

CHITKARA
UNIVERSITY



NEWSLETTER

April – June 2026

Vol. 7, Edition I DoE /NL/2026/02



Department of Education



INSIDE THIS ISSUE

Sr. No.	Content	Page No.
1	<i>A Message from the Pro Vice Chancellor</i>	2-3
2	<i>Fostering Intellectual Curiosity Vibrant Academic Ventures</i>	4-15
3	<i>Beyond the Curriculum Engrossing Co-Curricular Activities</i>	16-23
4	<i>Faculty Champions Excellence in Action</i>	24-42
5	<i>Career Advancements Placement Highlights</i>	43-44
6	<i>Press Release Tribune-Chitkara Principal's Meet</i>	45
7	<i>Embracing Educational Transformation National Education Policy (NEP) & Sustainable Development Goals (SDG) Compliance</i>	46-48

From the desk of Pro Vice Chancellor



“For the things we have to learn before we can do them, we learn by doing them.”

— Aristotle

This spirit of learning through experience lies at the heart of our work at the Department of Education (DoE), Chitkara University. As we reflect on the accomplishments of Quarter 2 (Q2) (April–June 2026), the department continues to advance academic excellence, innovation, and leadership in teacher training through meaningful opportunities that connect knowledge with practice. Driven by our commitment to nurturing the next generation of educators, our efforts throughout this quarter have focused on aligning our academic framework with the National Education Policy (NEP) 2020 and the United Nations Sustainable Development Goals (SDGs), while creating opportunities for our Alpha Teachers to learn, explore, engage, and grow through experiences that extend beyond the classroom.

To foster intellectual curiosity and experiential learning, the department conducted several high-impact academic sessions. These included research poster presentations on Organizational Behaviour, thematic presentations exploring gender roles through global mythologies, and interactive modules on workbook creation under the EDPedagogue framework. We were honored to host our Chancellor, Dr. Ashok K. Chitkara, for an insightful keynote session titled “From Outbox to the Inbox (Unboxing the Basics of Psychology),” exploring the interplay between human behavior and pedagogy. Additionally, the department hosted the two-day Central Board of Secondary Education (CBSE) Exposure Visit 2026, organized workshops on the 4-Year Integrated Teacher Education Programme (ITEP) curriculum, held a Toastmasters session, conducted a LinkedIn Masterclass, hosted an AI-focused Staff Development Program, and integrated performing arts through a theater-based approach to teacher learning.

Beyond traditional academics, the DoE actively engaged students in value-driven and environmental programs. We celebrated Riwaaz: The Baisakhi Celebration to promote cultural awareness, commemorated World Earth Day through the Green Power Conclave 2026, and hosted an international expert session on biodiversity restoration for World Biodiversity Day in partnership with The Climate Reality Project India & South Asia. The quarter also marked an emotional milestone as we bid a warm farewell to the graduating B.Ed. Batch (2024–26) at “The Last Bow” ceremony held at Chitkara International School.

From the desk of Pro Vice Chancellor

Our strategic outreach and academic alliances expanded significantly this quarter. Representatives visited prominent educational institutions across the UAE and Shimla, alongside conducting strategic meetings with the Sharjah Private Education Authority (SPEA). We signed a key Memorandum of Understanding (MoU) with Cambridge International Foundation School (CIFS), Jalandhar, to enhance IB curriculum training, internships, and research exchanges. Furthermore, the 15th Board of Studies (BoS) meeting was convened to integrate forward-looking subjects such as IB syllabus modules, Special Education, and ITEP frameworks, while successful placement drives resulted in recruitment opportunities at Chitkara International School.

Our distinguished faculty members continued to lead by example through research, international mobility, and academic contributions. Ms. Vismaad Kaur represented DoE at International Staff Week 2026 at the University College of Teacher Education Tyrol, Austria, under the Erasmus+ mobility program. Faculty members published peer-reviewed research on workplace resilience, mental well-being, project-based learning, and language policy, receiving prestigious accolades such as the Best PhD Supervisor Award, Certificates of Excellence, and invitations to deliver keynote addresses internationally. They also actively contributed to the 20th Chitkara Exploration Program (CEP-20) and university-wide journal editorial boards.

Our commitment to policy compliance and global impact remained paramount. Notably, 39.5% of activities conducted during Q2 directly contributed to SDG 4 (Quality Education), with substantial contributions toward Clean Water and Sanitation (SDG 6), Industry, Innovation and Infrastructure (SDG 9), Gender Equality (SDG 5), and Climate Action (SDG 13). Concurrently, the department achieved benchmark compliance across 26 core areas of NEP 2020, prioritizing holistic development, experiential learning, art integration, and technology utilization.

