



ALL INDIA ASSOCIATION OF CATHOLIC SCHOOLS

NEWS & VIEWS

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Education – The Foundation of a Progressive Society

In an era defined by rapid technological progress, shifting political landscapes, and evolving social values, the news magazines, in particular, occupy a unique space — offering not just information, but perspective, context, and critical analysis that help readers make sense of an increasingly complex world.

Today, the challenge is not merely access to information. We live in a time of information overload, where facts, opinions, and misinformation often compete for attention. In such an environment, credible editorial voices act as anchors of truth. They do more than report events; they interpret patterns, question authority, and amplify voices that might otherwise go unheard. Education is more than the process of acquiring knowledge; it is the backbone of a nation's growth and the key to individual empowerment. In an era driven by technology, innovation, and rapid global change, the importance of quality education has never been more evident. A strong educational system not only shapes skilled professionals but also nurtures responsible citizens capable of critical thinking and ethical decision-making.

Across the world, education is increasingly being recognized as a fundamental right rather than a privilege. However, access to quality education remains uneven. Rural areas, economically weaker sections, and marginalized communities often face significant barriers such as lack of infrastructure, trained teachers, and digital resources. Bridging this gap is essential to ensure inclusive development and equal opportunities for all.

The modern education system is also undergoing transformation. Traditional classroom learning is gradually being complemented by digital learning platforms, interactive tools, and skill-based training. The focus is shifting from rote memorization to conceptual understanding, creativity, and problem-solving abilities. This shift is crucial in preparing students for real-world challenges rather than just examinations.

Another critical aspect is the role of teachers. Educators are not merely instructors but mentors who shape the character and mind-set of future generations. Investing in teacher training, better working conditions, and professional development can significantly improve educational outcomes.

Parents and society also play an important role. Encouraging curiosity, supporting learning beyond textbooks, and promoting values such as discipline, empathy, and responsibility are essential for holistic development.

Governments and policymakers must prioritize education in national development agendas. Increased funding, improved infrastructure, digital access, and updated curricula are necessary steps. Public-private partnerships can also help accelerate progress in educational reforms.

Digital education is transforming how knowledge is delivered, accessed, and experienced. With the expansion of online platforms, virtual classrooms, and interactive tools, learning is no longer confined to physical spaces. Students can now access high-quality resources anytime, enabling personalized and flexible learning paths.

However, digital education also highlights challenges such as unequal access to technology, digital literacy gaps, and the need for effective online teaching methods. Bridging this digital divide is essential to ensure that education remains inclusive and equitable. As technology continues to evolve, digital education will play a crucial role in preparing learners for a rapidly changing world. The focus must remain on balancing innovation with accessibility, ensuring that technology enhances, rather than replaces, meaningful human interaction in education.

Thank you for being part of our journey, for sharing your time with us and for turning the pages with enthusiasm.

One Nation: What Board Exams really teach India's youth

Dr. Joseph Emmanuel, Chief Executive & Secretary of CISCE

Examinations are often framed as individual battles, a student versus a paper. However, in a country as vast and aspirational as India, the examination season is also a national moment: a collective rite of passage when millions of students and their families pause, prepare, and hope.

Nearly 36 million students across India are appearing for Class 10 and Class 12 board examinations conducted by various national and state boards this year. That scale matters.

When tens of millions of students sit for Class 10 and 12 assessments, the outcomes influence not only individual futures, but also workforce readiness, higher-education pipelines, and long-term national human capital. Examinations, therefore, deserve our sober attention, not as mere hurdles, but as structured moments that reveal strengths, identify learning gaps, and help institutions to recalibrate. The stakes are real; so is the opportunity to shape a generation that is resilient, responsible, and prepared to contribute to nation-building.

Board examinations stand as one of the few nationwide processes that reinforce deep trust in public institutions from students, their families, and all other stakeholders. Fair conduct of examinations, transparency, and credibility reinforce faith in education systems. This institutional trust itself is also a nation-building outcome.

Beyond academic performance, examinations play a quiet but powerful role in ethical formation in the lives of students. For them, board exams are their first encounter with formal, high-stakes accountability. Choosing honesty, responsibility, and respect for rules under pressure builds moral character and reflective habits are qualities essential for citizenship in adulthood with personal integrity, professional competence, and social responsibility.

Resilience is not the absence of stress; it is the ability to respond constructively to pressure. Studies focused on adolescent students repeatedly show elevated test anxiety during examination periods, a predictable human response that requires practical mitigation rather than stigma (WHO, 2021). Acknowledging this reality allows schools, families, and policy makers to act - not to lower standards, but to strengthen the support systems that enable students to perform at their best.

Constructive action begins with students adopting steady, practical habits that build confidence and readiness. Consistent and focused study works far better than last-minute cramming, while practicing under timed conditions strengthens exam temperament. Adequate sleep and proper nutrition support concentration as much as revision does. Reaching out to peers, teachers, or helplines when needed is a sign of awareness and strength, not weakness.

