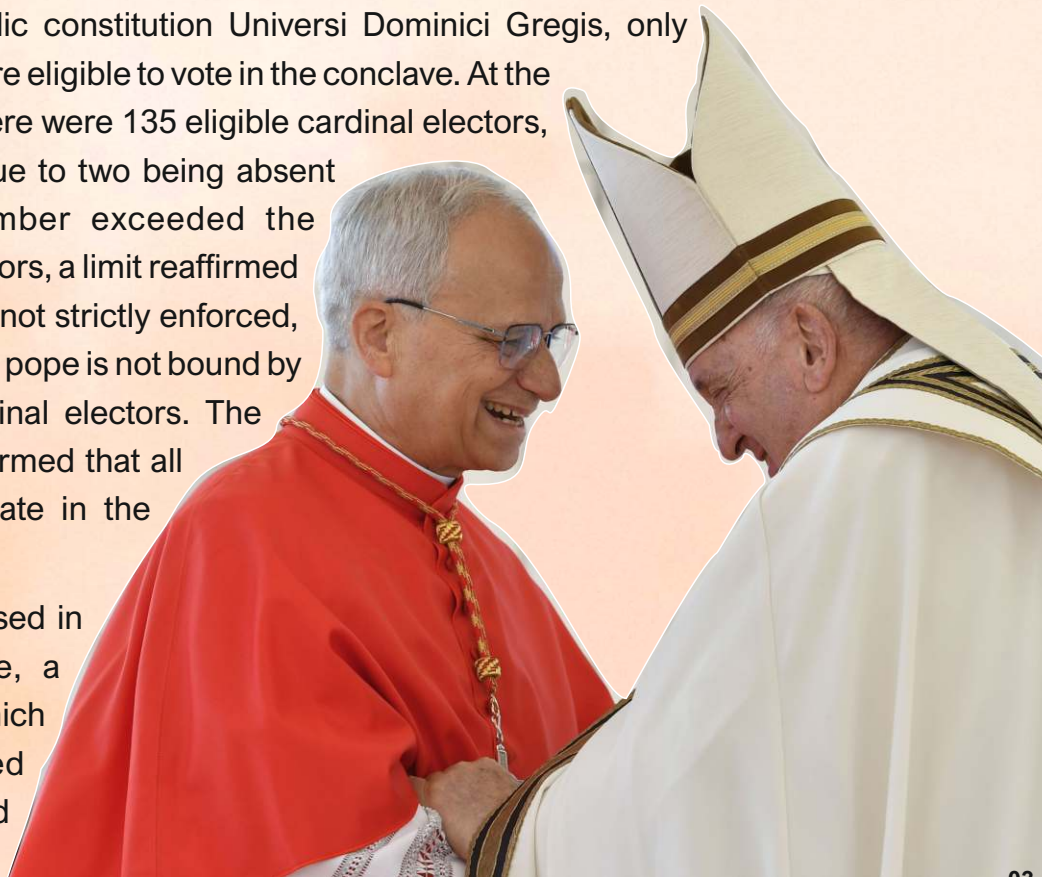
Introduction:

The 2025 papal conclave, convened from May 7 to May 8, 2025, marked a significant event in the Catholic Church, following the death of Pope Francis on April 21, 2025. This conclave was notable for its large number of cardinal electors and the election of Cardinal Robert Francis Prevost as Pope Leo XIV.

Pre-Conclave Events and Preparations:

In accordance with the apostolic constitution *Universi Dominici Gregis*, only cardinals under the age of 80 were eligible to vote in the conclave. At the time of Pope Francis's death, there were 135 eligible cardinal electors, though only 133 participated due to two being absent because of illness. This number exceeded the traditional maximum of 120 electors, a limit reaffirmed in *Universi Dominici Gregis*, but not strictly enforced, as canon lawyers agreed that the pope is not bound by this rule when appointing cardinal electors. The Congregation of Cardinals confirmed that all eligible electors would participate in the conclave.

The cardinal electors were housed in the *Domus Sanctae Marthae*, a residence within Vatican City, which had previously accommodated electors during the 2005 and



2013 conclaves. Due to the record-high number of electors, additional accommodations were arranged in nearby Vatican facilities.

Conclave Proceedings:

The conclave commenced on May 7, 2025, in the Sistine Chapel. Over two days, four ballots were cast. On May 8, Cardinal Robert Francis Prevost, the prefect of the Dicastery for Bishops and president of the Pontifical Commission for Latin America, was elected pope. Upon accepting his election, he took the papal name Leo XIV.

Cardinal Electors and Papabili:

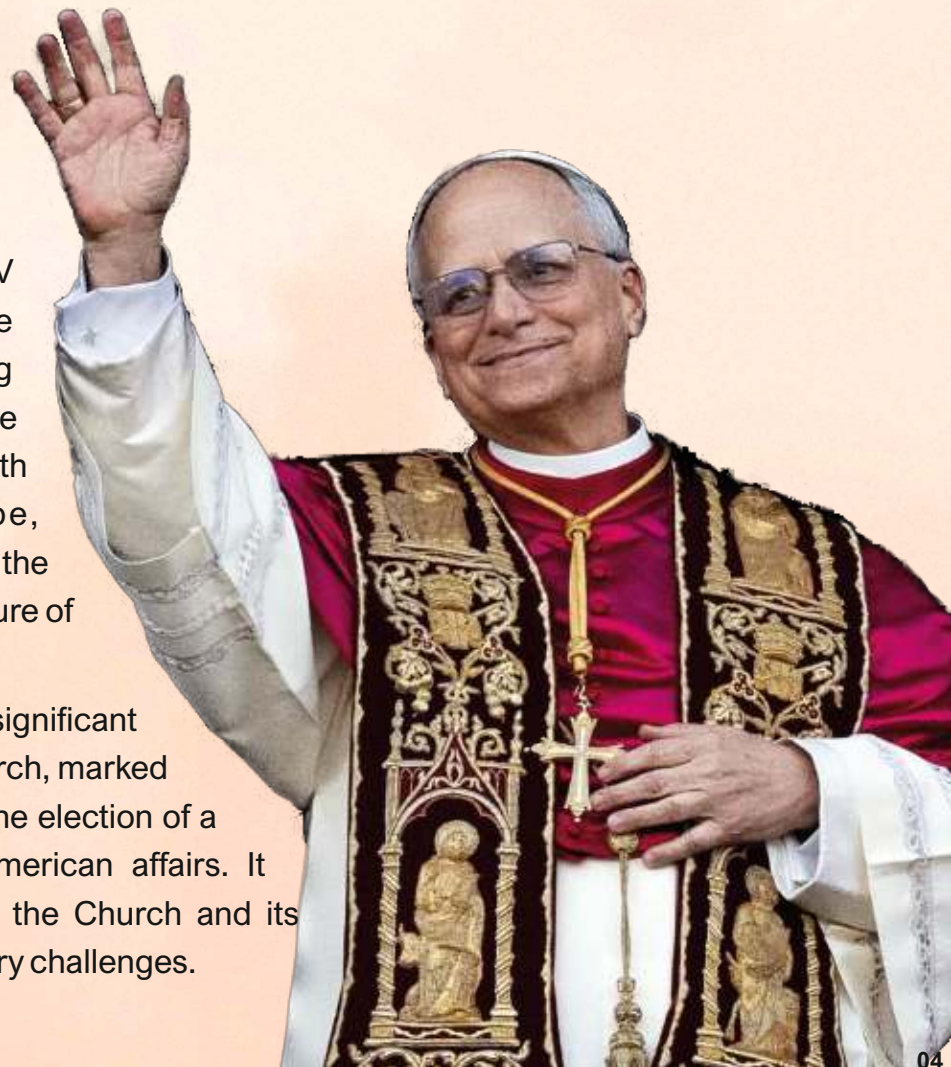
Among the 133 participating cardinal electors, 5 were cardinal bishops, 108 were cardinal priests, and 20 were cardinal deacons. The majority, 108, had been created cardinals by Pope Francis, with 20 by Pope Benedict XVI and 5 by Pope John Paul II. Notably, four Indian cardinals participated: Cardinal Filipe Neri Ferrão, Archbishop of Goa and Daman; Cardinal Cleemis Baselios, Major Archbishop-Catholics of the Syro-Malankara Catholic Church; Cardinal Anthony Poola, Archbishop of Hyderabad and India's first Dalit cardinal; and Cardinal George Jacob Koovakad, a Vatican diplomat and Syro-Malabar Archbishop.

Several cardinals were considered papabili, or potential candidates for the papacy. Cardinal Péter Erdő of Hungary was seen as a leading candidate, favoured by conservative Catholic networks and enjoying good relations with Orthodox churches and the Russian government. Cardinal Pietro Parolin, the Vatican Secretary of State, was also considered a strong contender but his candidacy faltered when his vote count stagnated between 40–50 votes, short of the required two-thirds majority.

Post-Conclave Developments:

Following his election, Pope Leo XIV made his first public appearance on the balcony of St. Peter's Basilica, imparting his blessing on Rome and the world. The election of Pope Leo XIV was met with reactions from around the globe, reflecting the diverse composition of the College of Cardinals and the global nature of the Catholic Church.

The 2025 papal conclave stands as a significant event in the history of the Catholic Church, marked by its record number of electors and the election of a pope with a background in Latin American affairs. It reflects the evolving dynamics within the Church and its ongoing efforts to address contemporary challenges.



WHAT MAKES *A Good Teacher?*

Southern New Hampshire University (SNHU) graduates and education faculty shared their thoughts on the qualities that make effective teachers stand out.

1. **Good Teachers Are Strong Communicators:**

When it comes to effective teaching, strong communication skills are a must, said Dr. Daniel Tanguay, the executive director of general education and first-year experience at SNHU.

Tanguay got his start as a high school math teacher and said that many students came to his class feeling afraid of math, discouraged by their prior experiences and too overwhelmed to approach the subject positively.

By communicating with students at the beginning of the year about how math applies to their favourite hobbies, sports and future careers, Tanguay said his students were able to approach the subject in a more enjoyable way that better supported their learning.

"I'm a firm believer in communication in all forms," he said. "As a leader, communication is a tool for overcoming fear."

