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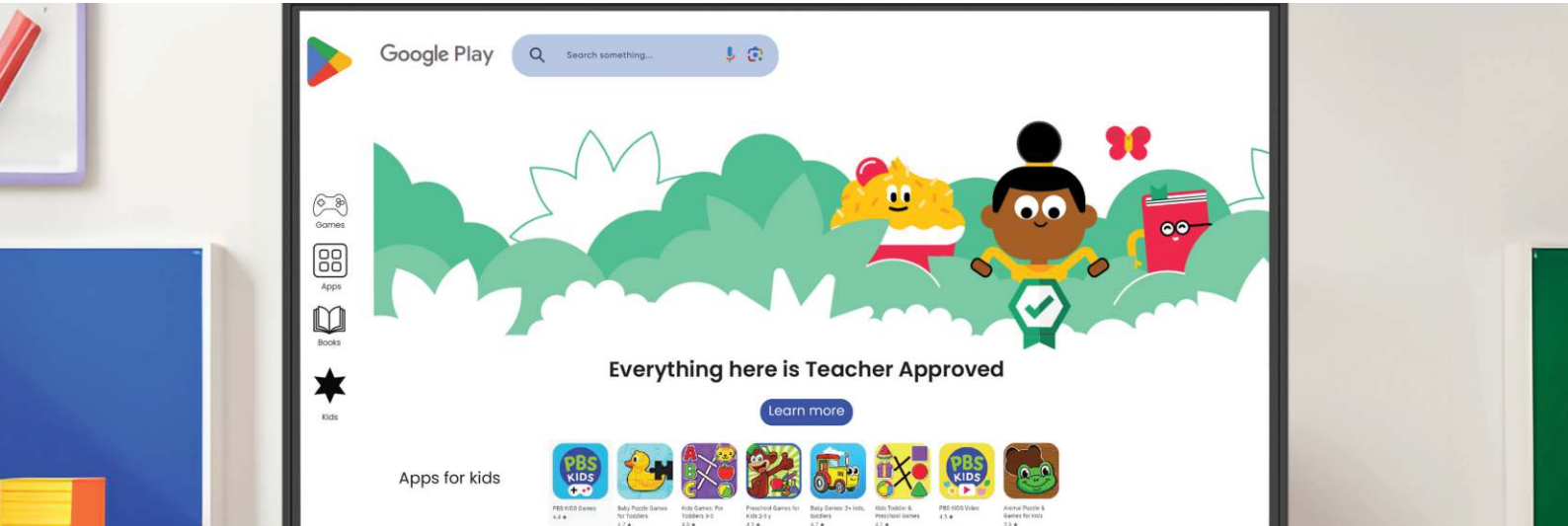
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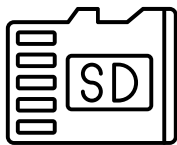
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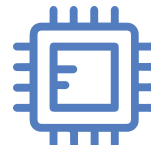
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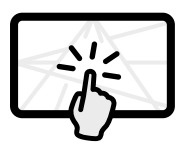
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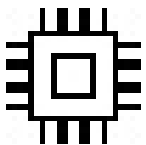
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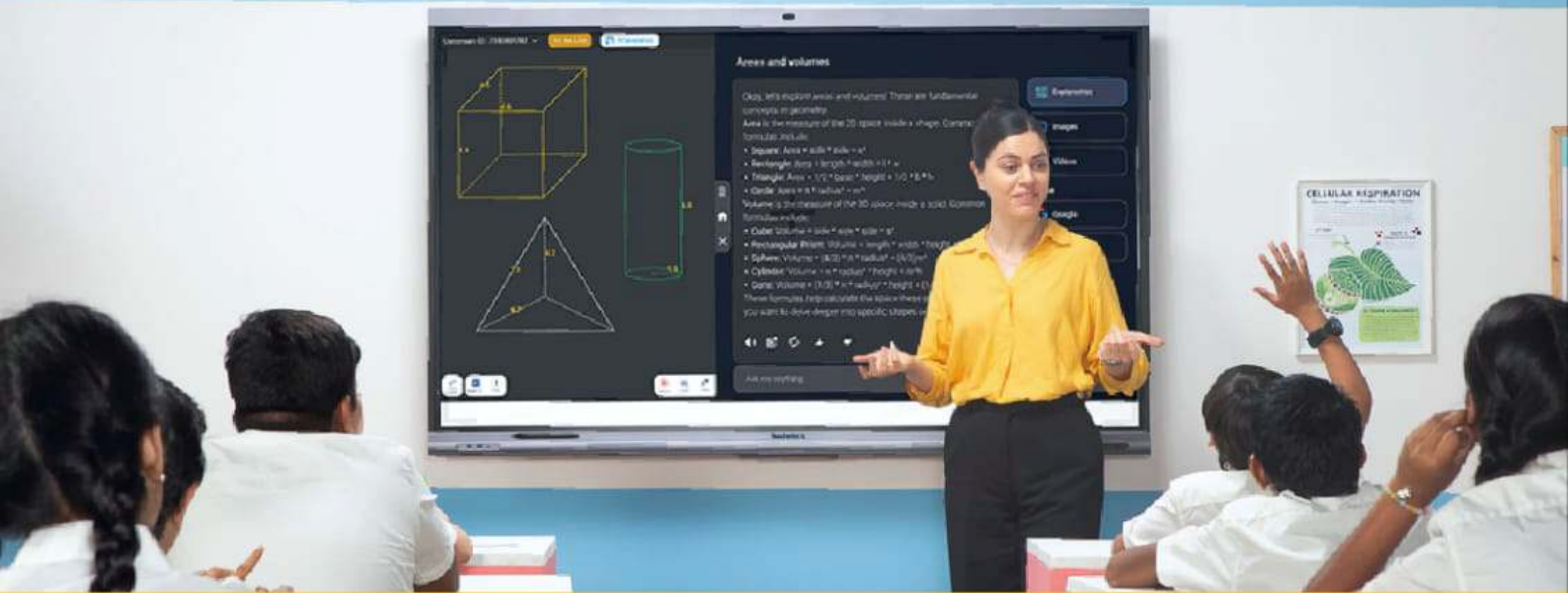
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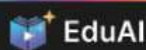
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COMPASSIONATE LEADERSHIP IN EDUCATION

THE SOUL OF TRUE TEACHING



“They may forget what you said, but they will never forget how you made them feel.” — Maya Angelou

In today's fast-paced, performance-driven education system, there's a quiet crisis unfolding—**our children are emotionally adrift**. Amid lesson plans, deadlines, and exams, many students are silently battling anxiety, loneliness, or despair. In such moments, *a teacher's presence becomes more powerful than any textbook*.

You are not just an instructor—you are a soul-carer, a hope-giver, a life-shaper.

The way you listen, the way you notice, the way you encourage—these small acts can save a child's confidence, dignity, or even life.

We must now move from *instruction to inspiration*, from *information to formation*.

True education is not just about marks and metrics—but meaning.

This demands that we **reimagine our curriculum**. We must infuse it with:

- **Emotional intelligence and mental health support**
- **Value education and ethical reasoning**
- **Digital wisdom and ecological consciousness**
- **Interfaith dialogue and social empathy**

Today's students need more than facts—they need faith in themselves.

They need schools that are safe havens, not pressure chambers.

They need **teachers who lead with compassion, not just competence**.

Let us build institutions where:

- Every child feels *seen, safe, and supported*
- Counselors, mentors, and compassionate adults walk alongside them
- Success is measured not just by grades, but by *growth, goodness, and grace*

To teach is to touch a life forever.

Let us rise to that sacred calling—not just with our minds, but with our hearts wide open.

Be the peace they crave. The kindness they remember. The strength they borrow.



FR./DR. MARIA CHARLES SDB
National Secretary

CREATING HAPPY CLASSROOMS

A BLUEPRINT for Joyful LEARNING



A happy classroom is the heartbeat of effective education. It is a space where students feel valued, respected, and inspired to grow—academically, socially, and emotionally. When we intentionally nurture such environments, we empower children to discover the best version of themselves.

Here are key strategies, along with practical examples, to help create classrooms filled with joy, purpose, and learning.