For parents, the role is to remain a steady presence - offering reassurance, stability, and confidence. Encourage routines, avoid comparisons, and celebrate efforts as much as outcomes. Teachers and schools play a structural role by ensuring effective delivery of the prescribed curriculum, mock assessments, and basic mental-health literacy, alongside referral mechanisms.

Policy makers must respond systemically by investing in counselling services, expanding access to credible helplines, and ensuring equitable examination conditions so that socio-economic disadvantage does not become an academic penalty.

The evidence supports these measures. Student helplines have seen surges in calls during exam seasons, a reminder that accessible, well-publicized support channels can make a tangible difference. Initiatives that combine prevention with response are especially valuable. To this end, the CISCE's #iGotCare helpline represents a quick, solution-oriented strategy specifically aimed at examination-related concerns.

But building resilient students is ultimately about more than immediate remedies. It requires embedding values across the education ecosystem: holistic and competency-driven curriculum, honesty and creative innovation in assessment, and a civic orientation that links personal mastery to public good. When students learn to handle pressure with responsibility and integrity, they do more than passing examinations, but develop habits of mind - essential for leadership, innovation, and public service.

As a nation, we must also resist simple binaries that equate marks with worth. Scores are indicators, not identities. A child's examination outcome should inform the next step - advanced study, remedial teaching/learning, alternative pathways, or vocational options, not a narrative of failure.

Policy choices must expand the horizons of success, recognising diverse talents and enabling lateral entry into professional and technical careers.

When millions of students prepare simultaneously for the board examinations, society briefly aligns around learning - families adjust routines, schools coordinate efforts, and institutions mobilize support. This shared focus reinforces education as a collective national priority.

Finally, the examination season offers an important story to tell our society: that we value hard work, resilience, and collective support. Students who complete examinations with confidence in their preparation, supported by teachers and families, are better equipped to contribute meaningfully to society in the future. That is the true nation building promise of examinations, not merely to sort, but to prepare citizens who can think, care and lead.



He was in the first third grade class taught at Saint Mary's School in Morris, Minnesota. All 34 of my students were dear to me, but Mark Eklund was one in a million. Very neat in appearance, he had that happy-to-be-alive attitude that made even his occasional mischievousness delightful.

Mark talked incessantly. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving. "Thank you for correcting me, Sister!" I didn't know what to make of it at first, but before long I became accustomed to hearing it many times a day.

One morning my patience was growing thin when Mark talked once too often, and then I made a novice teacher's mistake. I looked at Mark and said, "If you say one more word, I am going to tape your mouth shut!" It wasn't ten seconds later when Chuck blurted out, "Mark is talking again". I hadn't asked any of the student to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it. I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened my drawer and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room. As I glanced at Mark to see how he was doing, he winked at me. That did it! I started laughing. The class cheered as I walked back to Mark's desk, removed the tape, and shrugged my shoulders. His first words were, "Thank you for correcting me, Sister".

At the end of the year, I was asked to teach junior-high math. The years flew by, and before I knew it, Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instruction in the "new math", he did not talk as much in ninth grade as he had in third. One Friday, things just didn't feel right. We had worked hard on a new concept all week, and I sensed that the students were frowning, frustrated with themselves and edgy with one another. I had to stop this crankiness before it got out of hand. So, I asked them to list the names of the other students in the room in two sheets of paper, leaving a space between each name. then I told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish the assignment, as the students left the room, each one handed me the papers. Charlie smiled. Mark said, "Thank you for teaching me, Sister. Have a good weekend." That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual.

On Monday, I gave each student his or her list. Before long, the entire class was smiling. "Really?" I heard whispered. "I never knew that meant anything to anyone!" "I didn't know others liked me so much." No one ever mentioned those papers in class again. I never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another again.