2. **Good Teachers Listen Well:**

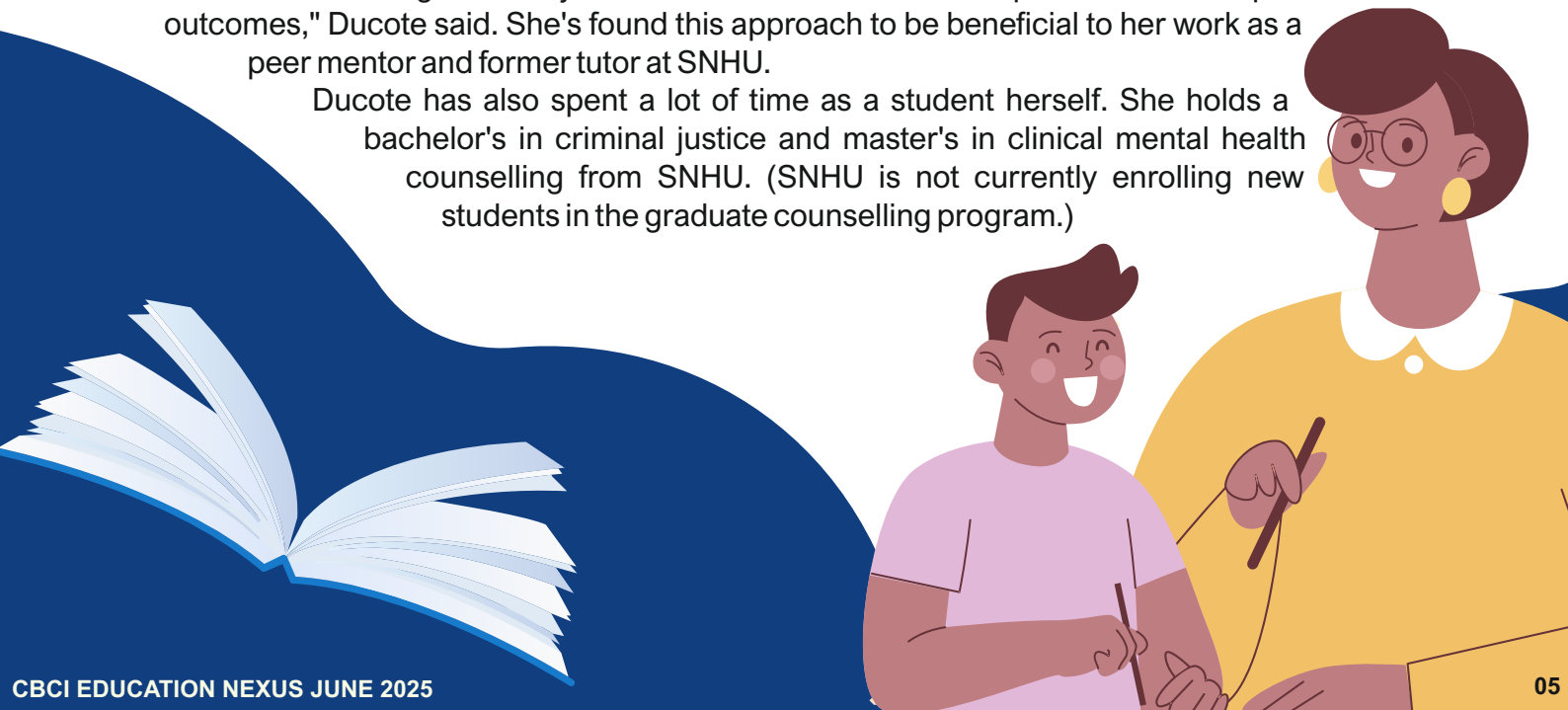
Great communication doesn't stop when the teacher is done talking. Listening well is one of the most important skills needed to be a teacher.

"Teachers that are skilled in listening and observing often pick up on what isn't being said, such as any anxieties a student may have," said Kristine Ducote '21 '24G, a peer mentor at SNHU. "Teachers can then help the student build their skills and confidence levels."

Taking the time to discover and leverage a student's learning style and their strengths is important, too.

"Asking them to pull on their many talents and past successes while adapting them to an educational environment and good study habits are crucial for student persistence and positive outcomes," Ducote said. She's found this approach to be beneficial to her work as a peer mentor and former tutor at SNHU.

Ducote has also spent a lot of time as a student herself. She holds a bachelor's in criminal justice and master's in clinical mental health counselling from SNHU. (SNHU is not currently enrolling new students in the graduate counselling program.)





3. **Good Teachers Focus on Collaboration:**

Working in education means you're never truly working alone. From paraprofessionals and teaching assistants to other classroom teachers and school leaders, working as a teacher often means working effectively in a group. It's also important to keep an open mind and learn from other educators.

The key to success in this kind of environment, Tanguay said, is the ability to collaborate.

"You really need to be able to fill various roles in order to collaborate effectively," he said. "If you already have someone on your team who is going to be the one to critique all of the suggestions made, then you don't need to join in on that. Instead, maybe you need to be the person who is going to come up with creative ideas. You need to have that flexibility."

4. **Good Teachers Are Adaptable:**

Effective teachers need to be able to work in a constantly evolving environment and adjust their teaching methods based on the age of their students, the resources available and changing curriculum, practices and requirements, said Dr. Audrey Rogers, associate dean of graduate education programs at SNHU.

As a former high school teacher and SNHU professor of education, Dr. Audrey Rogers said she's seen tremendous changes in the education field throughout her career, particularly with the rise in access to the internet, computers and other technology.

What is teaching going to look like in another 30 years? The only thing certain is change, according to Rogers, who now oversees graduate education programs at SNHU.

The ability to adapt is one of the most beneficial skills she said she's used while working in education — and it's certainly one that came in handy during the COVID-19 pandemic.

"The pandemic pushed us to rethink our teaching methods, embrace new technologies and find creative ways to engage with students," she said. "That experience underscored the importance of being flexible, open to change and willing to step outside of our comfort zones."

Adaptability is also one of the key skills needed to be a teacher who may be educating students of varying grade levels or different learning styles, Tanguay said.

"You have to be able to adapt based upon your audience," he said.

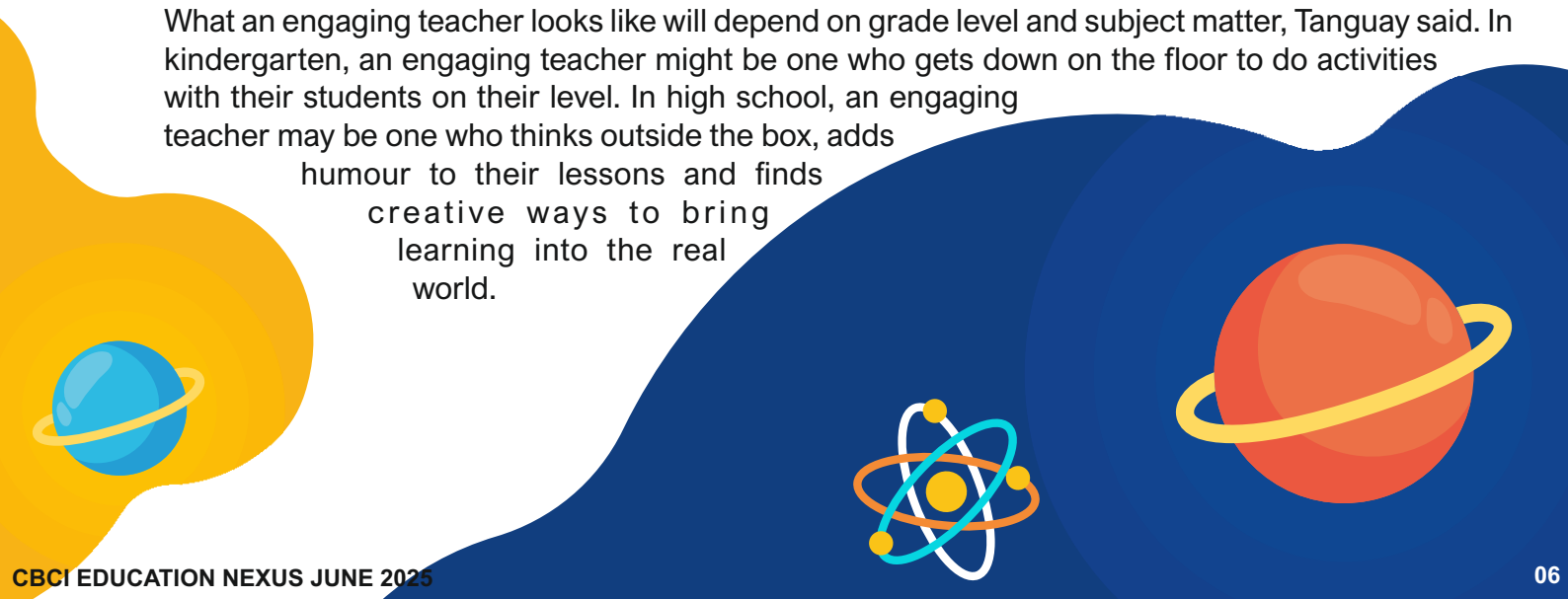
5. **Good Teachers Are Engaging:**

Being able to engage students with humour, creative lessons and a strong classroom presence is an important part of what makes someone a good teacher, Tanguay said.

"A good teacher will perform for their students to keep them going," he said. "It's not about sitting back and just lecturing."

What an engaging teacher looks like will depend on grade level and subject matter, Tanguay said. In kindergarten, an engaging teacher might be one who gets down on the floor to do activities with their students on their level. In high school, an engaging teacher may be one who thinks outside the box, adds

humour to their lessons and finds
creative ways to bring
learning into the real
world.



6. **Good Teachers Show Empathy:**

Another key to engaging students and improving their learning is to treat each student as an individual, by being empathetic and understanding to what may be going on in their lives, according to Tanguay.

"We need to take a moment to ... think about what could be going on in this student's life," he said. "It's so important to be observant, attentive, empathetic and always have a positive attitude."

Investing the time into understanding each student and their strengths can make a big difference in their learning. "This may take a little extra time and effort, posing additional challenges given the instructor/student ratio and work schedule," Ducote said. "However, a little extra can go a long way towards student retention and meeting educational goals."