1. Smile and Build Positive Relationships

Start each day with a genuine smile and a warm greeting. Simple acts—like remembering students' names, noticing their moods, or celebrating small achievements—build emotional connections and trust. Over time, these personal touches create a classroom atmosphere where students feel truly seen and supported.

Example: Greet students at the door with eye contact and a cheerful “Good morning!”; spend a few minutes weekly chatting about their interests or weekend plans.

2. Establish Clear Expectations

Children thrive on clarity and consistency. Clearly articulate behavioral, academic, and participation expectations—and explain the “why” behind them. Involving students in creating class rules fosters ownership and accountability.

Example: Co-create a “Classroom Code” poster highlighting five core values—such as respect, kindness, and responsibility—and revisit it regularly.

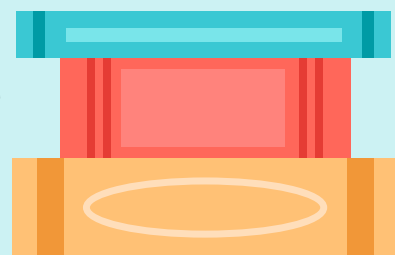
3. Create a Welcoming Physical Environment

A well-organized, inviting space can inspire curiosity and collaboration. Use warm lighting, display student work, and provide flexible seating to build a sense of belonging and pride in the classroom.

Example: Decorate bulletin boards with student art; offer seating choices like floor cushions, reading nooks, or group tables.

4. Encourage Active Learning

Engage students with hands-on, inquiry-based, and real-life connected learning. Activities like role-plays, experiments, and group projects bring concepts to life and spark enthusiasm.



Example: Teach fractions with pizza slices or paper folding; enact a mock parliament during history lessons.

5. Incorporate Humour and Fun

A touch of humour reduces anxiety, fosters connection, and creates joyful memories. Use jokes, games, and playful competitions to energize learning.

Example: Display a “Joke of the Day”; use platforms like Kahoot for fun quizzes and team relays.

6. Nurture a Growth Mindset

Help students see mistakes as part of learning. Celebrate effort and improvement over perfection. This fosters resilience, confidence, and a lifelong love for learning.

Example: After assessments, encourage students to reflect on what they learned from errors; post quotes like “I can’t do it... yet!” on the walls.

7. Promote Student Autonomy and Engagement

Give students choice and voice in their learning. When they have a say, they become more invested and responsible.

Example: Allow students to choose between a video, poster, or skit for projects; let the class vote on the next book for group reading.

8. Support Social and Emotional Well-being

Emotional well-being is foundational for learning. Equip students with skills in empathy, emotional regulation, and conflict resolution. Create a safe space where emotions are acknowledged and respected.

Example: Start with a “Feelings Check-in” using emoji cards; use storytelling or circle time to discuss emotions and respectful communication.

9. Celebrate Diversity and Inclusivity

Honour every student's identity, culture, and background. Foster respect and inclusion through festivals, stories, and classroom discussions that reflect global diversity.

Example: Organize a “Cultural Day”; read books by diverse authors and engage students in reflective conversations.

10. Foster a Sense of Community

A classroom that feels like a family supports teamwork and shared responsibility. Encourage students to care for one another through rituals and collaborative activities.



Example: Use buddy systems for peer mentoring; celebrate birthdays with hand-made cards from classmates.

11. Practice Mindfulness and Relaxation

Integrating mindfulness helps students pause, reflect, and manage emotions. It enhances focus and reduces stress—benefitting both teacher and student well-being.

Example: Lead a short breathing or visualization session after recess; play calming music during reflective writing.

12. Incorporate Technology and Digital Tools

Use technology creatively to energize learning. Beyond consumption, let students use digital tools for creation, exploration, and collaboration.

Example: Explore global landmarks via Google Earth; create digital book trailers with Canva or Flipgrid.

13. Foster a Love for Learning

Inspire wonder by linking lessons to students' interests and the real world. Encourage questions and exploration to cultivate lifelong curiosity.

Example: Set up an “I Wonder...” wall; guide student-led research on topics like renewable energy or animal habitats.

14. Maintain Open Communication

Strong relationships with families and students hinge on transparent, two-way communication. Keep parents informed and involved to support holistic development.

Example: Send monthly class updates via WhatsApp or email; host student-led conferences where children present their learning journeys.

Conclusion

Happy classrooms are built not by chance but by choice—through intention, attention, and love. Every child deserves a space where they feel safe, valued, and joyful. By weaving these thoughtful strategies into your daily practice, you create more than a classroom—you build a community where learning thrives and hearts grow.





REIMAGINING THE CLASSROOM:

EMBRACING INNOVATIVE TEACHING FOR THE 21ST CENTURY

In a world where artificial intelligence can write essays and students are more fluent in touchscreen than in cursive, education must move beyond the rote and the rigid. Today's learner is not just a passive recipient of information but a curious, dynamic individual navigating a rapidly evolving world. In this context, the call for **innovative teaching techniques** is not just a pedagogical preference—it is an ethical imperative.

WHY INNOVATION IN TEACHING MATTERS

Teaching is no longer confined to chalkboards and textbooks. Innovation in pedagogy ensures that learning is relevant, joyful, and deeply engaging. It fosters critical thinking, encourages creativity, and equips students to apply knowledge meaningfully in real-world scenarios. Classrooms that embrace innovation transform into laboratories of discovery—places where both teachers and students grow.

FROM ACTIVITY-BASED LEARNING TO PROJECT-BASED DISCOVERY

One of the most effective ways to anchor concepts is **learning by doing**. Activity-based learning makes abstract ideas tangible and improves long-term retention. For instance, using measuring cups to teach fractions not only demystifies mathematics but brings a sense of play into the classroom.

Similarly, **project-based learning** urges students to address real-life challenges—be it designing a low-cost water purifier or planning a school-wide green initiative. It nurtures inquiry, collaboration, and leadership, preparing students for a life beyond exams.

THE DIGITAL LEAP: FLIPPED CLASSROOMS AND BLENDED LEARNING

Technology has shifted the learning paradigm. **Blended learning**, which combines digital and face-to-face interaction, enhances accessibility and personalization. Platforms like DIKSHA are transforming classrooms into hubs of flipped learning, where students watch lessons at home and return to school for meaningful discussion and



application.

In **flipped classrooms**, students come prepared to actively engage. Imagine a student watching a documentary on air pollution and then participating in a classroom debate to propose actionable solutions. This reverses the traditional model and places students at the heart of learning.

LEARNING TOGETHER: PEER COLLABORATION AND STORYTELLING

Peer learning empowers students to teach and learn from one another. It not only deepens understanding but also fosters empathy and interpersonal skills. Collaborative activities and peer tutoring sessions, especially in subjects like mathematics, build community and confidence.

Storytelling is another timeless and potent tool. Whether used to explain scientific breakthroughs or historical movements, stories bring emotion and context into learning. They humanize data, spark curiosity, and make memory last.

GAMIFYING THE JOURNEY

The power of **gamification** in education lies in its ability to make learning irresistible. Interactive quizzes on platforms like Kahoot or Quizizz promote healthy competition and enhance engagement. Students who dread assessments find joy in games, turning anxiety into enthusiasm.

ART, ENVIRONMENT, AND VALUES IN THE CLASSROOM

Art integration helps students connect creatively with core subjects. Teaching symmetry through rangoli or using drama to explore literature allows learners to express themselves beyond the written word.

Equally important is **value and environmental education**. Organizing a cleanliness drive or engaging in **role - p l a y s** around ethics teaches students to be responsible citizens and stewards of the Earth.

These lessons build character as much as intellect.

PERSONALIZING THE LEARNING EXPERIENCE

Every child learns differently. **Differentiated instruction** tailors content to meet individual needs, allowing diverse learners to thrive. Whether through tiered tasks, multimedia resources, or one-on-one support, such inclusive approaches create truly democratic classrooms.

Concept mapping, formative assessments, and experiential learning—from field visits to heritage walks—help structure knowledge and deepen





reflection. These tools turn classrooms into ecosystems of exploration and growth.

MENTAL WELL-BEING AND MINDFULNESS

In an age of distraction and anxiety, **emotional well-being** is foundational to learning. Practices like gratitude journaling or mindful breathing help students and teachers center themselves. These small rituals build resilience and promote self-awareness, enhancing the overall educational experience.