The achievements of Quarter 2 demonstrate the dedication of our faculty, non-teaching staff, and Alpha Teachers. As we step into the next quarter, let us maintain this momentum, pushing the boundaries of pedagogical innovation and leadership to shape the future of education nationally and globally.

Dr. Sangeeta Pant

Pro Vice Chancellor

Psychology and Education Programs

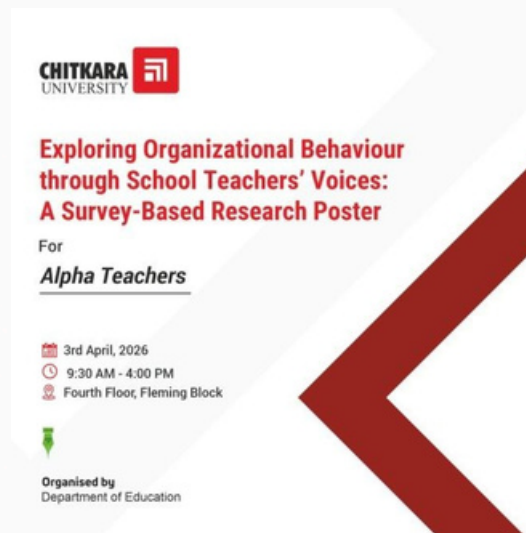
Chitkara University | Punjab



Exploring Organizational Behaviour through School Teachers' Voices: A Survey-Based Research Poster

3rd April 2026

NEP: 4.23, 9.3 | SDG: 4, 16



The Department of Education, Chitkara University, Punjab, organized a Thematic PPT Presentation on 31 March 2026 for B.Ed. Semester-4 under Gender, School and Society. Aligned with NEP 2020, the activity promoted experiential and collaborative learning. Students explored Indian, Greek, and Egyptian mythology to analyse gender roles in educational and social contexts. Assessment integrated quantitative and qualitative rubrics, including conceptual understanding, creativity, communication, stage confidence and problem-solving skills. Dr Sangeeta Pant, Pro-Vice Chancellor (Psychology and Counselling), appreciated the focus on empathy, while Dr Parul Sood commended academic depth and encouraged reflective, socially responsible teaching practices among future educators.



From Outbox to the Inbox (Unboxing the Basics of Psychology)

10th April 2026

NEP: 4 | SDG: 4



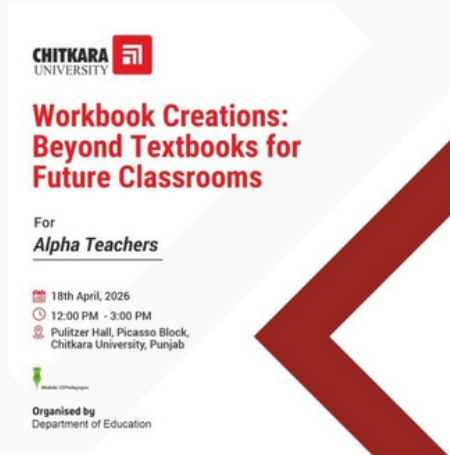
An insightful session titled “From Outbox to the Inbox (Unboxing the Basics of Psychology)” was conducted on April 10, 2026 by the Hon’ble Chancellor sir, Dr. Ashok K. Chitkara, for students of the Chitkara School of Psychology and Counselling and the Department of Education. The session was also attended by staff members from Chitkara Nurture Nest and Chitkara International School, Chandigarh and Panchkula. Lt. Colonel (Dr.) Rakesh Sharma, Registrar, Chitkara University, Punjab, set the context by highlighting the role of psychology in decision-making, resilience and success in real-life situations. The Chancellor’s session formed the core of the event, offering deep insights into the fundamental nature of psychology. He explained psychology through a simple yet powerful framework of how individuals think (coding), feel (processing), and act (output), enabling students to connect theoretical concepts with lived experiences. He elaborated on key aspects such as the meaning, types, and laws of psychology, personalised psychology, and the concept of dark intelligence. A significant emphasis was laid on the nature-nurture interplay, helping learners understand how both innate tendencies and environmental influences shape behaviour and personality. Through relatable examples and engaging narratives, he highlighted the importance of focus, emotional threshold, and behavioural awareness in everyday life. The session concluded with a vote of thanks by Dr. Sangeeta Pant, Pro-Vice Chancellor, Psychology and Education Programmes, Chitkara University, who encouraged students to apply these insights and reflect upon the pedagogical approaches demonstrated.