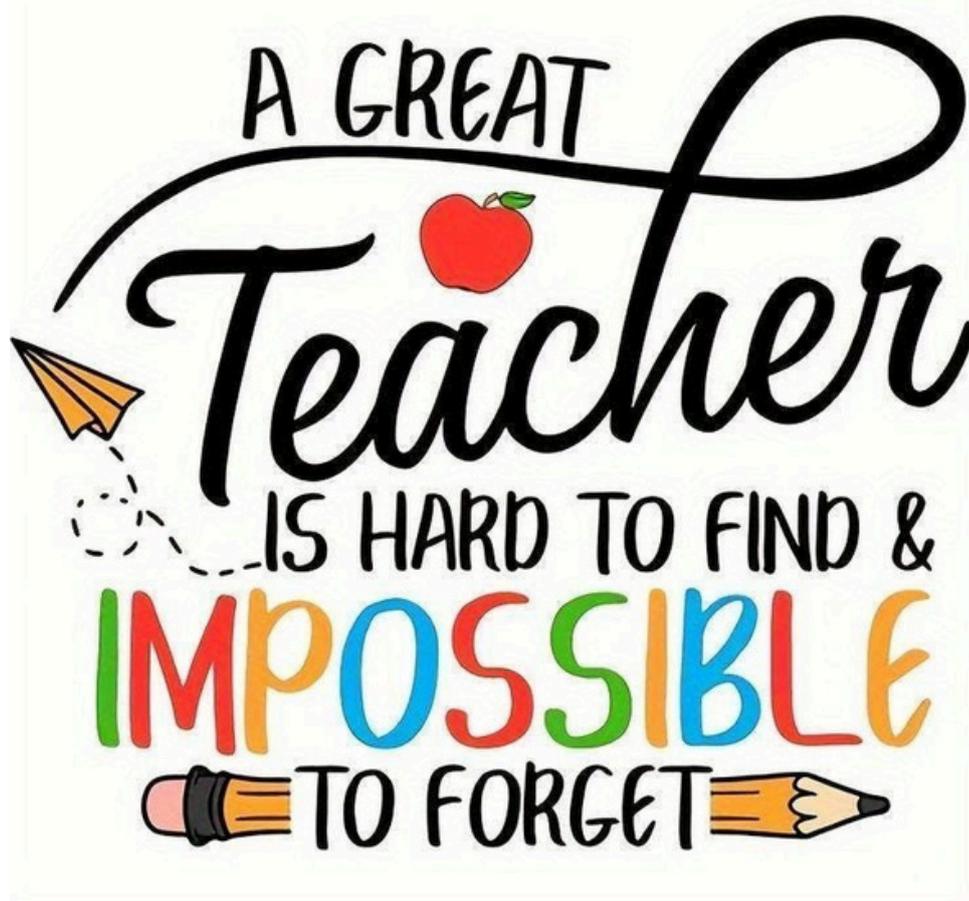
That group of students moved on. Several years later, after I returned from vacation, my parents met me at the airport. As we were driving home, Mother asked me the usual questions about the trip, the weather, my experiences in general. There was a lull in the conversation. Mother gave Dad a sideways glance and simply said, "Dad?" My father cleared his throat as he usually did before saying something important.

The Eklunds called last night," he began. "Really?" I said. "I haven't heard from them in years. I wonder how Mark is." Dad responded quietly. "Mark was killed in Vietnam," he said. "the funeral is tomorrow, and his parents would like it if you could attend." To this day I can still point to the exact spot on 1-494 where Dad told me about Mark.

I had never seen a serviceman in a military coffin before. “Mark looked so handsome, so mature. All I could think at that moment was, “Mark, I would give all the masking tape in the world if only you would talk to me.” The church was packed with Mark’s friends. Chuck’s sister sang “Th Battle Hymn of the Republic.” Why did it have to rain on the day of funeral? It was difficult enough at the graveside. The pastor said the usual prayers, and the bugler played taps. One by one those who loved Mark took a last walk by the coffin and sprinkled it with holy water. I was the last one to bless the coffin. As I stood there, one of the soldiers who acted as pallbearer came up to me. “Were you Mark’s math teacher?” he asked. I nodded as I continued to stare at the coffin. “Mark talked about you a lot.” He said.

After the funeral, most of Mark’s former classmates headed to Chuck’s farmhouse for lunch. Mark’s mother and father were there, obviously waiting for me. “We want to show you something,” his father said, taking a wallet out of his pocket. “They found this on Mark when he was killed. We thought you might recognize it.” Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good things each of Mark’s classmates had said about him. “Thank you so much for doing that,” Mark’s mother said. “As you can see, Mark treasured it.” Mark’s classmates started to gather around us. Charlie smiled rather sheepishly and said, “I still have my list. I keep it in the top drawer of my desk at home.” Chuck’s wife said, “Chuck asked me to put his in our wedding album.” “I have mine too,” Marilyn said. “It is in my diary.” Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. “I carry this with me at all times,” Vicki said without batting an eyelash. “I think we all saved out lists.” That’s when I finally sat down and cried. I cried for Mark and for all his friends who would never see him again.

The density of people in society is so much thick that we forget that life will end one day. And we don’t know when that one day will be. So please, tell the people you love and care for that they are special and important. Tell them, before it is too late.



The Catholic Church plays a significant role in serving society through a wide range of institutions dedicated to education, healthcare, and social welfare. Guided by its mission to uphold human dignity and promote compassion, the Church establishes schools and universities to nurture intellectual and moral development, hospitals and clinics to care for the sick, and care homes to support the elderly, orphaned, and vulnerable. Through these institutions, the Catholic community continues its longstanding commitment to service, charity, and the holistic development of individuals across the world. Various types of institutions run by the Catholics:

1. Educational Institutions
2. Healthcare Institutions
3. Care Homes.

Why do we establish schools?" Through our educational institutions, we assure people that we care for them. "The Church is not merely an NGO", says Pope Francis. We need to be engaged in our mission of spreading God's Kingdom. But as a contrary, we are becoming more and more secularized. As educators, we need to be aware of our Freedom of religion as our Fundamental Rights. Most of the time we focus on Minority Rights rather than our Fundamental Rights. According to our Indian Constitution, we have the Freedom to propagate our faith. We need to educate our children about the Indian Constitution so that they are aware of their fundamental rights.