BEYOND THE SCHOOL WALLS

Education must extend into the community. Involving artisans, elders, and local leaders in classrooms builds cultural roots and intergenerational wisdom. Recognizing student achievements—through walls of fame, exhibitions, or awards—motivates learners to take pride in their journey.

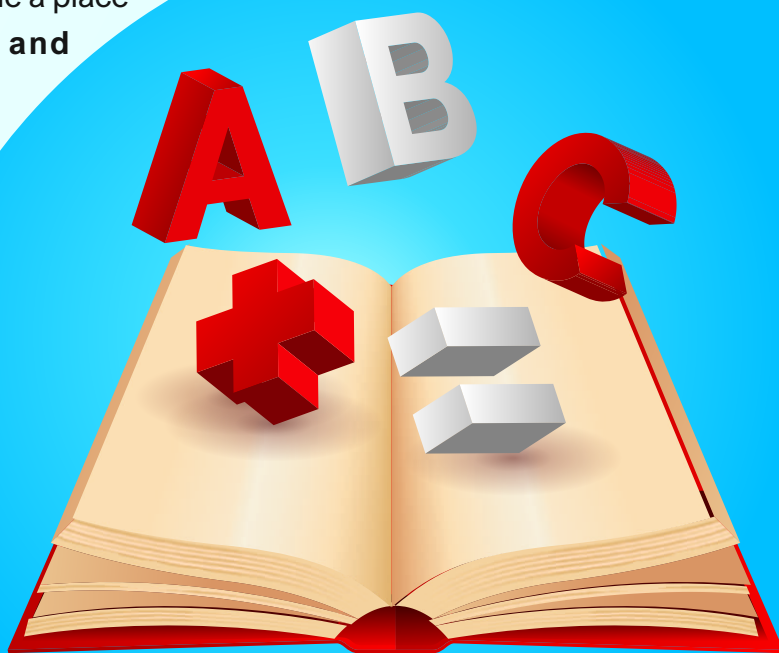
THE TEACHER AS INNOVATOR

At the heart of innovation is the teacher—not as a mere dispenser of knowledge but as a **facilitator of discovery**. Today's teacher must reflect, adapt, and grow alongside their students. Innovation is not about adopting every new trend, but about asking: *What will help my students become more curious, confident, and compassionate human beings?*

A CALL TO REIMAGINE

India's classrooms are rich in diversity and potential. To harness this, we must move from content delivery to concept cultivation, from fear of failure to celebration of effort. Innovation is not a luxury; it is the lifeline of a vibrant education system.

Let us empower our educators to embrace change—not as a challenge but as a calling. Let the classroom become a place not only of learning, but of **joy, wonder, and transformation**.



SAINT EDUCATOR SERIES 21

SAINT BONAVENTURE

[1221-1274]



INTRODUCTION:

In the tapestry of Catholic intellectual tradition, few figures shine as brightly as Saint Bonaventure. Born Giovanni di Fidanza in 1221 in Bagnoregio, Italy, Bonaventure was not only a distinguished theologian and philosopher but also a compassionate spiritual leader and a brilliant educator. Known as the “Seraphic Doctor” for the depth and warmth of his mystical theology, Bonaventure harmonized intellect and devotion in a way that exemplified the heart of Christian education. Canonized in 1482 and declared a Doctor of the Church in 1588, his contributions to faith formation, academic life, and the development of Christian pedagogy earned him the enduring title of saint educator.

We examine his early life and education, his teaching career, theological insights, leadership of the Franciscan Order, and his enduring legacy in Catholic education.

EARLY LIFE AND FRANCISCAN VOCATION:

Saint Bonaventure's journey as an educator began with a personal encounter with divine mercy. As a child, he was gravely ill and later recounted that his recovery was due to the prayers of Saint Francis of Assisi. This early experience drew him to the Franciscan Order, which he joined around 1243. He pursued theological studies at the University of Paris, a leading intellectual centre of medieval Europe.

At Paris, Bonaventure came under the influence of renowned scholars and was deeply immersed in the scholastic method, which emphasized rigorous reasoning, dialectics, and commentary on established texts. But what distinguished Bonaventure even as a student was his desire to connect academic learning with spiritual growth. For him, the study of theology was not merely an intellectual exercise but a sacred journey toward union with God.

His formation in Paris laid the foundation for his life's mission: to bridge the mind and the heart, reason and faith, study and sanctity. Bonaventure's identity as an educator was rooted in this integrated vision of knowledge and holiness.



BONAVENTURE AS TEACHER AND THEOLOGIAN:

Bonaventure began teaching at the University of Paris around 1250, delivering lectures on the Sentences of Peter Lombard, a standard theological textbook of the time. His lectures gained immense popularity for their clarity, depth, and spiritual insight. He was appointed Magister (Master) in Theology in 1257, the same year as his Dominican contemporary, Saint Thomas Aquinas.

Unlike Aquinas, who emphasized Aristotelian metaphysics, Bonaventure leaned toward Augustinian thought and Platonic influences. He believed that knowledge must be illuminated by divine grace and oriented toward love of God. In his seminal work, *Itinerarium Mentis in Deum* (The Mind's Journey into God), he describes the ascent of the soul through contemplation—revealing his philosophy of education as a transformative journey.

Bonaventure also developed the idea of the “triplex via” (threefold way): the purgative, illuminative, and unitive paths, which guided both spiritual formation and intellectual pursuit. His emphasis on wonder (admiratio) as the beginning of wisdom revealed his pedagogical style—inviting learners to approach the mysteries of faith with reverence and awe.

For Bonaventure, a true teacher was not merely a conveyor of information but a guide to holiness. His lectures and writings emphasized humility, love, and the moral responsibility of the scholar.



MINISTER GENERAL AND EDUCATIONAL VISION:

In 1257, Bonaventure was elected Minister General of the Franciscan Order, a role he held for 17 years. This period was marked by internal divisions within the Franciscans, particularly between those who emphasized extreme poverty (the “Spirituals”)



and those advocating a more institutional approach. Bonaventure navigated these challenges with wisdom and balance, reinforcing the unity of the order while upholding Franciscan ideals.

One of his major contributions was the composition of the *Legenda Maior*, a new official biography of Saint Francis of Assisi. This work served both as a spiritual document and a pedagogical tool, shaping the identity and formation of future Franciscans. He restructured the educational curriculum of the Order's schools, ensuring that friars received both rigorous theological training and spiritual formation.

Under Bonaventure's leadership, Franciscan schools flourished, becoming centres of theological excellence. His educational model emphasized the integral development of the person—mind, heart, and spirit. He saw education not merely as a path to professional achievement but as a vocation to truth and holiness.

His reforms also influenced the broader scholastic culture of the time. Bonaventure integrated Scripture, philosophy, and mysticism in a way that inspired students to seek both wisdom and virtue.

LEGACY AS A SAINT EDUCATOR:

Saint Bonaventure's legacy as an educator lives on through his writings and the institutions shaped by his vision. His works, including the *Breviloquium*, *Commentary on the Sentences*, and *The Reduction of the Arts to Theology*, became essential texts in theological education. They provide a profound synthesis of learning and love, reason and revelation.

His insistence that all knowledge is ultimately a reflection of the divine Word influenced countless teachers, scholars, and spiritual directors. Bonaventure taught that intellectual formation must lead to conversion; that the purpose of learning is to glorify God and serve others.

In declaring him a Doctor of the Church, Pope Sixtus V described him as "a man who seemed to have been sent from heaven to enlighten the world and reform the age." Pope Benedict XVI later called him a "faithful interpreter of Saint Francis," who "transformed theology into contemplation."

Bonaventure's life exemplifies the ideal Catholic educator: intellectually rigorous, spiritually devout, pastorally sensitive, and committed to the moral and intellectual growth of his students. His educational principles continue to inform Catholic schools and seminaries across the world.

RELEVANCE FOR TODAY'S EDUCATORS:

In today's context of fragmented learning, technological overload, and moral confusion, Saint Bonaventure's holistic vision of education remains profoundly relevant. His approach reminds educators that true learning is not just about data or skills—it is about the formation of persons capable of wonder, compassion, and wisdom. For Catholic educators, Bonaventure offers a model of integrated pedagogy that values both intellectual depth and spiritual maturity. His call to seek truth as a journey toward God challenges us to restore sacred meaning in education.