7. **Good Teachers Have Patience:**

No matter what grade level you're teaching, your patience will be tested while working as an educator.

Whether you're managing classroom behaviour, working with colleagues with different views, or communicating student issues or progress with parents, patience is one of the most important skills to practice as a teacher.

"More often than not, you actually have to have more patience with the parents than you do with the students," Tanguay said. "Parents are coming in with their perceptions of what happened to them when they were students or previous experiences that may have been detrimental to their child ... You have to be patient and understanding of them."

8. **Good Teachers Value Real-World Learning:**

Teachers who bring classroom learnings into the real world are often some of the most engaging. But it's important for teachers to bring their own learning as educators into the real world, too.

One of the best preparations for effective teaching is to ensure that education students get plenty of classroom experience early on in their degree programs, Rogers said.

For SNHU's on-campus education majors, this preparation includes embedded coursework that begins in a student's freshmen year. They spend time at a local school once a week to collaborate with teacher partners and apply their learning to the classroom. A year-long student teaching experience is also a powerful way to ensure soon-to-be teachers have the time to hone their teaching skills, Rogers said.

"Our students have that benefit of seeing the practical application of what they're learning in the moment they're learning it," she said.



UNDERSTANDING INDIA'S CURRICULUM REFORM 2025

What It Means for the Future of Education?

By Anjum K: May 13, 2025



In 2025, India is set to roll out one of its most ambitious education reforms yet—Curriculum Reform 2025. But what does that actually mean for students, parents, and educators? Is it just another policy on paper, or a genuine attempt to rethink how we teach and learn? To understand the importance of this reform, let's step back for a moment. For decades, the Indian education system has been largely driven by textbooks, board exams, and rote memorization.

While this approach may have produced high scorers, it hasn't always equipped students with the critical thinking, creativity, and adaptability needed in the modern world. Curriculum Reform 2025 promises to change that. Building on the foundation of the New Education Policy (NEP) 2020, this reform shifts focus from “what to learn” to “how to learn.” It's not just a curriculum update—it's a philosophical overhaul of how we define learning success in India.



What Is Curriculum Reform 2025?

Curriculum Reform 2025 is the next big leap following the New Education Policy (NEP) 2020. While NEP 2020 laid down the vision for changing Indian education, the 2025 reform is the execution stage—the point where those ideas become a reality in schools across the country.

At its core, this reform aims to replace rote memorization with competency-based learning. That means moving away from textbook-heavy learning towards a model that focuses on skills, conceptual understanding, and real-world application. This isn't just about what kids are learning, but how they're learning it.

What's Changing in the Indian School Curriculum?



This reform is not just about adding new subjects or shifting a few textbooks, it's a complete overhaul of how learning is delivered, experienced, and measured in classrooms across the country. At the heart of the change is a commitment to making education more relevant, inclusive, and future-ready. Here are some of the key highlights:

1. Foundational Literacy and Numeracy First

The early years (Grades 1–3) will now place greater focus on reading, writing, and math. The objective is clear: every child should attain basic learning skills by Grade 3. This is crucial to make sure that no child is left behind from the start.

2. Interdisciplinary Learning

No more isolated silos. Subjects will intersect to make learning more holistic. For example, a lesson on the environment may involve



geography, science, and even art, which encourages students to see connections across disciplines.

3. Focus on Life Skills

The curriculum introduces 21st-century competencies – critical thinking, collaboration, self-awareness, empathy, and resilience. These life skills prepare students not just for exams, but for the unpredictable challenges of the real world.

4. Inclusion of Future-Ready Subjects

Children will be introduced to subjects like:

- Coding and AI
- Financial literacy
- Entrepreneurship
- Sustainability and climate education

These additions will help bridge the gap between school learning and future careers.

5. Medium of Instruction

The new curriculum encourages teaching in a child's home language at least until Grade 5. Research shows children learn better when taught in a familiar language—this approach aims to make early education more inclusive and effective.

How Will Assessments Change?

Curriculum Reform 2025 doesn't just change what is taught—it also changes how learning is measured.

- No more high-stakes exams as the only metric.
- Formative assessments (ongoing classroom feedback) will be prioritized.
- Report cards may include insights into a child's strengths, interests, and progress—not just marks.

The idea is to encourage learning over cramming, and growth over grades.

What Will Teachers Need to Make This Work?

This reform won't work without massive support for teachers. After all, they are the backbone of our education system.

Here's what's being planned:

- Teacher training on new pedagogical methods
- Access to digital tools and teaching aids
 - Revised teacher education curricula aligned with NEP 2020
 - Continuous professional development

In other words, teachers won't just be content-deliverers—they'll become facilitators of learning.

Will Schools Be Ready?

That depends. Implementing Curriculum Reform 2025 requires more than just printing new textbooks. Schools will need:

- Infrastructure upgrades (like digital classrooms)
- Access to local language materials
- More focus on student well-being
 - Partnerships with parents and communities

Rural schools, in particular, will need targeted investment to bridge existing gaps.

What About Parents?

Parents play a crucial role in this shift. As the curriculum becomes more flexible and personalized, schools will likely involve parents



more in the learning process.

Things you might see:

- Digital dashboards to track your child's progress
- Regular parent-teacher meetings focused on skills and growth, not just grades
- Opportunities for parents to contribute to school activities and learning modules

Challenges to Watch For

While the vision for Curriculum Reform 2025 is ambitious, implementing change at a national scale is never without roadblocks. It's important to be aware of the potential pitfalls so that solutions can be proactively designed and executed.

Change of this magnitude is never easy. Potential hurdles include:

- Uneven rollout across states due to policy differences
- Teacher shortages and resistance to change
- Lack of digital access in remote areas
- Need for curriculum localization in multiple regional languages

But with proactive leadership and investment, these challenges can be addressed over time.

Why Does This Reform Matter?

We're at a point where the world is changing faster than our schools can keep up. Traditional learning methods no longer serve students who'll work in fields that don't even exist yet.

Curriculum Reform 2025 offers a way forward—a model where students don't just memorize answers but learn how to ask the right questions. Where schools don't just prepare kids for exams, but for life.

If implemented well, this reform could:

- Bridge the gap between urban and rural education
- Make learning more inclusive and equitable
- Prepare students for global opportunities while staying rooted in Indian values

Final Thoughts

Curriculum Reform 2025 isn't just about syllabus updates. It's about creating a new mindset around learning in India. One where curiosity is celebrated, mistakes are part of the process, and every child has the tools to succeed. Change won't happen overnight. But with consistent effort, collaboration, and the willingness to adapt, this could be the most significant educational transformation India has seen in decades.

So, whether you're a parent trying to support your child's learning, or a teacher preparing for what's ahead—know this: India is rewriting its educational story and [Oasis International School](https://www.oasisintschool.net/understanding-indias-curriculum-reform-2025-what-it-means-for-the-future-of-education/) is being a carrier of it—to promote education that actually matters. And it starts in 2025.

<https://www.oasisintschool.net/understanding-indias-curriculum-reform-2025-what-it-means-for-the-future-of-education/>



SAINT EDUCATOR SERIES: 20

SAINT ANTHONY OF PADUA

(15 August 1195 — 13 June 1231)



St. Anthony of Padua, OFM, born Fernando Martins de Bulhões, was a Portuguese Catholic priest and Franciscan friar. Born into a wealthy Lisbon family, he dedicated his life to preaching, Scripture, and serving the poor and sick. Renowned for his eloquence and miracles, he spent his later years in Padua, Italy, where he became a beloved spiritual figure.

Recognized as one of the fastest canonizations in Church history, Anthony was declared a saint less than a year after his death. Today, he remains one of Catholicism's most popular saints, venerated as the patron of lost items, the poor, and countless other causes.

Early Life and Monastic Beginnings:

Anthony of Padua was born Fernando Martins de Bulhões in Lisbon, Portugal, though details about his family remain somewhat uncertain. While 15th-century sources identify his parents as Vicente Martins and Teresa Pais Taveira and suggest noble lineage through the Bulhões family, some scholars, like Niccolò Dal-Gal, consider these claims less definitive.

Raised in privilege, Fernando received his early education at Lisbon's cathedral school before pursuing a religious vocation. At just 15 years old, he joined the Canons Regular of the Order of the Holy Cross at the Abbey of Saint Vincent near Lisbon. Seeking deeper solitude for prayer and study, he later transferred to the order's motherhouse, the Monastery of the Holy Cross in Coimbra, then Portugal's capital, in 1212.

At Coimbra, Fernando immersed himself in theology and Latin, laying the intellectual foundation for his later work as a preacher and teacher. This period of intense study and spiritual growth would prove crucial before his eventual calling to the Franciscan Order.

Transition to the Franciscan Order and Early Challenges:

After being ordained a priest, the 19-year-old Fernando was appointed guest master of the Abbey of the Holy Cross in Coimbra, responsible



for welcoming and hosting visitors. During this time, he encountered a group of Franciscan friars living in a humble hermitage nearby, dedicated to St. Anthony the Great. Their radical commitment to poverty and simplicity deeply moved him, particularly when news arrived of five Franciscan martyrs who had been beheaded in Morocco. When King Afonso II ransomed and returned their relics to Coimbra, Fernando was so inspired by their sacrifice that he sought permission to leave the Canons Regular and join the newly established Franciscan Order.

Upon entering the friary at Olivais, he took the name Anthony, after the hermitage's patron saint. Filled with missionary zeal, he soon departed for Morocco to preach the Gospel. However, severe illness forced him to abandon his mission. During his return voyage to Portugal,

a storm diverted his ship to Sicily.

From Sicily, Anthony travelled to Tuscany, where his frail condition initially made it difficult for him to find a place among the friars. Eventually, he was sent to the remote hermitage of Montepaolo near Forlì, where he lived in quiet solitude, dedicating himself to prayer and study in a secluded cave. This period of withdrawal would unexpectedly prepare him for his future as one of the Church's greatest preachers.

Saint Educator:

St. Anthony of Padua is known as a Saint Educator because of his exceptional intellect, his deep understanding of scripture and theology, and his influential role in teaching and guiding members of the Franciscan Order. Although he initially lived a quiet and humble life as a Franciscan friar, his gift for preaching and teaching became evident during an unexpected moment in Forlì in 1222. When a preaching assignment fell through due to a mix-up between visiting Dominicans and the local Franciscans, Anthony was asked to speak. His spontaneous sermon astonished everyone with its clarity, depth, and eloquence. From that moment, his reputation as a brilliant preacher and teacher began to spread.