Challenges in the Institutions

- **Secularization of our Institutions:** Even during the time of persecution, the Church survived. Out of fear, we should not secularize our Institutions. If it happens, there is a possibility of giving up our liturgy and other spiritual practices.
- **Sense of Identity:** We are in the world, but our identity is not defined by the Civil Practices. We run our Educational Institutions because, the love of God compels us to do so. The purpose of our running schools should be to proclaim Jesus Christ.
- **Sense of Mission:** We have failed to fully embrace our mission to proclaim the Word of God. Too often, we lack the conviction regarding our obligation to fulfil this mission. This lack of urgency hinders us from taking action, and we must rekindle the passion and commitment to spread the Gospel with purpose and determination.
- **Sense of Esteem on the Gospel of Jesus Christ:** We have contributed to the development of Indian Society in many ways, and we should feel proud of our Church. Society has been reformed time and again by the dedication of religious nuns. At the same time, we must not forget our mission. It is a matter of pride that we belong to Jesus Christ and His Gospel.

Dr. A. P. J. Abdul Kalam viewed education as a powerful tool for nation-building and character formation. He believed education should go beyond textbooks and examinations to develop creativity, ethical values, and self-confidence. According to him, teachers play a vital role in shaping the future of society and must inspire students to dream big and think independently. Kalam emphasized learning through innovation rather than rote memorization and stressed that education should prepare young minds to serve society and contribute to national development.

He spoke extensively about education, linking it to character, innovation, and nation-building. Some of his most influential thoughts are below, with brief explanations.

1. Education with Values

“Education gives you wings to fly.”

Kalam believed education should not merely produce degree-holders but empowered individuals with moral strength, confidence, and vision.

2. Teachers as Nation Builders

“Teaching is a very noble profession that shapes the character, caliber, and future of an individual.”

He consistently highlighted that teachers are the backbone of society, shaping responsible citizens and future leaders.

3. Education for Creativity, Not Rote Learning

“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great.”

Kalam criticized rote memorization and advocated for creative, inquiry-based learning that nurtures innovation.

4. Education and National Development

“A nation’s development depends on the quality of its education system.”

He linked education directly to economic growth, scientific progress, and self-reliance, especially for a developing country like India.

5. Dreaming and Education

“Dream, dream, dream. Dreams transform into thoughts and thoughts result in action.”

For Kalam, education should ignite dreams and give students the skills and discipline to convert them into reality.



Impact of Artificial Intelligence (AI)

Introduction

Education plays a key role in the development of human civilization. Since ancient times, the method of learning is constantly evolving and undergoing numerous changes due to new technologies. We are all familiar with traditional ways of learning where education is imparted within the walls of classrooms to a group of students. With the intervention of the internet and digital technology, the online platform is trending slowly and surely taking the place of classrooms. Thus, the modern education system has completely eradicated the space limitation of a classroom by encouraging the participation of more students from every corner of the world. By providing knowledge through online platforms or websites, the modern education system has been able to attract a variety of students and teachers to participate in technology-based learning.

Freed from any kind of limitations of time, space or number of students, the popularity of online learning is increasing day by day. Still constantly changing to ensure the quality of education, online learning has a number of benefits – flexibility, lower costs, and wide range of content. In recent decades, Artificial Intelligence (AI) has become increasingly present in our lives, having a significant impact in various fields, including education. Education has undergone a series of changes and under the impact of artificial intelligence that brings with it the opportunity to transform, to adapt the way the teaching/learning process is carried out. There is a need to research the impact that artificial intelligence is having on education as we know it, and how we can use this discovery to improve the experiences of students and teachers.

Thus, artificial intelligence refers to the development of systems and machines that can simulate intelligent human behaviour, such as learning, reasoning, and problem-solving. The fundamental purpose of AI is to enable machines to exhibit traits specific to human intelligence. One of the key elements of Artificial Intelligence is the ability to learn. Problem solving is the essential skill of artificial intelligence that uses intelligent systems to approach and solve various problems.