As Catholic schools navigate challenges of identity, relevance, and excellence, Saint Bonaventure stands as a beacon of integrity and inspiration. His life is a powerful reminder that education is ultimately a sacred task—shaping minds, forming hearts, and leading souls toward the Divine.

CONCLUSION:

Saint Bonaventure is rightly known as a saint educator—not merely because of his academic brilliance but because of his unwavering commitment to form students who are wise, holy, and loving. His legacy continues to illuminate the path for Catholic educators who seek to teach not only with the mind but with the heart of



NATIONAL DOCTOR'S DAY 2025

HONOURING HEALERS, HEALING THE NATION

India celebrates National Doctor's Day on 1st July each year to honour one of its most respected physician-statesmen, Dr. Bidhan Chandra Roy. This day, which marks both his birth and death anniversaries (1 July 1882–1962), was instituted by the Indian Medical Association in 1991. It pays tribute not only to Dr. Roy's immense contributions to medicine and public service but also to the countless doctors across India who devote their lives to healing others. Dr. Roy's legacy lives on through his foundational role in shaping Indian healthcare—he was instrumental in establishing institutions like AIIMS Delhi and Chittaranjan Cancer Hospital and played a crucial part in urban planning efforts in cities such as Bidhannagar and Durgapur. His exemplary service earned him the Bharat Ratna in 1961, and the prestigious B.C. Roy Award—India's highest medical honour—was named in his memory.

The day also reminds us of the early pioneers of Indian medicine, such as Anandi Gopal Joshi, India's first female doctor of Western medicine, who earned her degree in 1886. Her courage and determination paved the way for generations of women in medicine. Likewise, contemporary figures like Dr. Sandra Desa Souza, a trailblazer in cochlear implant surgery, continue to inspire the medical fraternity. These examples underscore the deep reservoir of resilience, innovation, and compassion that defines India's medical professionals.

The theme for National Doctor's Day 2025, “Behind the Mask: Who Heals the Healers?”, is both timely and thought-provoking. In the aftermath of the COVID-19 pandemic, doctors have emerged not only as frontline warriors but also as silent sufferers of overwhelming stress, burnout, and personal sacrifice. This year's theme invites the nation to reflect on the mental and emotional well-being of doctors. It challenges us to ask: What support systems are in place for those who care for others? How do we ensure our doctors are not only appreciated but also truly cared for?

The importance of doctors in Indian society cannot be overstated. They form the backbone of public health, working in high-pressure environments from rural clinics to advanced urban hospitals. National Doctor's



Day is an opportunity to shine a light on their efforts—not only during pandemics and health emergencies but in the everyday quiet heroism of serving communities. It also draws attention to the systemic challenges they face: long hours, medico-legal issues, lack of work-life balance, and the constant need for professional development in a rapidly evolving medical landscape.

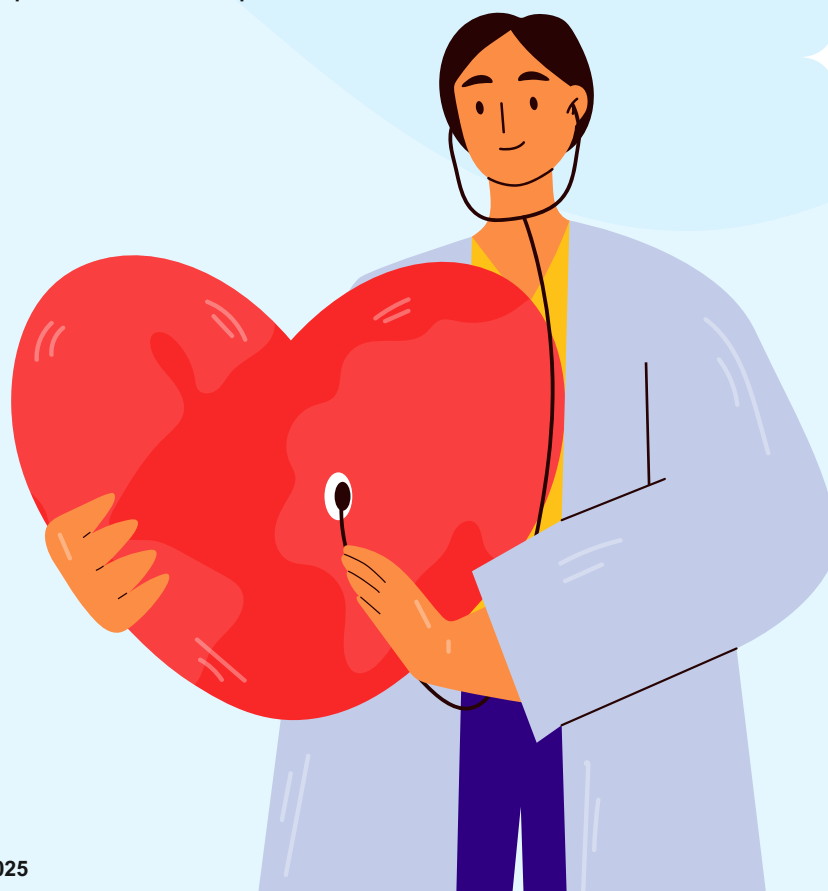
Across the country, National Doctor's Day is observed through a variety of initiatives. The President of India confers the Dr. B.C. Roy National Awards upon distinguished physicians for their contributions in fields such as education, medical research, and public service. Hospitals and medical associations often organize community outreach programmes, including free medical check-ups and awareness drives. Media outlets share stories of exemplary doctors who have made a difference in their communities. Many patients and families use the occasion to express their gratitude through messages, letters, and online tributes—personal gestures that carry immense emotional weight.

Celebrations are not limited to institutions; the general public also plays a vital role. Individuals are encouraged to post messages of appreciation on social media, participate in health camps, or donate to healthcare-related causes. More importantly, this day calls upon citizens to advocate for doctors' well-being—by encouraging hospitals to invest in staff wellness, promoting mental health conversations in the workplace, and ensuring fair working conditions. Gratitude must be matched with action.

Looking ahead, the significance of National Doctor's Day is evolving. While it remains a moment of remembrance for Dr. B.C. Roy, it is increasingly becoming a platform for dialogue, reform, and empathy. The 2025 theme underscores the need to rehumanize the image of doctors—not just as infallible experts, but as individuals with their own struggles and limitations. The question, “Who heals the healers?” prompts society to engage with medical professionals more compassionately, and to create an ecosystem where they can thrive.

In conclusion, National Doctor's Day is not merely a day of ceremony—it is a solemn, sacred reminder of the care we owe to those who care for us. On 1 July 2025, as we honour the past, present, and future of India's medical community, let us commit to ensuring that our doctors are not only remembered but supported, not only praised but empowered. For a nation's health is as strong as the hands—and hearts—that heal it.

-Brandon Arnold John



WORLD YOUTH SKILLS DAY 2025

Every year on 15 July, the global community comes together to observe World Youth Skills Day, an occasion established by the United Nations General Assembly in 2014 to highlight the importance of equipping young people with skills for employment, entrepreneurship, and meaningful participation in society. As we step into the tenth year of this global observance, World Youth Skills Day 2025 arrives at a critical juncture, where technology, especially artificial intelligence (AI), is rapidly transforming the landscape of education and work. This year's theme, “Youth Empowerment through AI and Digital Skills,” reflects a growing consensus that digital literacy is no longer a luxury but a foundational need.

Over the past decade, World Youth Skills Day has evolved from simply spotlighting technical and vocational education and training (TVET) to addressing wider issues such as equitable access, digital transformation, and sustainability. In 2025, the focus turns decisively toward the integration of AI in skills development. From intelligent tutoring systems to immersive virtual reality environments, and from AI-based job-matching tools to ethical data literacy, today's youth are being invited to engage with tools that are shaping the future of work and learning. However, the promise of these technologies also brings challenges—digital divides, algorithmic bias, and lack of access among underserved communities demand urgent attention and systemic solutions.