Recognizing his talents, the Franciscan leadership assigned Anthony to teach theology to young friars preparing for ordination. This was a significant development within the order. St. Francis of Assisi, the founder of the Franciscans, had been cautious about intellectual pursuits, fearing they might distract from the life of poverty and service. But he saw in Anthony someone who could balance spiritual humility with sound theological instruction. In 1224, Francis himself gave Anthony permission to teach theology, provided that his studies did not extinguish the spirit of prayer and devotion.

Anthony went on to teach in several important centres of learning, including the universities of Bologna, Montpellier, and Toulouse. He became known not only for his academic insight but also for the way he made complex theological ideas accessible and inspiring. His sermons used scripture creatively and symbolically, making deep truths understandable to both clergy and laypeople. He also



compiled a collection of his sermons, *Sermons*, which became influential teaching tools.

Because of his role in educating future Franciscan leaders and his ability to blend intellectual excellence with spiritual fervour, St. Anthony came to be honoured as a "Doctor of the Church" and remembered throughout history as a Saint Educator—a model of how knowledge can serve faith.

Preaching and Teaching:

In 1222, in the town of Forlì, a group of visiting Dominican friars had gathered for an ordination ceremony. A misunderstanding arose about who would deliver the sermon. The Franciscans had assumed a Dominican would preach, given their reputation for eloquence, while the Dominicans, thinking a Franciscan would handle the homily, had come unprepared. Faced with this impasse, the head of the local Franciscan hermitage turned to one of his own, Brother Anthony, believing he might be the most capable among them. Though Anthony protested, claiming unpreparedness, he was persuaded to speak whatever the Holy Spirit might inspire.

To everyone's surprise, Anthony delivered a powerful impromptu sermon that left a deep impression on his audience. His rich voice, commanding presence, and profound scriptural knowledge, combined with his eloquence and heartfelt message, deeply moved those in attendance.

Following this event, Brother Gratian, the minister provincial of the Franciscan province of Romagna (based in Bologna), assigned Anthony to serve there. His gifts soon caught the attention of Francis of Assisi, founder of the Franciscan Order. Though Francis had long been wary of scholarly pursuits, fearing they might distract from the order's mission of poverty and service, he saw in Anthony a rare harmony of learning and humility. Trusting Anthony's dedication to the Franciscan way of life, Francis appointed him in 1224 to oversee the theological training of friars preparing for ordination.



ST. ANTHONY OF PADUA

The tradition of invoking St. Anthony's help in finding lost or stolen items dates back to an incident during his life in Bologna. A novice who had chosen to leave the order took with him Anthony's treasured psalter, which contained valuable notes used for teaching. At a time when books were painstakingly hand-copied and rare, especially for a friar bound by poverty, this loss was significant. Anthony prayed for its return and the novice not only brought back the book but also rejoined the order. This very psalter is said to still be preserved in the Franciscan friary in Bologna.

Though he occasionally taught at renowned universities such as Montpellier and Toulouse in southern France, Anthony's true calling was preaching. Historian Sophronius Clasen described him as a herald of "the grandeur of Christianity," known for his use of allegory and symbolic interpretations of scripture. After attending the general chapter of the order in Arles, France, in 1226, and preaching throughout the Provence region, Anthony returned to Italy and was appointed Provincial Superior of northern Italy, choosing Padua as his base.

In 1228, Anthony acted as envoy from the general chapter to Pope Gregory IX. At the papal court, his preaching earned widespread acclaim and was described as a "jewel case of the

Bible.” Impressed by his insight and eloquence, the pope commissioned Anthony to compile his sermons in a collection titled *Sermons for Feast Days* (*Sermones in Festivitates*). Gregory IX honoured him with the title “Ark of the Testament” (*Doctor Arca Testamenti*), acknowledging both his mastery of scripture and his unwavering faith.

Miracles Performed:

One of the most well-known stories about St. Anthony is that of his sermon to the fish, which took place in the town of Rimini. Anthony had gone there to preach, but the local heretics responded with scorn and mockery. Undeterred, he walked to the shoreline and began preaching at the water’s edge. As he spoke, a great number of fish were said to have gathered, lifting their heads above the water as if to listen. This miraculous sight drew a crowd, including many of the very people who had rejected him. Witnessing the scene, even the heretics were moved to hear his message.



Another famous event also said to have occurred in Rimini involved a heretic challenging Anthony to prove the real presence of Christ in the Eucharist. Seeking to ridicule the saint, the man brought forward a half-starved mule and placed fresh fodder in front of it. Anthony, meanwhile, held up a monstrance containing the Blessed Sacrament. In what was seen as a divine sign, the mule ignored the fodder and bowed before the Eucharist. This miracle is commemorated by the Tempietto of Sant'Antonio in Rimini, though other versions of the story place the event in Toulouse or Bourges.

In yet another account, during a meal with a group of heretics in Italy, Anthony became aware that the food offered to him had been poisoned. When he confronted his hosts, they admitted the attempt on his life but then challenged him to eat the food if he truly believed in the promise of Christ in Mark 16:18: “and if they drink any deadly thing, it will not harm them.” Trusting in divine protection, Anthony blessed the food and ate it without suffering any harm, astonishing those present.

Death and Canonization:

In the final months of his life, St. Anthony's health began to decline due to the intensity of his preaching, his rigorous lifestyle, and years of travel and ministry. Despite his physical frailty, he remained committed to his mission, continuing to preach and minister to the people with unwavering devotion. In early 1231, seeking rest and recovery, he withdrew to a small retreat house in the woods near Padua, in a place called Camposampiero. There, a benefactor had built him a simple treehouse hermitage in a walnut tree, where he could pray in solitude and escape the pressures of public life.

While at Camposampiero, Anthony's condition worsened. Realizing that his death was approaching, he asked to be taken back to Padua, the city he had grown to love and had chosen as his base for ministry.

However, during the journey, he became too weak to continue and had to stop at a Franciscan monastery in the nearby village of Arcella, just outside Padua's gates.

It was there, on June 13, 1231, at the age of 35, that St. Anthony passed away. His last words were reportedly, "I see my Lord," a peaceful declaration of his readiness to meet God. News of his death spread quickly, and the people of Padua mourned deeply. So beloved was Anthony that the citizens demanded his body be brought to the city for burial.

He was buried in Padua, where his tomb soon became a site of pilgrimage. Less than a year after his death, Pope Gregory IX canonized him on May 30, 1232, recognizing the widespread devotion and the many miracles attributed to his intercession. His legacy as a powerful preacher, devoted servant of the poor, and miracle-worker has endured through the centuries, and he is still honoured today as one of the most beloved saints in the Catholic Church.

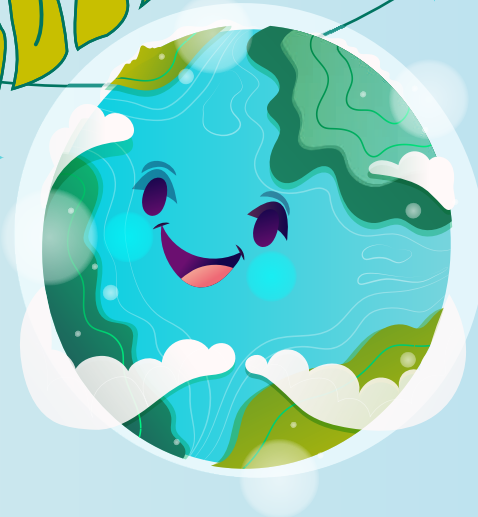
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WORLD ENVIRONMENT DAY 2025



World Environment Day, celebrated annually on June 5, is the United Nations' principal platform for raising awareness and encouraging action to protect our planet. In 2025, the event will take on even greater significance as nations, organizations, and individuals come together to address pressing environmental challenges. Each year, the day serves as a reminder that environmental protection is not just a responsibility but a necessity for the survival of future generations.

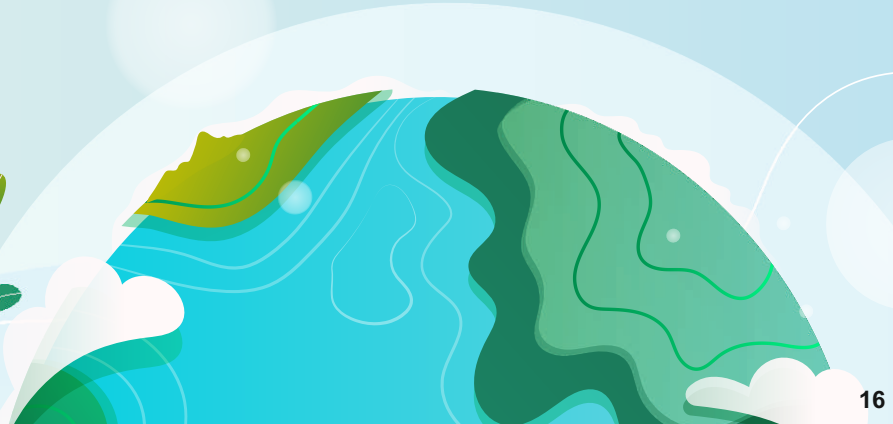
The 2025 celebration will likely highlight the progress made since the adoption of key international agreements, such as the Paris Climate Accord and the Kunming-Montreal Global Biodiversity Framework. However, it will also underscore the gaps in implementation and the need for accelerated efforts. Governments, businesses, and civil society will be called upon to strengthen commitments to reduce carbon emissions, protect ecosystems, and transition to green economies. With extreme weather events, deforestation, and species extinction rates rising, World Environment Day 2025 will emphasise that the time for half-measures is over; only bold, collective action can secure a sustainable future.

The Role of Individuals and Communities:

While policy changes and corporate accountability are crucial, individual actions also play a vital role in environmental conservation. World Environment Day 2025 will encourage people worldwide to adopt eco-friendly habits, such as reducing waste, conserving water, and supporting sustainable products.

Grassroots movements, school programs, and community clean-up drives will be organised to foster a sense of shared responsibility. Social media campaigns will amplify the message, inspiring millions to participate in tree-planting initiatives, beach clean-ups, and energy-saving challenges.