The use of Artificial Intelligence in Education

The use of Artificial Intelligence continues to grow in the education sector. It is becoming increasingly clear to all that it offers many exciting possibilities for the learning outcomes of pupils/students and already promises important help in achieving modern educational goals. We will briefly examine some potential benefits that AI offers to students and teachers. AI brings benefits and opportunities to education by facilitating personalization of learning, providing instant feedback and improving efficiency in the assessment process. Thus, Artificial Intelligence can be integrated into online learning platforms, allowing content and activities to be customized according to the needs and knowledge level of each student. Learning management systems can use Artificial Intelligence to provide personalized recommendations, automatic feedback and monitor student progress. Thus, pupils and students can access relevant materials and resources according to their individual needs. Virtual reality can also help students encourage collaboration and teamwork, and tools like social media can be used to connect students with their peers and instructors. Furthermore, AI can be used to create tutorials and interactive virtual assistants, systems that can answer students' questions, provide additional explanations, and guide students in real-time through the learning process. Thus, through tutorials and virtual assistance students can benefit from additional support and learn at an individualized pace receiving real-time guidance to support the learning process. If we talk about the verification part of learning, AI can automate many time-consuming

administrative tasks in teaching and learning. It could be grading assignments, providing feedback on student work, or even detecting plagiarism. Artificial Intelligence algorithms can be trained to recognize patterns and evaluate student responses in various subjects. It allows teachers to receive quick and detailed feedback on student performance, provide personalized interventions based on each student's individual needs, and even save time and resources. One of the key aspects of the influence of Artificial Intelligence in education is the ability to adapt the learning process to the individual needs of pupils/students. By collecting and analysing data about student/student progress and performance, AI can identify weaknesses and automatically adapt content and teaching methods to support individual performance improvement. Thus, a personalized and more effective learning experience can be ensured.

A highly effective use of AI is to forecast performance through data analysis, identifying patterns and trends. By collecting and analysing data about student performance and behaviour, AI can provide valuable insights into individual performance and make predictions about a student's success or failure. This can help teachers and schools make informed decisions and provide early intervention to support pupils/students. But while artificial intelligence brings many benefits to education, there are also challenges and concerns associated with its widespread use. These include privacy and security of personal data, lack of human interaction, which can affect the development of pupils/students' social and emotional skills, trust in the system which requires these systems to be transparent and provide clear explanations of how they arrive at conclusions and recommendations.

The use of Artificial Intelligence in education brings with it a number of significant opportunities and advantages even if limitations are also identified. From personalizing learning to instant feedback and automated assessment, AI can improve the teaching and learning process, providing a more efficient and effective experience for students and teachers. However, it is important to strike a balance between technology and the human aspects of education.

IMPACT OF ARTIFICIAL INTELLIGENCE ON EDUCATION AND LEARNING



Teachers' Training Program on the 6th of February, 2026 at St. Fidelis Sr. Sec. School, Aligarh

AINACS has organized a one day Teachers' Training program for the teachers of St. Fidelis Sr. Sec. School, Aligarh on the 6th of February 2026. There were 175 teachers who attended the training session. The topics were SQAAF and Mental Health awareness in the schools. The Resource person was Dr. Nishi Sehrawat Phogat, an Education Consultant from Delhi.

The training program began at 10.00 a.m. with the welcoming of the Resource person by Rev. Fr. Robert Varghese (1st Vice President of the AINACS and the Principal of the School). During the training session there was a break of 20 minutes for the lunch. The session ended at 3.30 pm.

The training programme made aware of the above topics and were many interactions with the resource person. It was very enriching and enhancing.

After the training session all the teachers were given the certificates for the participation by the AINACS.



The Role of the Parents in the Integral Development of their Children

Fr. Mathew, SDB

Parents are the first educators of their children. Children's education cannot be left solely to institutes of learning. In fact, the latter cannot carry out their role successfully without the active involvement of the parents, and parents must cater to the all-round development of their children.

INTELLECTUAL GROWTH

The main focus of education tends to be intellectual growth. Parents must decide, first of all, at what age their children should join school. There is great haste on the part of the parents to enroll their children in pre-school. Some put them in play schools or creches because they are working parents and would like to be free from their children at the earliest opportunity. This is such a contrast to earlier times when children could roam in nature and enjoy freedom at home till the age of five when they enrolled in Std. I. Parents must choose the type of school they would like to enroll the child in. They need not be the most prestigious, posh and costly schools. Good education is also available in less glamorous schools if one is ready to forego the social prestige in parents' chat circles. Given the traffic conditions, the nearer the school is to the home, the better for the child. A good school should give importance to character formation and discipline apart from studies. One must be realistic about the intellectual capacity of one's ward. It is not possible for every child to secure the first rank in the class.

But that is the impractical dream of most parents. So, they rush the students from school to tuition centres and tax them with endless coaching classes that the students will not have any chance for rest or relaxation. This may bring about unexpected negative results and reduce the child to an unhappy existence. It is also good to consider that top achievers in life are seldom top ranking students in school.

Good schools use the school diary as an important means of fostering discipline. It will include such items as leave taken, negligence of home work, wearing uniform, remarks by teachers and school authorities etc. When the student knows that the parent will follow up these entries regularly they will take care to be diligent.