To mark this landmark year, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and its specialized centre, UNEVOC, along with WorldSkills International, are organising a hybrid celebration of events. High-level discussions are scheduled at the UN Headquarters in New York and the Learning Planet Institute in Paris, where youth leaders, policymakers, and educators will deliberate on how best to integrate AI into education. One of the highlights is the Global Skills Academy, offering free AI and digital skills courses aimed at making cutting-edge knowledge accessible to youth worldwide. Simultaneously, the “Youth Voices” video challenge invites young individuals to share how digital tools have transformed their learning, career, or personal growth. Regional satellite events will be hosted by UNEVOC Centres globally, ensuring that the message reaches local communities as well.

World Youth Skills Day 2025 also underscores the alignment between youth skill-building and the United Nations Sustainable Development Goals (SDGs). Digital upskilling supports SDG 4 (Quality Education) by promoting inclusive and lifelong learning. It also strengthens SDG 8 (Decent Work and



Economic Growth) by equipping youth with entrepreneurial and employment-ready competencies. Furthermore, when skills training is extended to marginalized communities, it contributes to SDG 10 (Reduced Inequalities), and when focused on innovation for climate resilience, it advances SDG 13 (Climate Action). The 2025 theme emphasizes the ethical use of AI—not only teaching young people to use digital tools but empowering them to shape the values and vision behind those tools.

Engagement opportunities abound. Young people are encouraged to participate by submitting entries to the Youth Voices campaign, enrolling in Global Skills Academy courses, and attending regional skill development events. Educators can update their teaching methods to incorporate digital tools responsibly, ensuring equitable access and promoting ethical AI practices. Policymakers and institutions are called to fund inclusive training initiatives and champion frameworks that bridge the digital divide. Civil society and individuals can participate by promoting awareness through campaigns and mentoring youth in digital competencies.

The commemoration of World Youth Skills Day 2025 is not a one-day event—it is part of a larger, long-term commitment to ensuring that every young person has access to the skills needed to thrive in a dynamic, tech-driven world. The observance this year acts as a global call to action: to harness the power of digital tools and artificial intelligence while safeguarding human dignity, ethical responsibility, and inclusivity. If embraced holistically, today's skills revolution can empower a generation not just to adapt but to lead, innovate, and transform the future.

As the world celebrates this important milestone, let us recognize the urgent need to empower youth—not just as beneficiaries of education but as active architects of a smarter, fairer, and more sustainable global future. Equipping young people with future-ready skills is no longer a choice; it is a collective imperative.



WORLD DAY AGAINST TRAFFICKING IN PERSONS 2025



Every year on July 30, the international community comes together to observe the World Day Against Trafficking in Persons, a global initiative established by the United Nations to raise awareness about the growing scourge of human trafficking. It is a day to honour the resilience of survivors, to remember those who continue to suffer, and to call governments and civil society to urgent and unified action. In 2025, the day is marked with the theme “Justice in Action”, emphasizing the urgent need to strengthen criminal justice systems to combat trafficking networks and secure justice for victims.

Human trafficking is one of the gravest violations of human rights in our time. It involves the recruitment, transportation, transfer, harbouring or receipt of people through coercion, abduction, fraud or deception, primarily for the purposes of exploitation. This includes forced labour, sexual exploitation, organ removal, and forced marriage. According to the United Nations Office on Drugs and Crime (UNODC), more than 28 million people are currently trapped in modern slavery worldwide, and shockingly, over 38% of victims detected between 2020 and 2023 were children. Women and girls are disproportionately affected, especially in cases of sexual exploitation.

The roots of trafficking are complex, and linked to poverty, displacement, gender inequality, corruption, and conflict. In response, international frameworks such as the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons (also known as the Palermo Protocol) have been adopted, obliging nations to criminalize trafficking, support survivors, and cooperate transnationally. However, implementation remains uneven. In many countries, trafficking crimes are under-reported, under-prosecuted, and under-resourced. Victims often face re-traumatization, legal hurdles, and stigma, rather than receiving the support and justice they deserve.

The 2025 theme, “Justice in Action,” is a clarion call for a deeper, more coordinated response. It urges governments to ensure access to justice for survivors, equip law enforcement agencies with the training and tools necessary to investigate and prosecute traffickers, and build robust victim protection systems. Justice is not just a legal concept—it is a human imperative. Survivors need safe spaces, psychosocial support, rehabilitation programs, and the opportunity to reintegrate with dignity.

Observances around the world this year will include awareness campaigns, survivor testimonies, policy dialogues, and community mobilizations. The UN Blue Heart Campaign, launched in 2009, continues to play a pivotal role in uniting civil society, governments, and businesses in spreading awareness and generating support for anti-trafficking initiatives. Non-governmental organizations like International Justice

Mission (IJM), A21, and numerous local networks are using this opportunity to demand justice reforms and encourage citizens to take part in the movement—through education, volunteering, and advocacy.

In India and many parts of South Asia, the issue of trafficking is particularly acute. Vulnerable groups—especially migrants, women, and children from marginalized communities—are often preyed upon with promises of employment or marriage. During crises such as natural disasters or pandemics, the risks increase. Strengthening border monitoring, creating safe migration pathways, and investing in education and empowerment programs for at-risk populations are key preventive strategies that need urgent scaling up.

Yet, the responsibility does not lie with governments alone. Each one of us has a role to play. Whether it's raising awareness through social media, reporting suspected cases, supporting survivor-led organizations, or simply choosing ethical consumer practices, we can all contribute to dismantling the systems that enable trafficking. Schools, faith institutions, media platforms, and youth networks must be actively involved in spreading the message that human beings are not commodities.

As we mark World Day Against Trafficking in Persons 2025, we must move beyond symbolic observance. This is a time to recommit ourselves to building just, compassionate, and accountable societies. Survivors must not only be freed—they must be heard, healed, and empowered. Justice delayed is justice denied. The world must rise together to ensure that trafficking no longer finds a place in our communities.

Let this year's call—Justice in Action—be more than a slogan. Let it be a movement that upholds human dignity, restores hope, and leads us closer to a world where every person is truly free.

One of the cornerstone themes of the plan is Early Childhood Care and Education (ECCE). Recognising that over 85% of brain development happens before the age of six, the plan emphasises universal access to quality ECCE by 2030. Major action points include developing a national curriculum and pedagogical framework for ECCE, integrating ECCE data into the UDISE+ system, and implementing “Preparatory Classes” (Balavatika) in both Anganwadis and schools. Capacity building of Anganwadi workers through diploma and certificate programmes, health and nutrition interventions such as mid-day meals, and infrastructure upgrades in primary schools are also key targets.

To curtail dropout rates and ensure universal access to education, SARTHAQ mandates household-level surveys to identify out-of-school children (OoSC), followed by age-appropriate mainstreaming strategies and remedial bridge courses. Infrastructure planning for school expansion, transport, and hostels—particularly for girls and disadvantaged groups—form a critical component of the 10-year universalisation plan. Further, provision of counsellors, digital learning facilities in Special Education Zones, and health monitoring mechanisms, including student health cards and immunisation drives, are

mandated to support learner retention and well-being.

In terms of curriculum and pedagogy, the policy introduces a 5+3+3+4 curricular structure replacing the previous 10+2 system. This restructure supports a holistic and enjoyable learning experience with reduced rote learning and a focus on 21st-century skills. Tasks include development of the National Curriculum Framework (NCF), Holistic Progress Cards, promotion of multilingualism, and integration of essential skills such as ethics, environmental education, and digital literacy. Assessment reforms include setting up the National Assessment Centre PARAKH and overhauling entrance examinations for better alignment with learning outcomes.

Teacher development remains a central pillar, with SARTHAQ envisioning a cadre of professionally trained, well-supported educators. It mandates improved recruitment and deployment systems, enhanced service conditions, and ongoing professional development including a minimum of 50 hours of CPD annually. A four-year integrated B.Ed. will become the minimum qualification by 2030. Furthermore, special educators are to be appointed where necessary, and teacher education institutions will be integrated into multidisciplinary colleges.

Equity and inclusion are key principles across all chapters. The plan calls for identifying Socio-Economically Disadvantaged Groups (SEDGs), setting up a Gender Inclusion Fund, ensuring full participation of Children with Special Needs (CWSN), and offering home-based education for those unable to attend school. Creation of school clusters and complexes will promote efficient governance, shared resources, and strengthened local leadership.