Education will be another key focus, with workshops and seminars teaching younger



generations about the importance of environmental stewardship. By empowering individuals with knowledge and practical solutions, World Environment Day 2025 aims to create a global culture of sustainability. Small daily choices like using reusable bags, opting for public transport, or reducing meat consumption can collectively lead to significant positive impacts.

A Unified Global Effort:

World Environment Day 2025 will serve as a rallying point for international cooperation. Countries will showcase their environmental achievements while acknowledging the work still needed. Developing nations may call for increased climate financing and technology transfers to support their green transitions. Meanwhile, global partnerships between governments, NGOs, and the private sector will be highlighted as essential drivers of innovation in renewable energy, circular economies, and conservation projects.

As we approach 2025, the urgency of the environmental crisis cannot be ignored. World Environment Day is more than a symbolic observance, it is a call to action for every individual, community, and nation to prioritise the planet. The choices we make today will determine the health of our ecosystems and the well-being of future generations. By working together, we can turn the tide against environmental degradation and build a greener, more resilient world.

Let World Environment Day 2025 be the year we move from promises to progress, from awareness to action, and from crisis to solutions. The Earth is our only home, and protecting it is a duty we all share.

-Brandon Arnold John



INTERNATIONAL YOGA DAY 2025



International Yoga Day, celebrated annually on June 21, is a global event that highlights the physical, mental, and spiritual benefits of yoga. Established by the United Nations in 2014, this day encourages millions worldwide to practice yoga and embrace its holistic approach to well-being. As modern life becomes increasingly fast-paced and stressful, yoga offers a timeless solution for balance and inner harmony.

The 2025 celebrations will build upon previous years' successes, with mass yoga sessions, workshops, and digital campaigns reaching every corner of the globe. Governments, schools, and organisations will organise events to showcase yoga's universal appeal, transcending age, religion, and nationality. Given the growing awareness of mental health challenges, the 2025 edition may emphasise yoga's therapeutic benefits in reducing anxiety, improving focus, and enhancing emotional well-being. With support from global leaders, fitness experts, and spiritual guides, International Yoga Day 2025 will reinforce yoga as not just an exercise but a lifestyle that nurtures mind, body, and soul.

Yoga for Health and Sustainability:

Beyond personal wellness, International Yoga Day 2025 will highlight yoga's connection to environmental sustainability. Many yogic principles align with eco-conscious living, mindfulness, minimalism, and respect for nature. The event may encourage eco-friendly practices such as outdoor yoga sessions in parks, beach clean-ups combined with meditation, and the use of sustainable yoga mats and accessories. By linking yoga with environmental stewardship, the day will inspire individuals to adopt habits that benefit both personal health and the planet.

Additionally, yoga's emphasis on breathwork (pranayama) and mindfulness can play a role in combating stress-related illnesses, which have surged in recent years. Healthcare professionals and wellness advocates will likely use this day to promote yoga as a complementary therapy for chronic conditions such as hypertension, depression, and insomnia. Schools and workplaces may introduce yoga programs to improve productivity and mental clarity, demonstrating its relevance in all aspects of life.

A Global Movement for Unity and Peace:

One of the most powerful aspects of International Yoga Day is its ability to bring people together

across borders. In 2025, celebrations will span from India, yoga's birthplace, to New York, London, Tokyo, and beyond. Social media will play a key role, with live-streamed sessions, virtual challenges, and inspirational stories shared worldwide. Diplomatic missions and cultural organisations may host cross-country yoga events, reinforcing the idea that wellness is a universal language.

The 2025 observance will also likely explore yoga's philosophical roots, encouraging deeper engagement beyond physical postures. Discussions on ancient texts like the Yoga Sutras of Patanjali and modern interpretations of yogic wisdom could foster greater appreciation for its spiritual dimensions. By blending tradition with contemporary needs, International Yoga Day 2025 will serve as a bridge between cultures, promoting global unity in an increasingly fragmented world.

Conclusion:

As International Yoga Day 2025 approaches, the message is clear; yoga is more than a trend; it is a timeless practice for holistic living. Whether through individual practice, community events, or global initiatives, everyone can contribute to this movement. By embracing yoga, we invest in our health, cultivate inner peace, and nurture a deeper connection with the world around us.

Let June 21, 2025, be a day of transformation; a reminder that through breath, movement, and mindfulness, we can create a healthier, happier, and more harmonious planet. The power of yoga lies in its simplicity, and its impact is limitless. On this International Yoga Day, let us all unroll our mats, breathe deeply, and step into a future of wellness and unity.

-Brandon Arnold John





THE IMPORTANCE OF BECOMING AI LITERATE

While AI is already making our lives more productive at work and more enjoyable at home, there are fears it will cause mass job losses - particularly in a variety of careers many students may wish to pursue.

Macquarie Business School Associate Professor Mauricio Marrone said students need to understand AI as it will affect their educational journey and career preparations.

“Fear of AI is unproductive, but informed awareness is important,” Associate Professor Marrone said.

“While some students may express concerns about their future employment prospects due to AI, others recognize its benefits and potential to propel them in their careers.”

In *Navigating Career Stages in the Age of Artificial Intelligence*, Marrone and colleagues including Macquarie Business School Associate Professor Sarah Bankins highlight the role of AI in guiding career decisions through the technology's predictive capabilities, altering the skills demanded of workers as well as fuelling the apprehensions of workers about their future.

“Students with realistic expectations and practical knowledge about AI tend to navigate these changes better,” Marrone said.

And the good news, he said, is AI is not difficult to understand or use, as modern AI tools are increasingly user-friendly with easy-to-use interfaces.

“The challenge lies in understanding AI's capabilities, limitations and implications.”



THINKING FOR YOU:

Unlike previous technological revolutions that primarily transformed physical tasks, AI has the ability to perform cognitive tasks that traditionally require human thinking.

These attributes create both challenges and opportunities across all disciplines and career stages, Marrone said. “AI's capability to learn from data, adapt to new information and make autonomous decisions represents a fundamental shift in how technology integrates with human work and decision-making processes.”

Marrone uses AI to enhance his work and provide better support to students and colleagues.

“For example, I use it to create visualisations to communicate complex information.”

In his personal life, Marrone uses AI to summarise long podcasts to enable him to quickly come to grips with news and current affairs and as a replacement for internet searches.

“Additionally, AI helps me discover and suggest recipes based on ingredients I have available, plan travel itineraries and recommend things I may have overlooked,” he said.

Marrone said the technology will transform students' university education by allowing for personalised learning experiences tailored to their previous knowledge, strengths and weaknesses.

AI will make studying more manageable, productive and rewarding by providing students with better learning tools and support, Marrone said.

“It will enhance assignment feedback, improve accessibility by producing different media formats and enable students to focus on higher-order thinking and creative problem-solving rather than routine tasks.”

AI already plays a crucial role in the world of work by matching graduate skills and job requirements,

providing personalised career guidance and analysing employment trends to identify emerging opportunities.

“Universities are slowly beginning to use AI to support students in these areas,” Marrone said. “After university, AI will continue impacting various aspects of students' lives, including career development and job search.”

HOW TO DEVELOP AI SKILLS:

Students do not need an IT degree to effectively use and understand AI.

To become AI literate, Marrone said students and parents need technical understanding (how AI works, its capabilities and limitations), practical skills (the ability to use AI tools) and ethical awareness (an understanding of the societal implications and ethical considerations of AI).

“Students and parents should seek out AI tools such as ChatGPT (Open AI), Gemini (Google) and Copilot (Microsoft) for text generation. Try Midjourney, DALL-E (Open AI) and Stable Diffusion for image creation.”

“Understand them by experimenting with different prompts, reading platform documentation and completely introductory tutorials available on these platforms.

“AI literacy should be viewed as a complementary skill that enhances one's primary discipline, rather than replacing it.

“Students in history, economics, and other disciplines should develop AI literacy skills that are relevant to their fields. AI literacy is becoming fundamental, regardless of one's specialisation, much like digital literacy.”

GETTING STARTED WITH AI:

Free online courses:

Elements of AI - Offers two excellent courses: "Introduction to AI" and "Building AI"

AI For Everyone on Coursera - A popular non-technical course explaining AI concepts

PLATFORMS TO EXPLORE:

For text generation and assistance:

- ChatGPT (OpenAI) - Try asking it to explain complex topics, help with writing or create learning plans
- Gemini (Google) - Experiment with multimodal capabilities (text, images, code)
- Copilot (Microsoft) - Useful for productivity tasks and Microsoft application integration

For image creation:

- DALL-E (OpenAI) - Create images from text descriptions
- Midjourney - Generate artistic interpretations from prompts
- Stable Diffusion - Open-source option for image generation

TASKS TO TRY:

1. Ask AI to explain concepts in your field of study
2. Try using AI to create study materials or summarise articles
3. Experiment with image generation by describing scenes from literature or history
4. Compare responses across different AI platforms to understand their strengths and limitations





CAN *Happiness* BE TAUGHT?

By John J Kennedy: 21 May 2025

When the Indian Institute of Technology Madras (IIT-M) announced its collaboration with the Rekhi Foundation for Happiness to establish the Rekhi Centre of Excellence for the Science of Happiness, the news invited both curiosity and contemplation. The centre, housed within the department of management studies, aims to blend scientific research with philosophical inquiry to help students cultivate positivity, build emotional resilience, and lead purposeful lives. While this initiative is certainly promising, it raises a set of profound questions. Can happiness be taught? Can people truly learn to be happy?

These questions are hardly new. Philosophers, theologians, and, more recently, psychologists and neuroscientists have grappled with the nature of happiness. What makes the IIT-M initiative remarkable

is its attempt to institutionalise happiness as a subject worthy of structured academic inquiry and practical intervention. Yet, in doing so, it invites scrutiny of not just happiness itself, but of the deeper social, cultural, economic, and psychological frameworks that influence its pursuit.