A student should have regular hours of study. But parents need not be rigid about the schedule provided the student studies the lessons following a flexible schedule. Some students resent parental insistence that they should study particular hours. It is also good to know that depending on our particular body rhythm some can study late into the night and others are early risers and study better early morning. It is better to leave the choice in this regard to the student.

Parents must discuss with their growing teenagers about their careers instead of compelling them to join their dream career. Commerce and Economics group too have good job opportunities nowadays. Here teachers can act as good counsellors.

PHYSICAL HEALTH

Good health is the bedrock of all achievements. Good health and good nutrition go hand in hand. The student should have a healthy and balanced diet. Junk food may be tasty and convenient but it leads to malnutrition and lower resistance to disease.

Breakfast is a critical meal of the day and it is unwise to send the child to school on an empty stomach. Some such children are known to faint the school assembly drawing unwelcome attention to themselves.

It is good for the student to have a regular time to go to sleep and to rise. This could change if need be, during exam time. Overdoing studies and drastically cutting down on sleep is not advisable though this is done by many students facing public exams. Such a practice could affect their performance and even cause breakdown from exhaustion.

Sports, games and physical exercise are important for the good health of growing children. Without these they will fall easy victims to obesity which is a fast increasing threat to urban school children.

IMBIBING RELIGIOUS AND MORAL VALUES

It is good to remember that values are caught, not taught. Example is the best teacher both for religion and morals. Religion should be the first subject of study so that students will have a proper spiritual orientation in their life. Children should be enrolled in schools that uphold Christian principles and values. This is important for the Christian formation of the young. In a Christian school the spiritual needs of the child will be looked after arranging for regular holy masses and confessions. This religious support is essential for growing youth to tackle their adolescent crisis. Frequent confession and holy communion are the secret of a holy life.

Use of foul and abusive language by teenagers in school is becoming a serious problem. The school can do little to correct it when parents themselves are guilty of giving bad example at home. If parents spent some time in meditative prayer, they would be free from this bad habit.

EMOTIONAL INTEGRATION

Children act more from their feelings than from reason. The training of their emotions is vital to their growth. When they are small, they are accustomed to have everything they demand but as they grow, they will have to learn tolerance to frustration. They will have to unlearn the temper tantrums they may have at home. Here parents will have to be kind but firm in a phased manner. They must be 'cruel to be kind'.

Children must never feel they are unwanted. They will resent it much if they are packed off to boarding schools early in life if their parents' real motivation is to be free from them. They have a need for recognition. If avenues are not provided for positive recognition they will seek out negative ones by rebellious behaviour and character disorders.

The most critical factor in learning is motivation. This need must be addressed both by parents and teachers in bestowing praise and appropriate rewards. Material rewards should not be overdone since praise is itself a reward in many cases.

SOCIAL INTEGRATION

The school is the first place to socialize outside familiar surroundings. This may involve initial tears and adjustment woes. The class room is the first experience of democracy for the child and it will have to learn to forget home privileges and be counted one among the rest. The school uniform itself is a powerful message of this equality. Parents must see that their child wears proper and clean uniforms because dirty uniforms invite disrespect from peers and remarks from teachers.

The child must learn to share. This is easier if it comes from a larger family. Single children are likely to be self-centred. Children have to learn to respect others' property. Otherwise, there will be conflicts and tension among students. Rich and influential parents must avoid throwing their weight about in the school as it will give their child a wrong message. It is good to remember that in England even the royal family will not seek any privileges as parents when it comes to school discipline.

Criticism of authorities, both civil and religious, should be avoided in front of children. They must be taught to respect servants and non-teaching staff in the school.

DISCIPLINE

The first thing to note about discipline is that teachers and parents need it first before the students. Ensuring punctuality and regularity to school is the foundation of discipline. Children should be trained to get up at fixed time and take their meals regularly.

Children are children and they are bound to make mistakes. Parents need not invoke infallibility for their child in every dispute. When school authorities correct the children, parents must tactfully cooperate with them instead of finding fault with the school. Or else soon they will have a problematic incorrigible child on their hand and he/ she will be unwelcome in school. Parents should be honest about the reasons for asking for leave. If not, their wards will learn dishonesty first-hand at home. Preaching honesty afterwards will be pharisaical and will not bear any worthwhile results. It is important to attend PTA meetings and keep up contact with the school and teachers. It is also important to monitor after school parties your teenagers may attend to ensure there is no drug or alcohol or other abuses.

Punishments sometimes become necessary. They should always be reasonable, and educative. The child must know why he/she is being punished.