Workbook Creations: Beyond Textbooks for Future Classrooms

18th April 2026

NEP: 4.23,4.31,4.43,4.5,4.6 | SDG: 4,9



The Department of Education successfully organized an inspiring and future-focused event, “Workbook Creations: Beyond Textbooks for Future Classrooms,” on 18th April 2026 for B.Ed. Semester 2 (Batch 2025–27) under the EDPedagogue module. Rooted in the vision of the NEP, the initiative challenged Alpha Teachers to transcend conventional pedagogies and reimagine classrooms through the design of innovative, learner-centric workbooks that resonate with real-world educational needs.

Collaborating in subject-specific groups under expert faculty mentorship, students crafted dynamic and interactive workbooks using digital platforms, seamlessly integrating life skills, arts, sports, and experiential learning. The presentations were a compelling showcase of pedagogical depth, creative excellence, and purposeful application of Bloom’s Taxonomy, while the exhibition of hard copies transformed the venue into a vibrant celebration of ideas, design, and educational innovation.

Evaluated through a robust framework encompassing conceptual clarity, creativity, collaboration, and reflective practice, the event emerged as a powerful learning experience. It not only honed essential instructional design skills but also reinforced the spirit of teamwork and critical thinking. Overall, the initiative stood as a strong testament to the Department’s commitment to nurturing forward-thinking educators and professionals who are reflective, resourceful, and fully equipped to lead 21st-century classrooms with confidence and creativity.



Award Ceremony

Fostering young minds, Shaping the Future!

1st May 2026

NEP- 7.6, 11.1 / SDG - 4, 8, 9, 16



The Department of Education organized the award ceremony “Fostering Young Minds – Shaping the Future!” on 1 May 2026, where Alpha Teachers presented innovative model schools based on national and international education boards. The activity, aligned with NEP 2020, promoted experiential and multidisciplinary learning by integrating pedagogy, curriculum design, governance, assessment, and HR practices. Students showcased strong critical thinking and collaborative skills through their presentations. The event was evaluated by esteemed judges Ms. Alka Thapa (Principal, Chitkara International School, Panchkula) and Ms. Vandana Saggi (Associate Vice Principal – Junior Wing, Chitkara International School, Chandigarh), making it a meaningful platform for connecting theory with real-world educational practice.



CBSE Exposure Visit, 2026

Bridging Knowledge with Real-World Insights

7th May 2026, DAY 1
NEP- 4.6, 4.26, 16.6/ SDG- 4, 8, 9



On 07 May 2026 , the Department of Education, Chitkara University, Punjab, in collaboration with CBSE, organised Day 1 of the CBSE Exposure Visit under the theme “Bridging Knowledge with Real-World Insights.” The programme commenced with ceremonial lamp lighting and the University Anthem in the presence of distinguished dignitaries including Lt. Col. (Dr.) Rakesh Sharma, Registrar, Chitkara University, Punjab; Dr. Naveen Babu, Pro Vice Chancellor, Office of Academic Affairs; Dr. K. K. Mishra, Pro Vice Chancellor ,Quality Assurance ,Dr. Sangeeta Pant, Pro Vice Chancellor, Psychology and Education Programs; Dr. Parul Sood, Dean Academics, Department of Education; Dr. Vani Parwez, Dean – Outreach, Psychology and Education Programs

During the inaugural session, Prof. Sandeep Dosajh, Director, Office of Strategic Initiatives, Chitkara University emphasized the philosophy of “teachers, by the teachers and for the teachers,” while discussing teacher empowerment, Behaviourism, global exposure and AI-powered education. Dr. Vani Parwez highlighted the university’s academic ecosystem, best practices, rankings and interdisciplinary opportunities.

Participants also visited experiential learning centres including the Explore Hub, Happiness Lounge, Sportorium and Maritime Studies Centre, gaining insights into innovation, skill-based learning and holistic education aligned with NEP 2020.



CBSE Exposure Visit, 2026

Bridging Knowledge with Real-World Insights

8th May 2026, Day 2
NEP- 4.6, 4.26, 16.6/ SDG- 4, 8, 9



08 May 2026 began with the Morning Mingle session, encouraging networking and academic collaboration among educators and school principals. Participants visited various centres including Chitkara School of Planning and Architecture, Chitkara Design School, Chitkara School of Mass Communication, iOS Development Centre and Chitkara Business School, gaining exposure to interdisciplinary and industry-integrated learning practices.