At the centre lies the question: what is happiness? Is it a transient emotion, a stable personality trait, or the cumulative result of a life well-lived? Classical thinkers offered divergent perspectives. Aristotle defined happiness as *eudaimonia*, a flourishing life of virtue and purpose. John Stuart Mill, shaped by the utilitarian tradition, equated it with maximising pleasure and minimising pain. Indian philosophical traditions, on the other hand, emphasised that happiness lies beyond material acquisitions. The Bhagavad Gita extols action without attachment as the path to peace, while Buddhism suggests that the cessation of craving is essential to contentment.

Modern psychology, particularly the branch known as positive psychology, attempts to define happiness through the PERMA model—Positive emotion, Engagement, Relationships, Meaning, and Accomplishment. This framework sees happiness not as a singular emotion but as a composite of life experiences and practices that support well-being. If happiness is indeed this multifaceted—emotional, moral, psychological, and spiritual—can it be taught in a measurable way?

Interestingly, there is a growing body of empirical evidence suggesting that it can. Interventions focusing on emotional resilience, gratitude, mindfulness, and purpose have shown promising outcomes. Yale

University's 'Science of Well-being' course, taken by over 3.5 million people worldwide, reports measurable improvements in participants' happiness. Closer home, the Delhi government's happiness curriculum in schools has showed structured efforts can help young learners improve emotional regulation and interpersonal relations.

These programmes combine behavioural science, mindfulness, emotional intelligence, and reflective practices. They promote not just understanding but transformation. In that sense, happiness is not about absorbing content but cultivating habits and mindsets. Still, studying happiness doesn't guarantee it, just as learning about love doesn't necessarily help cultivate the ability to love. Yet, if happiness is a lifelong pursuit, perhaps the value lies more in the journey than the guarantee.

India's low rank—118th out of 147 countries—in the 2025 World Happiness Report makes the relevance of such efforts stark. Despite GDP growth, rising inequality, high unemployment, poor work-life balance, and environmental degradation significantly impact well-being. A 2022 Deloitte study revealed 63 percent of Indian professionals feel burnt out. Mental health issues remain poorly addressed, and rapid urbanisation continues to erode traditional community bonds.

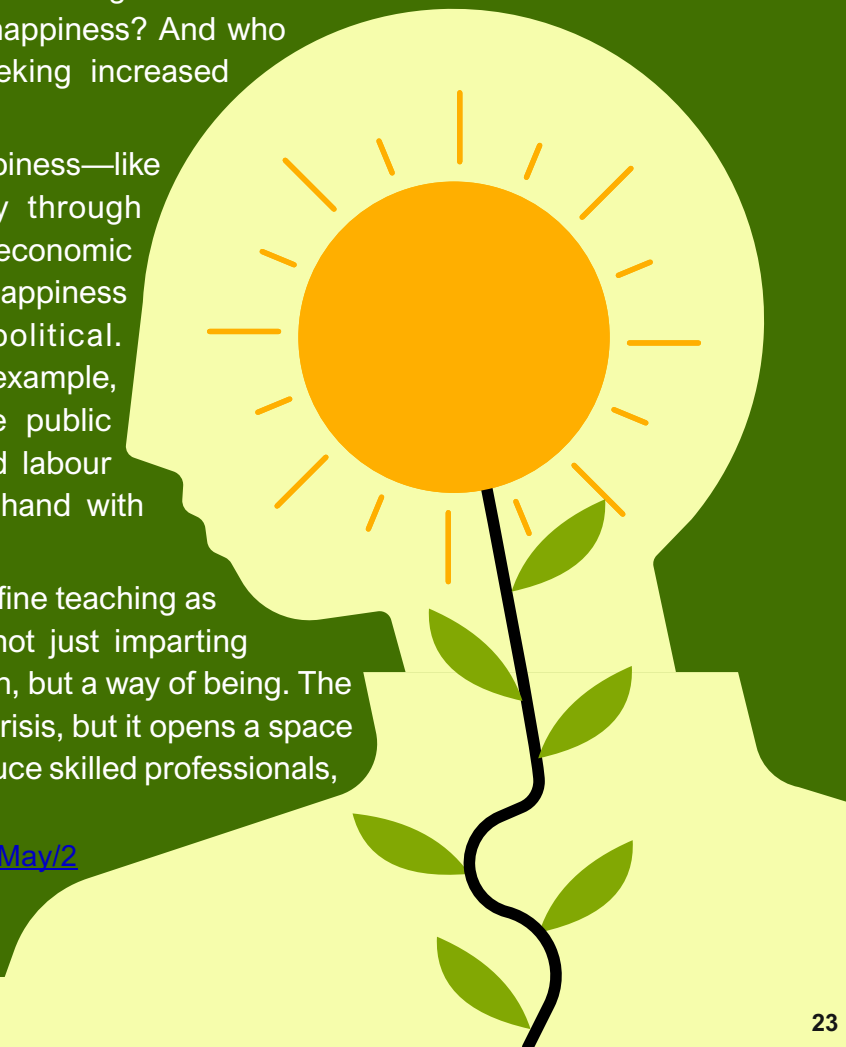
Against this backdrop, placing a happiness centre within a department focused on business and management—a field often associated with material gain—may seem ironic. But perhaps it is also symbolic. It may signal a recognition that the pursuit of success without well-being is ultimately unfulfilling, and that the purpose of education should evolve to promote human flourishing alongside economic competence.

The IIT-M initiative's strength lies in its attempt to bridge western and Indian paradigms. Western thought often focuses on individual fulfilment, while Indian traditions emphasise inner equilibrium and communal harmony. Each perspective holds value; together, they offer a richer framework. A robust curriculum on happiness must blend neuroscience with yoga, and emotional literacy with ethical reflection. Still, some questions demand careful attention. Can happiness be standardised, especially given its subjective and cultural dimensions? Can the same institutions that generate stress also cultivate joy? Is there a risk of commodifying happiness? And who benefits most—individuals, or institutions seeking increased productivity under the guise of wellness?

Countries that rank consistently high in happiness—like Finland and Denmark—succeed not merely through personal development, but through social trust, economic security, and ecological mindfulness. India's happiness movement must be both personal and political. Educational institutions like IIT-M can lead by example, but the broader transformation must include public policy reform, urban planning, healthcare, and labour rights. Teaching happiness must go hand in hand with creating conditions that support it.

Finally, can happiness be taught? Yes—if we define teaching as cultivating empathy, resilience and purpose, not just imparting knowledge. Happiness is not a credential to earn, but a way of being. The IIT-M initiative may not solve India's happiness crisis, but it opens a space to rethink the role of education—not just to produce skilled professionals, but to nurture whole human beings.

<https://www.newindianexpress.com/opinions/2025/May/20/can-happiness-be-taught>



HOLISTIC PROGRESS CARD

EMPOWER YOUR SCHOOL TO STAY RELEVANT TODAY !

HPC undoubtedly is a paradigm shift in changing the mindset of the schooling ecosystem itself. Its emphasis on gradual progress and highlights the teaching learning journey for a student. In a nuanced manner it acknowledges the role of various stakeholders as contributors in this journey. To begin with, it breaks the deep-rooted mindset and paranoid obsession with marks and report cards, which has inadvertently created collateral damage in today's BANI world (brittle, anxious, non-linear, and incomprehensible).

The emphasis is now on formative assessments instead of relying only on summative assessments. It would not be an exaggeration to mention that utilization of only summative assessments have created a dysfunctional learning system leading to many disenchanted school stakeholders. Over emphasis of Testing, formal evaluations, rote learning has created more loss in terms of the sentiments attached to the joy of learning. Now, assessments 'as,' 'for,' and 'of' learning will become critical elements in the pedagogy plan.

Learning Trajectory is thoughtfully constructed in terms of three levels such as Beginners, Progressing and Proficient. Each of these levels are well defined and also encourages developmental needs of the student very well. Even the icons for each of them symbolizes the spirit of learning and development. It is very critical to understand the nuances of levels. Especially for a performance system which is so conditioned with marks this shift even though minor can be unsettling.

'It takes a whole village to raise a child.' When extended to today's context, this sentiment emphasizes that various stakeholders—teachers, parents, peers, and the students themselves—are all interconnected and play critical roles in a student's learning and development. However the interlinkages need to be understood well. There is

depth especially in the senior classes HPC template where the students are encouraged to reflect in a systematic manner. Questions such as 'My goals outside of school last year' etc bring depth in lateral thinking and encourages holistic thinking. There is one section titled 'Let's imagine your future self 10 years from now,' which encourages thinking that breaks away from herd mentality. Peer pressure unfortunately leads to many students succumbing to herd mentality and burying their true aspirations to meet the expectations of family and friends. Overall the set of



questions in self evaluation brings congruence between their aspirations and the interlinkages to the subjects that they aspire for.

Peer assessments is an important requirement in HPC and is an important angle for holistic development. Some common apprehensions I've heard include: "How do you eliminate peer bias in observations?" and "We're unlikely to get objective comments from peers!"

These apprehensions are not completely misplaced however in the same breadth it is important to note that these doubts can be addressed in a systematic manner. Similarly, doubts are often raised about how first-generation parents can be involved in assessments when they may struggle to articulate their thoughts clearly. These are real problems on the ground however they can be tackled very effectively through a systematic manner through proper boot camps and engaging parents in deeper and broader conversations.

This when done well leads to well orchestrated multi dimensional and valuable inputs for the student and a true sense provides an impetus to overall development of the student.

Few tips while implementing HPC :

1. Handpick your top teaching talent as members of a task force who can assist in the deployment of HPC across the school. It's important that school management doesn't view this as just a policy mandate or reduce it to a tick-box exercise—something to be done merely for compliance or to appease others. It would also mean a psychological commitment to better their current teaching learning levels. The problem persists unfortunately in schools where the leadership operates under the fallacy that they are delivering the best and that there is nothing to improve.
2. Revisit the rubrics for all activities being undertaken inside and outside the classroom. There's an adage: 'Measure what you want to manage, and you cannot manage what you cannot measure.' Unfortunately, unlike the medical field where data science is actively leveraged to serve humanity, its use in education remains primitive and widely neglected. There is over reliance on the teachers memory while providing observations on teachers which needs to be avoided. It is sad when schools are unable to create robust learning repositories and strong knowledge management systems which stay with the schools for years to come.
3. Re-examine activities in the school which are not adding deeper meaning to the holistic development of the student. Today the number of activities in schools are overflowing and some of



them are keeping the school fraternity very occupied and busy however meaningless it may be. HPC can help you re-examine activities that add depth, purpose, and genuine value to a student's holistic development.