SARTHAQ also emphasises regulation and accreditation, mandating School Quality Assessment and Accreditation Frameworks (SQAAC), online disclosure mechanisms, and strengthening of the State School Standards Authority (SSSA). Simultaneously, it promotes vocational education, with a goal of exposing 50% of students to vocational training by 2025, and adult education to reach 100% literacy by 2030.

The integration of technology and online education is central to NEP 2020. The SARTHAQ plan leverages platforms like DIKSHA, SWAYAM, and NDL to disseminate digital content, virtual labs, and teacher training. It calls for inclusive digital infrastructure, bridging the digital divide through device access, and strengthening ICT under Samagra Shiksha.

Lastly, funding and implementation are addressed through a multi-tiered monitoring system, yearly progress reviews, and emphasis on transparency and accountability. The plan encourages public-private partnerships and optimal use of resources, with a strong emphasis on achieving Sustainable Development Goals (SDG-4) related to education.

In conclusion, SARTHAQ translates the visionary goals of NEP 2020 into actionable, time-bound strategies that aim to overhaul India's school education landscape. By embracing flexibility, collaboration, and innovation, it strives to nurture well-rounded, future-ready learners grounded in Indian values.



ENGLISH CURRICULUM FOR DEIED PROG BEING UPDATED TO ALIGN WITH NEP

By Rajiv Mani: June 25, 2025

The state of Uttar Pradesh is undertaking a significant revamp of the English curriculum for the Diploma in Elementary Education (DEIED) programme to align it with the goals and vision of the National Education Policy (NEP) 2020. This move will affect all 67 government District Institutes of Education and Training (DIETs) and over 3,000 private teacher training institutes across the state. The current English curriculum was last revised in 2014 under the former Basic Training Certificate (BTC) framework, which no longer addresses the needs introduced by the NEP, particularly the inclusion of foundational and pre-primary education.

The English Language Teaching Institute (ELTI) in Prayagraj is leading the curriculum overhaul. It is incorporating feedback from current DEIED trainees and DIET faculty members to ensure the revised syllabus reflects classroom realities. The new curriculum aims to equip future teachers with practical language skills and modern teaching methods, making them more effective in real-world classroom environments. A key feature of the updated curriculum is the integration of digital technologies and innovative tools. It will introduce components such as artificial intelligence, computer-assisted language learning (CALL), and digital resources to aid both teaching and learning. In line with NEP 2020's recommendation of using NCERT textbooks, the revised syllabus will align with NCERT materials currently available up to Class 3 and, eventually, up to Class 8.

Additionally, for the first time, the Rajya Hindi



Sansthan in Varanasi has prepared standardised Hindi textbooks for all four semesters of the DEIED programme. This initiative ensures a structured and accessible approach to teaching Hindi alongside English in teacher education. With over 3.25 lakh applications received for the DEIED programme in 2024, this curriculum reform marks a crucial step towards modernising teacher training in Uttar Pradesh. It reflects a broader commitment to improving the quality of foundational education and preparing educators who are equipped to meet the evolving demands of the classroom.

<https://timesofindia.indiatimes.com/city/allahabad/english-curriculum-for-deied-prog-being-updated-to-align-with-nep/articleshow/122053752.cms>

NEW GR ON THIRD LANGUAGE SAYS HINDI NOT MANDATORY FROM STD 1, CRITICS CALL IT EYEWASH

By Ardhra Nair: June 19, 2025



The Maharashtra government has introduced a new Government Resolution (GR) implementing a three-language policy from Standard I to V in state-run Marathi and English medium schools. According to the GR, Hindi is not compulsory as

the third language; students can opt for any Indian language. However, a teacher for a non-Hindi language will be appointed only if at least 20 students select it, otherwise, it will be taught through online modes. This has raised concerns among educators and regional language advocates who see this as a backdoor imposition of Hindi and an impractical solution for foundational-level students.

Critics argue that the policy contradicts national curriculum frameworks, which recommend introducing a third language only from Standard VI onwards. They highlight the absence of consultation with educational experts, parents, or curriculum advisory bodies before rolling out the policy. Cultural leaders like Raj Thackeray and members of the Marathi Sahitya Mahamandal have condemned the move, fearing it undermines the primacy of the Marathi language. Educationists also point out that expecting online instruction for young learners is unrealistic and lacks academic grounding.

Despite criticism, the state government has defended the decision, stating that it aligns with the National Education Policy (NEP) 2020, which advocates multilingualism. The State Council of Education Research and Training (SCERT) mentioned that the plan was part of the State Curriculum Framework since September 2024. Chief Minister Devendra Fadnavis emphasized that the three-language policy is a national requirement, not subject to individual state withdrawal. However, with textbooks for the third language still pending and over 20 educational organizations calling for a rollback, the policy remains highly contentious and implementation uncertain.

<https://timesofindia.indiatimes.com/city/pune/new-gr-on-third-language-says-hindi-not-mandatory-from-std-i-critics-call-it-eyewash/articleshow/121938888.cms>

CENTRE SIGNS MOU TO ADVANCE INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

By PTI: June 19, 2025

The Union Government's Department of Empowerment of Persons with Disabilities (DEPwD), the National Institute of Open Schooling (NIOS), and the National Council of Educational Research and Training (NCERT) signed a tripartite Memorandum of Understanding (MoU) on June 19, 2025, to promote inclusive education for children with disabilities. This initiative aligns with the National Education Policy (NEP) 2020's emphasis on providing equitable and accessible learning opportunities. DEPwD and NIOS will formally recognize special schools under the Deendayal Disabled Rehabilitation Scheme (DDRS) as Special Accredited Institutions, enabling them to offer courses from basic through senior secondary levels using NIOS's admissions, examinations, and support services.

NCERT will play a key role by reviewing and adapting its curriculum and textbooks to ensure they incorporate accessibility features—such as alternative formats and inclusive pedagogies—suitable for diverse learners with disabilities. The agreement also includes commitments to implement infrastructure improvements, including accessible toilets in schools, signalling a broader approach to removing physical barriers to education.

Government leaders underscored that inclusive education is not just aspirational but a fundamental right. Minister Virendra Kumar emphasized that “no child is left behind,” while Education Minister Dharmendra Pradhan described it as essential for building a sensitive



and equitable society. The MoU also envisions the introduction of Indian Sign Language as a secondary subject and ensures coordination through a Joint Committee involving DEPwD, NIOS, and NCERT. The overarching goal is clear: ensure every child with a disability completes school and has the support needed to succeed.

<https://timesofindia.indiatimes.com/education/news/centre-signs-mou-to-advance-inclusive-education-for-children-with-disabilities/articleshow/121944685.cms>

DUAL BOARD EXAMS FOR CLASS 10 FROM 2026

By Sanjay Sharma: April 29, 2025

Starting in the 2025–26 academic year (from February 2026), India's Class 10 board exams will be held twice annually across CBSE, CISCE, and many state boards, as part of NEP 2020 reforms. The first attempt will be mandatory, with a second optional exam in April/May for those seeking to improve marks. Only the best score in each subject will be retained—eliminating the need for supplementary exams and giving students an extra year-round opportunity to enhance performance.

The dual-exam system aims to reduce the high-pressure nature of a single board exam, encouraging continuous learning. Students may improve scores in up to three subjects and face less stigma from failing, while special arrangements are in place for children with special needs, winter-school students, and national-level athletes. Advocates say it aligns with global practices like the UK's modular exams and empowers learners with greater control over outcomes.

While schools and teachers welcome the student-friendly flexibility, many warn of logistical



strains—scheduling exams, assigning invigilators, and overlapping with new academic sessions may strain staff and facilities. Students have mixed reactions: some welcome the second chance, while others worry that doubled exam pressure could spark complacency or stress. Critical to success will be clear planning, robust support systems, and addressing financial and equity concerns over exam fees and resources.

<https://timesofindia.indiatimes.com/education/news/dual-board-exams-for-class-10-from-2026-what-it-means-for-indias-education-system/articleshow/120732572.cms>



On 12 April 2025, the Ministry of Education held the second meeting of its National Task Force on the Mental Health Concerns of Students and the Prevention of Suicides in Higher Educational Institutions in New Delhi. Chaired by former Supreme Court Justice S. Ravindra Bhat and attended by senior officials from several ministries, the meeting reviewed progress and

STUDENT MENTAL HEALTH IN FOCUS AS NATIONAL EFFORTS INTENSIFY ON SUICIDE PREVENTION AND WELL-BEING

outlined steps forward. A Supreme Court judgment from 24 March 2025 highlighted the urgent need for systemic interventions to curb student suicides. It instructed the formation of the National Task Force (chaired by Justice Bhat) with a mandate to study root causes, appraise current policies, and recommend institutional reforms.