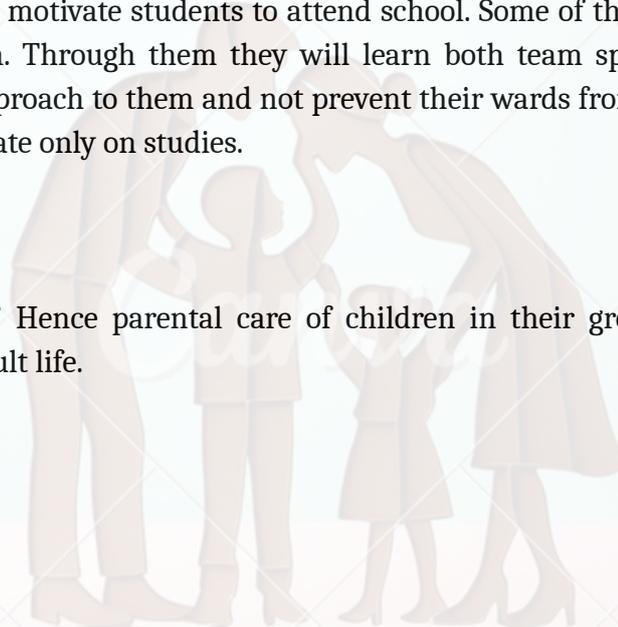
Children must be dealt with also according to their age. With young people we need more discussion and reasoning peremptory orders.

CO-CURRICULAR ACTIVITIES

Co-curricular activities are not an adjunct to education. They are an important part of it. They lend variety to learning and equip the students better for life. In a good school there will be a number of clubs and associations to join and benefit from. They can motivate students to attend school. Some of them like scouting, NCC, etc. are also good for character formation. Through them they will learn both team spirit and healthy competition. Parents should take a balanced approach to them and not prevent their wards from joining them altogether and demand that their wards concentrate only on studies.

CONCLUSION

“The child is father of the man.” Hence parental care of children in their growing years is of the utmost importance for their successful adult life.



Examinations: Preparation Beyond Academics

Fr. Dr. Samjy Vadakkedom CMI, Principal, K E Carmel CMI School, Cherthala &
Miss Sapana Ponnappan, Senior Teacher, K E Carmel CMI School, Cherthala

The Principal of Messenger Public School was deeply shaken by the tragic news of a Class 10 student who attempted to take his life on the eve of the Mathematics examination. The incident left the entire school community heartbroken and served as a painful reminder of the immense pressure students often face during examinations. What might have been prevented through timely support and open communication became a wake-up call for parents, teachers, and students alike.

Examinations are meant to assess learning—not measure a child’s worth or determine their future. This incident highlighted the urgent need to focus not only on academic preparation but also on emotional well-being, balanced expectations, and healthy study habits. Examinations test not only a student’s knowledge but also their emotional strength. While academic preparation is important, emotional preparation is equally essential, especially during exam times. Many students experience anxiety, fear of failure, sleeplessness, and self-doubt. If these feelings are ignored, they can negatively affect both performance and mental well-being.

Emotional preparation begins with building a positive mindset. Students must understand that examinations are a part of life, not the whole of it. One examination cannot define their intelligence, talent, or future. Encouraging self-belief and realistic expectations helps reduce unnecessary pressure. Parents and teachers play a crucial role during this period. Instead of constantly reminding children about marks and ranks, they should offer reassurance, listen patiently, and create a calm and supportive environment at home and school. A few sincere words of encouragement can greatly boost a child’s confidence.

Healthy routines also support emotional balance. Proper sleep, short breaks during study, light physical activity, and relaxation techniques such as deep breathing can help manage stress effectively. Students should be encouraged to talk about their worries rather than suppress them.

Ultimately, success in examinations comes from a balanced approach—where academic preparation is strengthened by emotional stability. When students feel supported, understood, and valued beyond their marks, they perform better and grow into confident individuals. In a child’s journey of growth and learning, teachers and parents play the most influential roles. First and foremost, they must demonstrate emotional maturity. Children observe adults closely and often mirror their reactions, attitudes, and behaviour. When teachers and parents handle situations with patience, understanding, and calmness, they create a stable and secure environment in which children can thrive.

Emotional maturity does not mean suppressing feelings; rather, it means responding thoughtfully instead of reacting impulsively. In moments of academic pressure, behavioural challenges, or misunderstandings, children look to adults for reassurance and guidance. A composed and empathetic response teaches them resilience, self-control, and problem-solving skills.

Equally important is the need for open communication and mutual respect between teachers and parents. Instead of shifting blame during difficulties, both parties should collaborate with a shared goal—the holistic development of the child. Consistency in expectations at school and at home strengthens discipline and builds confidence in students. When teachers and parents stand united with emotional balance, empathy, and responsibility, children feel supported and valued. Such an environment not only enhances academic success but also nurtures emotionally strong and socially responsible individuals.

Examinations are not merely tests of memory; they are assessments of discipline, clarity, and composure. True success in examinations arises from a harmonious blend of thorough preparation and emotional stability. A calm and confident mind often determines performance more than last-minute anxiety.

Faith—whether in God, in oneself, or in one’s preparation—provides inner strength. Cultivating humility and gratitude keeps a student grounded. Ego, unhealthy competition, and constant comparison must be consciously avoided. Instead, one should sincerely wish for the success of others, for a generous spirit promotes inner peace and self-assurance.