4. Digitize the requirements so that reams of papers are not getting collected and inadvertently increase administrative workload. The frequency and place of data updates for the various assessments can be planned well. These need to be contextualized to the school's operations, academic calendar, existing assessment methods, and other on-ground realities.
5. Build capabilities of teachers on the soft aspects of teaching – counselling process. Today schools are undertaking many capacity building workshops to the extent that there seems to be fatigue which seems to have set in. The need of the hour is to choose specific areas where training interventions are in line with well laid out competency development frameworks. Identify and measure base line metrics for teacher development, undertake specific interventions and measure the improvements over a period of time with a combination of on the job projects and classroom interventions.
6. Encourage dialogue on the need of holistic education with parents and how it can impact better parenting. It is true that helicopter parenting is having its collateral damages which are visible over a period of time . HPC provides a scientific method to have a conversation with the parent which can help them to reflect objectively to assist their wards in discovering their potential and true calling, vivid plumage of happy childhood experiences.
7. Examine existing key processes such as question paper setting, classroom observations and curriculum planning are many times undertaken as an isolated process. The interlinkages amongst these key processes would lead to better impact.
8. Implement methods where all students get an opportunity to participate in co-curricular activities, sports, arts, music so that sufficient data points can be collected for the students.

Just a note of caution, in an era of instant gratification and lower tolerance for anything which does not give immediate results, the HPC is an invitation to a path which would compel us to Unlearn- Learn - Relearn. The mantra for staying relevant in today's anxious times.

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THE UP-SKILLING PROGRAM-IV CONDUCTED BY THE ALL INDIA ASSOCIATION OF CATHOLIC SCHOOLS, NEW DELHI.



The All India Association of catholic Schools- AINACS organized a Training Program (UP-SKILLING PROGRAM-IV) for the Principals of Catholic Schools at FMA Outreach Shillong, Meghalaya, from 23-25 April 2025. There were 68 School Principals from all over India to attend this training program.

The topics were Accounts and Taxation dealt by C.A Ms. Dipsha Maria D'Souza, Public relations dealt by Rev. Fr. Robinson Rodrigues, the Director of Niscort in Ghaziabad, Stakeholder Management by prof. Harish Chaudhry, IIT New Delhi. The Training Program began on 24th April with the Inauguration. Most. Rev. Victor Lyngdoh, the Archbishop of Shillong inaugurated the UP- SKILLING PROGRAM-IV.

The Principals actively participated in all the sessions. Many doubts were cleared and questions were answered by the resource persons. The training program was concluded on 25th 2025 with the lunch.

The registration began at 3.00 pm on 23rd April, followed by tea. On 24th April at 9.00 am, the inauguration took place. First day the session went till 4.30 pm. We began the day with the Holy Mass at 6.45 am in the FMA Chapel. After the training program all were given the Certificates.

Fr. Sojan John. O. Praem

National General secretary

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In India, Education Without Employment

14 May 2025

India's education system, despite ambitious reforms like the National Education Policy (NEP) 2020 and initiatives such as coding in schools and inclusive teacher recruitment, continues to struggle with a severe employability crisis. While the government touts progress through global rankings and infrastructure improvements, the employability rate of graduates remains stagnant at 42.6% in 2025, barely changed from 44.3% in 2023. The system fails to equip students with the skills needed for a rapidly evolving job market, leaving degrees largely meaningless in terms of job opportunities.

The NEP 2020, though flexible in design, lacks proper implementation and industry integration, leading to low-skilled gig economy jobs instead of meaningful employment. The policy's focus on superficial elements like Indian Knowledge Systems and mother-tongue instruction lacks robust execution or industry input, as the drafting committee excluded business and industry representatives. Meanwhile, India's improved global university rankings mask deeper issues, such as poor research quality and innovation output, with cities like Bengaluru ranking far behind global leaders like Silicon Valley.

India's start-up culture, often celebrated, is largely limited to service-based apps rather than high-impact technological innovations seen in countries like China or the U.S. Additionally, large-scale projects like CSIR-NMITLI and the Akash tablet have consumed significant public funds without delivering tangible results. The University Grants Commission (UGC) further stifles progress by acting as a bureaucratic gatekeeper rather than a facilitator of reform.

To address these challenges, India must shift its focus from optics to real-world outcomes by involving industry in curriculum design, ensuring transparency in projects, and replacing outdated institutions like the UGC with more accountable bodies. Without structural changes, the education system will continue to disillusion youth, offering promises on paper but little in practice.

<https://chahalacademy.com/current-affairs/14-May-2025/1847>



New NAAC rules on college, university assessment

By Shradha Chettri: May 6, 2025

The National Assessment and Accreditation Council (NAAC) has introduced new rules for peer team visits to colleges and universities seeking accreditation.

According to the updated guidelines, peer teams will now give only a five-minute notice before their visits, aiming to ensure transparency and prevent institutions from manipulating the assessment process.

Additionally, the NAAC has imposed a strict ban on gifts of any kind to peer team members during these visits. This measure is intended to eliminate potential biases and maintain the integrity of the

accreditation process. The council has also warned against fraudulent practices, such as fake accreditation scams, where unauthorized agencies deceive institutions with false promises of accreditation.

To further enhance credibility, the NAAC has mandated that institutions upload video tours of their facilities on the official NAAC website. This step allows for a more transparent evaluation process and helps verify the authenticity of the institution's claims. These changes are part of NAAC's efforts to improve accountability and curb malpractices in higher education accreditation.

<https://news.careers360.com/naac-accreditation-peer-visit-rules-online-accredited-colleges-universities-2-member-5-minute-notice-gift-ban-scam-video-website>

15 foreign universities to open campuses in India this academic year

By S Lalitha: 26 May 2025

Fifteen foreign universities are set to open campuses in India in the upcoming academic year, marking a significant step in the country's efforts to internationalize higher education. This development follows the University Grants Commission (UGC) regulations allowing foreign institutions to establish operations in India, offering degrees equivalent to those provided in their home countries.

Among the universities expected to launch campuses are prominent institutions from the U.S., U.K., Australia, and Europe. These campuses will offer courses in high-demand fields such as engineering, business, and liberal arts, providing Indian students with global-standard education without the need to study abroad.

The move is part of India's National Education Policy (NEP) 2020, which aims to enhance the quality and accessibility of higher education. By

attracting foreign universities, the government hopes to reduce the outflow of students seeking education overseas and position India as a global education hub.

However, challenges such as regulatory approvals, infrastructure setup, and cultural adaptation remain. Despite these hurdles, the initiative is seen as a transformative opportunity for India's education sector, fostering collaboration and raising academic standards.

<https://www.newindianexpress.com/nation/2025/May/26/15-foreign-universities-to-open-campuses-in-india-this-academic-year>



A Case of Practical, Pragmatic and Innovative Education

By Badri Narayan: May 29, 2025

NEP 2020 is portrayed as a landmark reform aimed at aligning India's education system with global standards and the evolving demands of the 21st-century

workforce. The policy seeks to foster originality, practical skills, and innovation, ensuring that education contributes meaningfully to sustainable employment and global competitiveness.

A central goal of NEP 2020 is to bridge the gap between academic learning and employability. Recognizing that traditional degrees no longer guarantee meaningful employment, the policy emphasizes embedding flexibility, vocational relevance, and industry integration into the education system. This approach aims to equip students with skills that are directly applicable in

the job market.

NEP 2020 introduces a flexible four-year undergraduate program with multiple entry and exit points. Students can earn a certificate after one year, a diploma after two, or a degree after three or four years, depending on their circumstances. This modular structure acknowledges the diverse life situations of learners, allowing them to pause and resume their education without penalty, thereby promoting continuous and lifelong learning.

To address the traditional focus on rote learning, NEP 2020 advocates for the integration of vocational education, skill-based courses, and industry-relevant training across disciplines. By mainstreaming internships and apprenticeships within higher education institutions, the policy facilitates on-the-job experience, enhancing students' readiness for real-world challenges.

Understanding that 21st-century employability requires more than just domain knowledge, NEP

2020 promotes a multidisciplinary approach. Students are encouraged to explore courses across various fields, such as engineering students taking humanities courses, to develop a broad skill set that includes cognitive abilities, technical expertise, and soft skills like communication and adaptability.

The article underscores NEP 2020's commitment to transforming India's education system into one that is practical, adaptable, and aligned with global

standards. By focusing on flexibility, industry relevance, and holistic development, the policy aims to prepare students not just for employment, but for meaningful participation in a rapidly changing world.

<https://www.thehindu.com/opinion/lead/a-case-of-practical-pragmatic-and-innovative-education/article69629931.ece>

Karnataka RTE admissions in private schools drop by 98% since 2019

By Express News Service: May 6, 2025

The Karnataka government has announced the commencement of admissions under the Right to Education (RTE) Act for the 2024-25 academic year, reserving 25% of seats in private unaided schools for students from disadvantaged backgrounds. The online application process began on June 1, allowing eligible candidates to apply for seats in classes 1 through 8 in participating schools across the state.

Parents from economically weaker sections (EWS), disadvantaged groups, and children with special needs can apply through the official RTE portal. The selection process will be conducted via a lottery system to ensure transparency, with results expected to be announced in July. The state government has urged schools to comply with the RTE norms and warned of strict action against institutions that refuse admissions under the quota.

However, some private school associations have raised concerns over delayed reimbursements

from the government for RTE-admitted students, citing financial strain. Activists have also highlighted discrepancies in the application process, calling for better awareness campaigns to ensure maximum participation from eligible families.

The Karnataka education department has assured that grievances will be addressed promptly and emphasised the importance of the RTE Act in promoting inclusive education. The initiative aims to provide quality schooling opportunities to underprivileged children, aligning with the broader goals of equitable education access in the state.