NEWS IN BRIEF

The Task Force includes a mix of judicial, psychiatric, educational, social justice, and disabled-advocacy experts—such as Dr Alok Sarin, Prof Mary E John, and Dr Seema Mehrotra—alongside ex officio secretaries from multiple ministries. Together, they bring a holistic perspective for tackling mental health issues in academia. Three working groups have been formed to oversee: previous report reviews, legal and policy assessments, and the design of questionnaires. They're currently

STEPS TAKEN TO ENSURE EQUAL ACCESS TO EDUCATION FOR WOMEN

The National Education Policy (NEP) 2020 emphasizes equitable, inclusive education, ensuring that no student is left behind due to socio-cultural or economic barriers. It explicitly includes women among Socio-Economically Disadvantaged Groups (SEDGs) and mandates gender as a cross-cutting priority, urging collaboration between central, state, and local bodies to bridge gaps in access, participation, and learning outcomes.

Under the Samagra Shiksha scheme, specific measures support female students from primary to upper-secondary levels. These include free uniforms and textbooks for girls up to grade VIII, hiring of additional (including female) teachers, stipends for girls with special needs (I–XII), gender-segregated toilets, teacher sensitization, and gender-sensitive learning resources. The program also sanctions Kasturba Gandhi Balika Vidyalayas—residential schools in backward areas—for girls from marginalized groups (SC, ST, OBC, Minorities, BPL) in grades VI–XII.

To boost women's participation in higher education, the Ministry expanded institutions, reduced fees, and provided scholarships targeting financially insecure female students. Many national-level scholarships offer priority to women. Additionally, supernumerary seats were introduced at IITs and NITs, raising female

compiling data from stakeholders—students, faculty, and social-sector personnel—and developing surveys to gather nationwide insights.

The inaugural meeting, held virtually on 29 March 2025, set the agenda: establish stakeholder data collection, form working groups, ensure resource availability, disseminate questionnaires, and plan publicity & outreach for the Task Force's broader objectives.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2121572.pdf



enrolment from under 10% to over 20%. The UGC is funding Women's Studies Centres (WSCs) across universities and colleges, supporting teaching, research, curriculum development, and outreach in women's studies. NEP also advocates integrating skill-based education into mainstream learning. Under Samagra Shiksha, financial support helps states deliver skill modules (communication, ICT, entrepreneurship, green skills) from grades VI–XII aligned with the National Skills Qualifications Framework.

To encourage girls in STEM, IIT-Madras runs “Vidya Shakti,” which enhances foundational skills for rural students (including girls). The Department of Science & Technology's WISE-KIRAN and SERB-POWER fellowships support female researchers in science and engineering. The Department of Biotechnology's BioCARE program further aids women returning or advancing in scientific careers. The

NEWS IN BRIEF

Department of School Education and Literacy issued guidelines to safeguard all children, particularly girls, in government and private schools. These include anti-bullying committees, parent-teacher bodies, complaint mechanisms, awareness on POCSO provisions,

e-learning modules on sexual abuse, violence prevention, and child safety—incorporated into regular health and nutrition awareness in schools.

https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2114327.pdf



The National Education Policy (NEP) 2020 promotes an inclusive, equitable transformation of higher education, especially in STEM and research. It encourages HEIs to establish incubators, technology centres, frontier - research units, strengthen industry-academia collaboration, and embrace interdisciplinary projects. Central to this mission is the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) — also known as PMUSHA — offering federal grants focused on quality enhancement, infrastructure, and the creation of multidisciplinary universities (MERUs) in state institutions.

The All-India Council for Technical Education (AICTE) has updated its technical curricula to include cutting-edge fields like AI, data science, space technologies, VLSI, and robotics, incorporating industry representation in curriculum committees. It has also introduced mandatory internships via model guidelines and the Industry-Academia Mobility Framework to blend theoretical learning with real-world application. The SWAYAM portal, launched in July 2017, delivers free, high-quality online courses with over 51 million enrollments. Meanwhile, the PM Vidyalaxmi scheme, initiated on November 6, 2024, offers collateral-free, guarantor-free education loans to meritorious students (with up to ₹10 lakh loans and 3% interest subsidies for families earning up to

HIGHER EDUCATION INSTITUTIONS IN THE COUNTRY IN STEM

₹8 lakh). This benefits roughly 100,000 fresh students without other scholarships.

The University Grants Commission (UGC) administers postgraduate scholarships (NSPG), JRFs via UGC - NET, and the Savitribai Jyoti Rao Phule Single Girl Child Fellowship. Engineering institutes like IITs and NITs have introduced supernumerary seats for women, boosting female enrollment from under 10% to over 20%. They also grant full tuition waivers to SC/ST/PwD students, with full or two-thirds fee remission for economically disadvantaged groups. The National Credit Framework (NCrF) enables transferable academics, vocational, and experiential credits across learning streams. UGC guidelines support degree programs with embedded apprenticeships. Under the National Apprenticeship Training Scheme (NATS) and its NATS 2.0 portal, stipends are provided (₹9,000 for degree apprentices, ₹8,000 for diploma apprentices), with 50% covered by the government and DBT-based disbursement. Over the past five years, 872,000 apprentices received ₹1,298 crore in stipends, including 482,000 in 2024–25 (₹729 crore).

The Prime Minister's Research Fellowship (PMRF), launched in 2018–19, supports doctoral research. Initially awarding 3,688 fellowships, it has expanded to 10,000 in the 2025–26 budget. Additionally, the government approved three Centres of Excellence in AI — focusing on health, sustainable cities, and agriculture — with ₹990 crore funding through fiscal 2027–28. Since 2014, 42 central HEIs have been added, including eight Central Universities, seven IITs, and eight IIMs.

27 https://www.education.gov.in/sites/upload_files/mhrd/files/PIB2114326.pdf

GENERATION ALPHA AND ITS IMPACT ON TEACHING LEARNING PROCESS

In 1991, American researchers William Strauss and Neil Howe introduced the theory of generations in their book *Generations*. They identified a cycle of generational shifts occurring every two decades. They further described four recurring “turnings” that each generation undergoes, along with their corresponding archetypes. Their work received a mixed response. Some called the theory groundbreaking, but others questioned its scientific validity. However, the jury is still out in terms of its real relevance.

Nevertheless, their research sparked widespread interest in generational studies and has become a trending topic for discussions. The attempt in this article is to closely examine the youngest generation today, Generation Alpha and its implications on the teaching-learning process.

Is this concept of Gen Z (*Born between 1997-2010*), Gen Alpha (*Born between 2010-2025*) and now Gen Beta (*Born between 2025-2039*) being overhyped? Does it have relevance in the teaching-learning process? What has been the impact of this on Gen Alpha? These are pertinent questions which are ringing in the corridors of schools as educators are trying to grapple with the new demographic cohorts such as Gen Beta.



Who are they?

Gen Alpha refers to the era of people born between 2010 and 2024. It would not be wrong to make a claim that this group is the first to be entirely born in this 21st century where digital gadgets have become their true nannies. They navigate from the digital to the real world and want to spend most of their waking time in the online world.

Gen Alpha is expected to become the largest generation in history, surpassing even the Baby Boomers (*born between 1946 and 1964*), who previously held the record. Projections suggest that by 2025, their numbers will exceed 2 billion. The majority of this generation are estimated to live in Asia, particularly in countries like India, China, and Indonesia.

Most Alpha kids are being raised by Millennial parents, which also shapes their upbringing and development in unique ways. Millennials had very different experiences as kids compared to Gen Alpha. However, this group has grown up and seen technology become a bigger and more important part of life. They have also become more adept with tech, and may therefore be able to pass valuable lessons on how to use it, as well as its dangers, to their Gen Alpha children.