Seeking the blessings and guidance of parents and teachers offers invaluable moral support. Their encouragement strengthens resilience and confidence. Students should also stay connected with people who inspire and motivate them during this important period.

A peaceful home environment plays a vital role in reducing stress. Parents should create a supportive and cheerful atmosphere, free from unnecessary pressure. On the eve of the examination, students should avoid staying up late or engaging in excessive revision that leads to confusion. Adequate rest ensures mental alertness.

On the day of the examination, students should avoid studying unimportant or previously unlearned portions. Last-minute attempts to cover unfamiliar topics may create anxiety and disturb confidence. Instead, they should revise key points, remain focused, and maintain a steady frame of mind.

When stress arises, simple breathing exercises can restore calmness. Closing the eyes, inhaling deeply, and exhaling slowly can reduce tension. Light physical movement and positive self-talk further enhance emotional balance.

Above all, examinations do not define a person’s worth; they reflect preparation and presence of mind at a particular moment. Let the mind govern the examination—not the examination govern the mind.

The unfortunate incident that once shook Messenger Public School gradually became a catalyst for meaningful change. The school introduced regular counselling sessions, stress-management workshops, and open forums where students could share their concerns without fear. Parents became more mindful of their expectations, and teachers consciously fostered a culture of encouragement rather than pressure. What began as a moment of grief transformed into a movement of awareness, empathy, and collective responsibility.

With timely intervention and compassionate guidance, the student received the support needed to heal and rediscover hope. The experience strengthened the entire school community, reminding everyone that life is infinitely more valuable than any examination result. It reinforced a powerful lesson: academic success must never come at the cost of emotional well-being.

From pain emerged purpose, from pressure emerged perspective, and from fear emerged faith. Success ultimately belongs to those who combine diligence with composure, confidence with humility, and determination with peace.

Learning Under Pressure, Teaching at a Crossroads

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India educates one of the largest student populations in the world and continues to produce talent that competes confidently on global platforms. Yet beneath this achievement lies a quieter, more complex reality. Across schools, particularly in board examination, academic stress has become a defining feature of student life. Rising anxiety levels and tragic instances of self-harm linked to examination pressure have forced us to confront an uncomfortable truth: success, as currently pursued, is often coming at a psychological cost.

This pressure does not arise suddenly in the final years of schooling. It builds gradually. For many children, learning transforms from an exploration of ideas into a relentless race for marks. Comparison overshadows curiosity, and fear becomes a more reliable motivator than inspiration. In such an atmosphere, even capable students begin to doubt themselves. Aspiration, in itself, is not the problem. The problem lies in expecting young minds to carry ambition without equipping them with the emotional and cognitive tools required to manage it.

Encouragingly, there is growing national recognition of this imbalance. Through initiatives such as Pariksha PeCharcha, the Prime Minister has consistently reminded students that examinations are milestones, not verdicts on their worth. The message to parents and teachers has been equally clear: expectation must not eclipse empathy. This shift in tone signals an important realisation that academic excellence cannot be sustained without emotional stability.

At the same time, the modern learning environment presents new challenges. Students today live in a world of constant digital stimulation and continuous evaluation. While technology has expanded access, it has also fragmented attention. Sustained reading, reflective writing, and deep concentration are quietly eroding. Many students struggle not because they lack intelligence, but because they lack structure. They are rarely taught how to set realistic goals, how to concentrate without distraction, or how to manage fatigue. Writing is treated merely as an examination tool rather than as a discipline that clarifies thought. Questioning is often subdued in classrooms, leaving confusion unspoken and curiosity undernourished.

Internationally, several education systems are beginning to reassess this trajectory. Schools are consciously reducing screen dependence and restoring emphasis on handwriting, physical books, and direct classroom dialogue. Early observations suggest improved focus, stronger retention, and renewed creativity. These developments invite reflection in India, where technological adoption is frequently celebrated without equal consideration of its psychological consequences.

Ultimately, the limitation of our system lies in its assumptions. We assume students know how to learn, how to cope with pressure, and how to recover from setbacks. In truth, these are cultivated skills. Concentration must be trained. Emotional regulation must be guided. Even fundamental habits like sleep, nutrition, digital discipline profoundly shape academic performance, yet remain peripheral to formal schooling.

Teachers therefore stand at a decisive crossroads. By providing psychologically safe classrooms, encouraging thoughtful questioning, connecting lessons to lived experience, and breaking learning into meaningful segments, they can transform pressure into purpose. Education must not merely produce ranks; it must build resilience, clarity, and confidence.

Indian education system is being tested by the weight of its own ambition. Its future will be measured not only by enrolment statistics or examination results, but by the steady self-belief of its students. When learning teaches young minds to think deeply, write clearly, and face challenges with balance, it fulfils its highest calling.



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