<https://indianexpress.com/article/cities/bangalore/karnataka-rte-admissions-private-schools-9977605/>



Delhi Cabinet approves draft Bill to regulate fees in private schools

By Gayathri Mani: April 30, 2025

The Delhi Cabinet has approved a draft bill aimed at regulating fees in both private and government schools in the national

capital. Termed a "historic and brave decision" by Chief Minister Arvind Kejriwal, the bill seeks to bring transparency and fairness to school fee structures, preventing arbitrary hikes and ensuring affordability for parents. The move comes



after years of complaints from parents about exorbitant fees charged by private institutions. The draft legislation proposes the formation of a regulatory authority to oversee fee structures, ensuring that schools justify any increases and do not impose unnecessary charges on parents. It also mandates greater accountability in how schools utilize the fees collected, requiring detailed financial disclosures. The bill covers all schools, including government-aided and private unaided institutions, marking a significant step toward standardising education costs in Delhi. Education Minister Atishi emphasised that the bill aims to strike a balance between protecting parents' interests and ensuring schools have adequate resources for quality education. The government has also sought feedback from

stakeholders, including school managements and parent associations, before finalizing the law. The decision has drawn mixed reactions, with parents' groups welcoming the move while some private school associations express concerns over potential bureaucratic interference in their financial autonomy. If passed, the bill could set a precedent for other states to implement similar fee regulations, reinforcing the Delhi government's focus on accessible and equitable education.

<https://indianexpress.com/article/cities/delhi/delhi-cabinet-draft-bill-regulate-fees-private-govt-schools-historic-brave-decision-cm-rekha-gupta-9972661/>

More regulation on private schools is bad idea

By Manish Sabharwal: April 25, 2025

The article argues that increasing government regulation on private schools is a misguided approach to improving education in India. While the intent behind regulating fees and admissions may seem noble—ensuring affordability and accessibility—the author contends that excessive interference could stifle innovation, reduce quality, and discourage private investment in education. Instead of solving problems, over-regulation might shrink the pool of good private schools, leaving parents with fewer choices.

The piece highlights how private schools, especially low-budget institutions, have played a crucial role in filling gaps left by underperforming government schools. Heavy-handed regulations, such as rigid fee controls and bureaucratic admission processes, could force many of these schools to shut down, disproportionately affecting middle- and lower-income families who rely on them. The author suggests that a better alternative would be to improve government schools, thereby

creating healthy competition rather than imposing restrictive policies on private institutions.

Additionally, the article points out that many regulatory measures fail to address root issues like teacher training and infrastructure. Instead of micromanaging private schools, the government should focus on setting broad standards while allowing schools the flexibility to operate efficiently. The author concludes that empowering parents with better information and vouchers—rather than suffocating regulations—would be a more effective way to ensure quality and affordability in education.

<https://indianexpress.com/article/opinion/columns/more-regulation-on-private-schools-is-bad-idea-9964410/>





Will reimburse fee to private schools only for 10% EWS seats: Chandigarh admn.

By Rajanbir Singh: April 24, 2025

The Chandigarh Administration has announced that it will reimburse fees to private schools only for 10 Economically Weaker Section (EWS) seats per class under the Right to

Education (RTE) Act, a decision that has sparked controversy. While the RTE Act mandates 25% EWS reservations in private schools, the administration cites financial constraints as the reason for limiting reimbursement to just 10 seats per class. This move has raised concerns about the exclusion of underprivileged students beyond this cap.

Private school associations have expressed frustration, arguing that the administration's decision places an unfair burden on them. They claim that without full reimbursement, admitting

more EWS students becomes financially unsustainable, forcing them to either reject admissions or compromise on quality. Activists and educationists have criticized the policy, stating that it undermines the spirit of the RTE Act and denies equal opportunities to disadvantaged children.

The Chandigarh Administration has defended its stance, stating that the decision aligns with available budgetary provisions. However, critics argue that the government must prioritize education funding to ensure compliance with RTE norms. The debate highlights the ongoing tension between policy mandates and financial feasibility in implementing inclusive education reforms.

<https://www.hindustantimes.com/cities/chandigarh-news/will-reimburse-fee-to-private-schools-only-for-10-ews-seats-chandigarh-admn-101745440760992.html>

Gurugram shuts 'illegal' schools, students' transfer underway

By Ishita Singh: May 07, 2025

The Gurugram district administration has initiated a crackdown on illegal schools operating without proper recognition or infrastructure, ordering their immediate closure. Authorities have identified over a dozen such institutions running in violation of education norms, putting students' futures at risk. The administration has now begun the process of transferring affected students to nearby government or recognized private schools to ensure continuity in their education.

Officials stated that these illegal schools often lack basic facilities, qualified teachers, and safety measures, compromising the quality of education. Parents have been urged to verify the affiliation status of schools before admitting their children. The district education department is coordinating with parents to facilitate smooth transfers, including arranging transportation and necessary documentation for the relocated students.

The move comes after repeated complaints about unregulated schools charging fees while failing to meet regulatory standards.

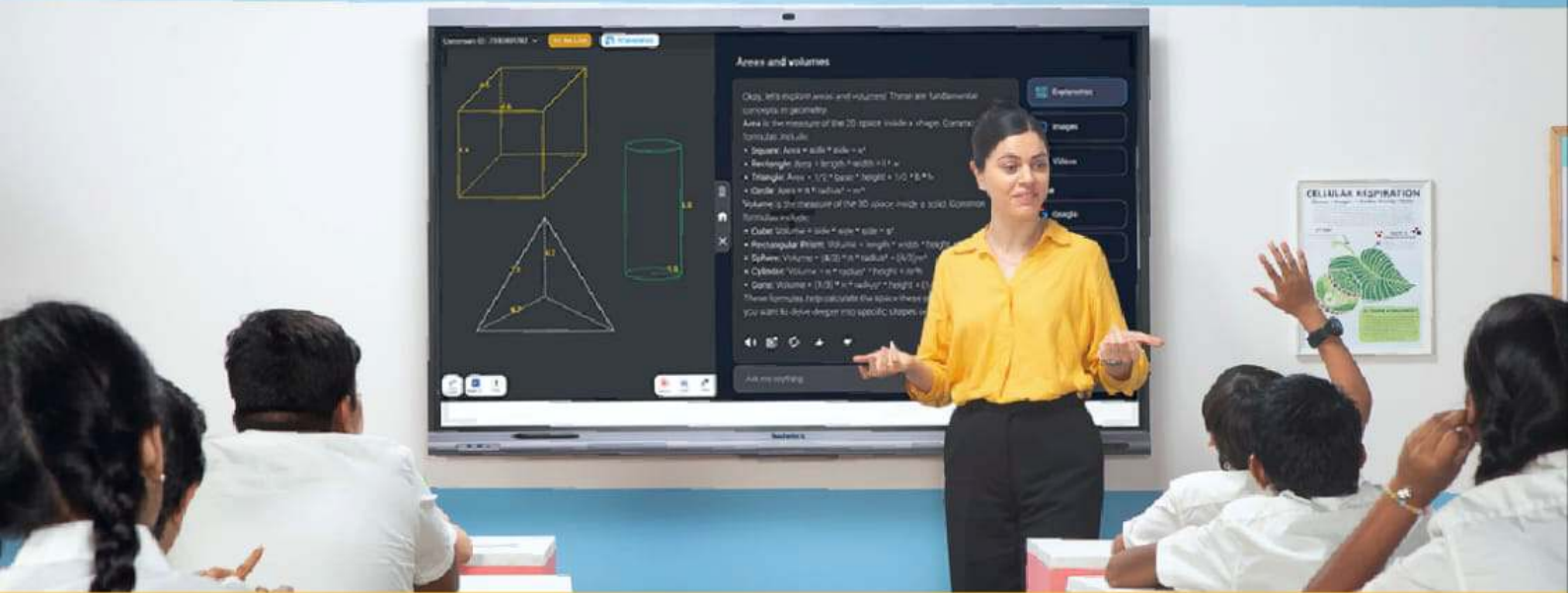
While the crackdown aims to improve education quality, concerns remain about the disruption caused to students' mid-academic year. The administration has assured that all efforts are being made to minimize inconvenience and ensure no child's education is adversely affected by the closures.

<https://www.hindustantimes.com/cities/gurugram-news/gurugram-shuts-illegal-schools-students-transfer-underway-101746586167436.html>



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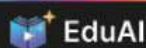
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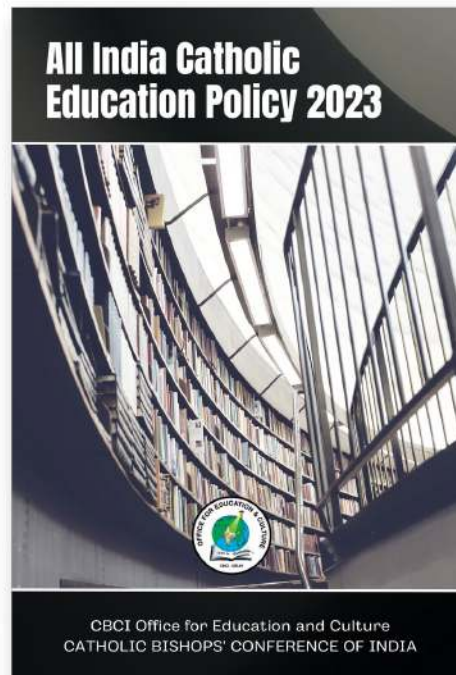


ALL INDIA CATHOLIC EDUCATION POLICY

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

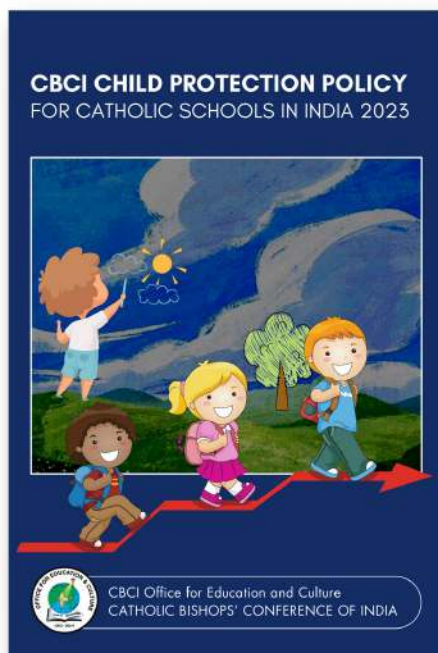


CBCI CHILD PROTECTION POLICY

PUBLISHED BY CATHOLIC BISHOPS CONFERENCE OF INDIA. (CBCI)

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

PRICE: RS. 140



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