Undoubtedly, Gen Alpha has experienced the effects of continuous online learning during the COVID years, when socialization was at its lowest, especially impacting their formative years. I know children closely who had their initial years of schooling during the online phase of COVID. Many of them, for two years, even believed that school meant being online. Imagine the shock they must have felt when they finally visited a real school after two years of virtual learning. They may not have known how to express their feelings and emotions during their initial days of in-person schooling, but those experiences would have left strong impressions etched in their memories for a lifetime. Sometimes, I truly believe that being a teacher

for nursery and primary classes is akin to being a pediatrician. Like a doctor who knows how to connect with young patients who may not yet be able to express their feelings and emotions as clearly as older children.

What is distinct and different about Gen Alpha?

They are being conditioned more by technology and streaming services than by traditional television. Their exposure to emotions and access to information is exceedingly high, making them believe they are well prepared to take on real-world challenges. Excessive digital bonding can lead to an emotional disconnect from real-world emotions. Digital devices are not just tools for them but extensions of themselves. The gadgets purchased for them by parents and other family members—such as tablets, smartphones, and computers—form an integral part of both their entertainment and educational experiences. Education will need to become more explanatory and engaging. Gen Alpha expects an intuitive understanding of their needs and often displays a sense of entitlement. Their digital lives are abrupt and seem to be the 'cave' where they find solace, with a looming threat that in-person human connection may feel inadequately short and listless for them on a daily basis.

Teacher Shifts required in the classroom:

RETHINK THE CONCEPT OF DISCIPLINE FOR GEN ALPHA



Know the Lingo!

Reverence for 'Why'

Emphasis on 'What'

Believe in Trade-offs

Know their lingo to Know the lingo : Words like *Rizz*, *Gyatt*, *Cap*, *Skibidi*, *Mewing*, *Aura*, and *Sus* may sound like the erosion of the English vocabulary. However, to truly connect with Gen Alpha, you need to show that you care, that you want to engage with them, and that your intent is not to condescend. The teacher's role as a counsellor is increasingly becoming a defining trait of a high-impact teaching and learning process. Understanding their lingo is not a new strategy—it was embraced by

some of the most respected teachers we fondly remember. It has always been a powerful way to connect with students.

Reverence to the 'Why' of the concept: With tools like ChatGPT making strong inroads into assignments and homework, it is essential to rethink classroom methodologies. Spending enormous time explaining factual information no longer makes sense, as high-quality open-source content is readily available. While education has evolved significantly over time, educators now need to ruminate on what education should truly aim to achieve and the purpose it should fulfil. The toolkits, methods, and techniques shared in classrooms will be key to keeping learning relevant and engaging. Introducing Open Book Exams is an important step toward making assessments more contextual and meaningful. Traditional assessments that focus only on remembering, understanding, and applying methods are increasingly irrelevant and do little to enhance the learning quotient. The need of the hour is to build interlinkages among topics, teach subjects in

tandem, and build strong interdisciplinary connections. This is the only way to prevent classroom teaching from becoming outdated.

The concept of discipline itself has undergone tremendous change. There would be a need to unlearn and shift from control based approaches to more holistic, self development focused methods. Asking students to stand up and answer questions, especially in higher classes, may now seem more like singling them out rather than celebrating diverse perspectives and encouraging deep thinking. Methods such as the FIRST framework may become more relevant in the context of learning—Focus, Intention, Responsibility, Structure, and Time.

Responding to generation cohorts such as Gen Alpha may not be a passing fad; it may represent the emergence of a new era which reminds educators that teaching and learning processes are closely interconnected, and may now shift the balance in favour of self-directed learning. Teachers need to understand that their role has been permanently altered, where the student's ability, aspirations, and mindset now take centre stage in the learning process.

Sanjay Radhakrishnan

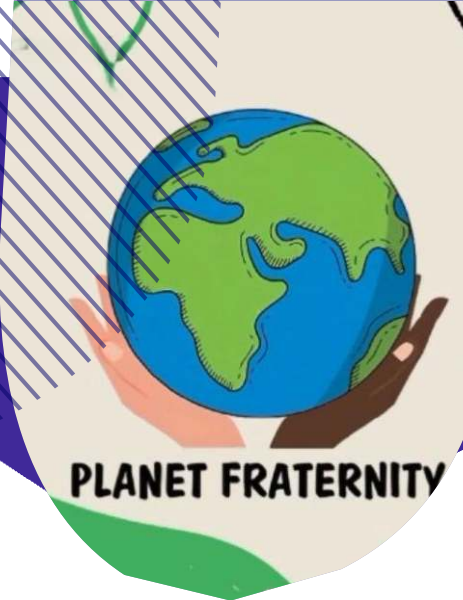
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Planet Fraternity connects « *schools, teachers, and students to create a more humane, fraternal, supportive, and sustainable world in which children and young people are the protagonists of change.* »

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2 main topics will punctuate the year

2 partner classes starting in September

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- Meeting Others
- Fraternity in Action

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To
The Principal/Head of Institution

Subject: Proposal for Screening of the Film Kalam Std. 5B
`96 minutes duration

Dear Madem/sirl hope this letter finds you in good health and high spirits.

I am writing to propose the screening of an engaging and thought-provoking film titled Kalam Std. 5B at your esteemed institution. This film creatively addresses contemporary issues within the Indian Socio-political landscape while highlighting the critical role of education in fostering civic values and higher human standards among Students.

The narrative of Kalam Std. 5B revolves around the journey of a young student, emphasizing the integration of sports with education. It presents valuable life lessons and a holistic approach to personal growth, character building, and academic development.

Key Takeaways from the Film:

1. Promoting Civic Values: Encourages students to practice empathy, responsibility, and ethical behavior in daily life.
2. Integration of Sports and Learning: Highlights the importance of sports in fostering teamwork, resilience, and a balanced approach to personal and academic success.
3. Character Development: Inspires students to aspire toward values like respect, inclusion, and integrity, essential for building strong character.
4. Interactive Learning: Provides an engaging medium for sparking meaningful discussions about real-world challenges and potential solutions.

We propose organizing the screening as part of your school's value education program or co-curricular activities. This initiative aligns with your institution's mission of nurturing well-rounded, responsible individuals and promises to leave a lasting impression on the students.

Thank you for considering this proposal. I look forward to the opportunity to discuss this further and arrange for the screening.

Warm regards,
THOMAS JACOB
Producer

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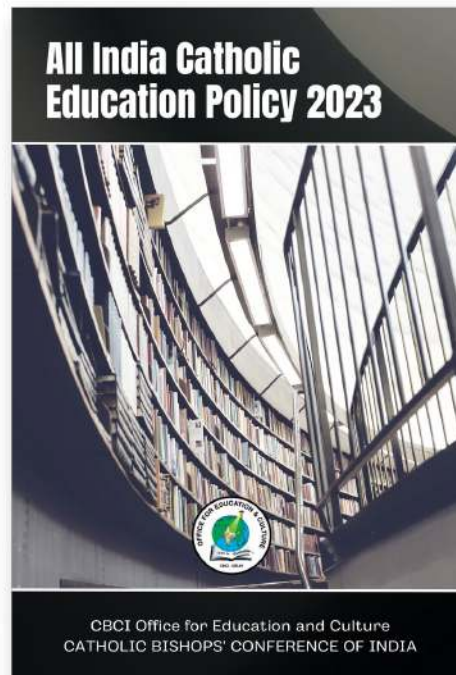


ALL INDIA CATHOLIC EDUCATION POLICY

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

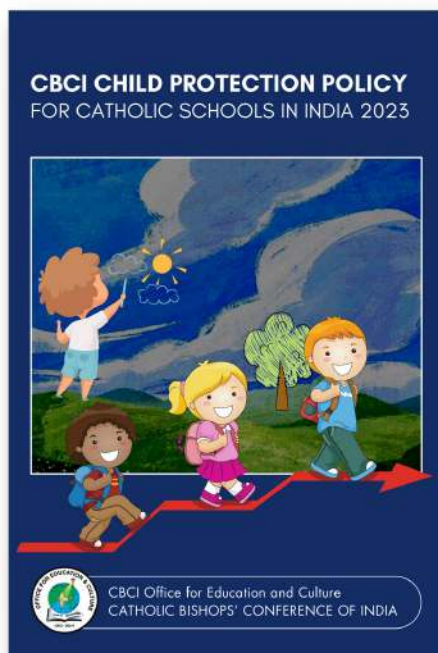


CBCI CHILD PROTECTION POLICY

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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