A significant session was delivered by Prof. Naveen Babu, Pro Vice Chancellor, Office of Academic Affairs, on multidisciplinary skilling and the National Credit Framework under NEP 2020, emphasizing flexible and skill-based learning pathways. Dr. Parul Sood, Dean Academics, Department of Education, highlighted competency-based teacher education, experiential pedagogy and the ITEP programme, while Dr. Ayushi Gaur, Associate Professor, Department of Clinical Psychology, discussed psycho-pedagogy, emotional well-being and cognitive processes in learning.

The day concluded with a cultural programme by Office of Student Affairs, a peer feedback session conducted by Dr. Vani Parwez, Dean – Outreach, Psychology and Education Programs. Prof. Sangeeta Pant's vote of thanks echoed through the hall — a heartfelt salute to CBSE's vision and Chitkara University's warmth, for turning 30 educators from 6 states into one family with one mission.



Perspectives Unplugged (Toastmasters)

9th May, 2026

NEP- 4.4, 5.24, 23.3 / SDG - 4, 5, 8

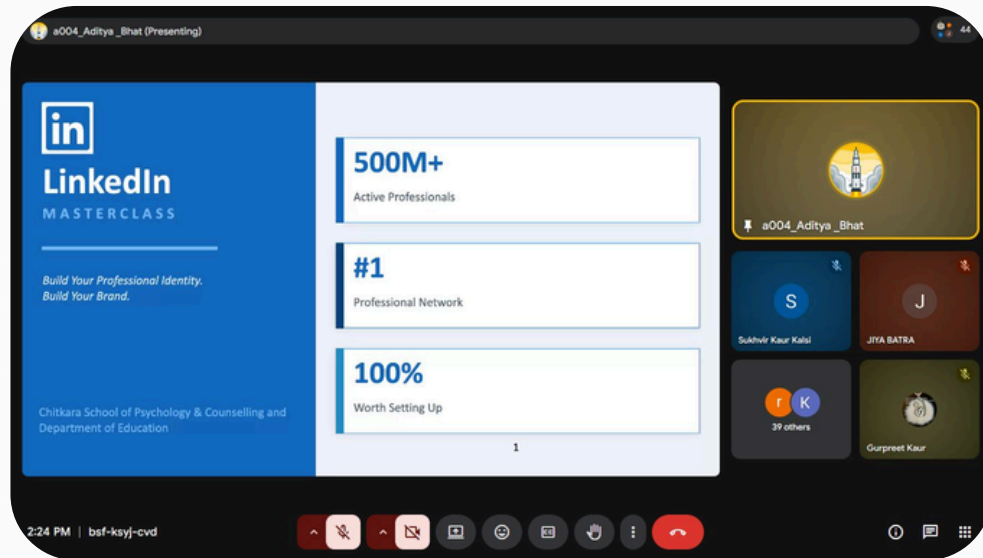


The Department of Education, in collaboration with the Toastmasters Club, organized “Perspectives Unplugged”—a Toastmasters event on May 9, 2026, for alpha teachers of Semester 4 and Semester 2. The event provided an engaging platform for alpha teachers to discuss emerging educational trends and contemporary issues shaping the future of education. Discussions focused on Artificial Intelligence, emotional intelligence, mental health awareness, and the evolving role of educators. Alpha Teachers actively participated by sharing their perspectives and demonstrating strong communication, leadership, and critical thinking skills. The session proved to be an enriching experience that encouraged confidence, meaningful dialogue, and reflection on the changing educational landscape.



LinkedIn Masterclass

You Understand People - Now Let People Understand You
NEP - 4.4, 5.24, 23.3 / SDG - 4, 8



The Department of Education and Chitkara School of Psychology and Counselling (CSPC), in collaboration with the Office of Student Life, organized the LinkedIn Masterclass – “Building a Professional Digital Presence: LinkedIn Session for Students” on 9th May 2026 for Alpha Teachers and Alpha Counsellors. The session was delivered by Mr. Aditya and Ms. Chahat, President and Vice President of the LinkedIn Club, respectively. The masterclass aimed to enhance students’ digital networking, professional branding, and career readiness skills. Alpha teachers and Alpha Counsellors gained valuable insights into creating impactful LinkedIn profiles, building a strong professional identity, and using digital platforms for networking and career growth. The interactive session encouraged students to strengthen their online presence and develop industry-relevant professional communication skills.



Pedagogy in Performance: A Theatre-Based Approach to Experiential Teacher Learning

27th May, 2026

NEP- 4.6, 4.7, 5.24/ SDG- 4, 5, 10



The Department of Education, Chitkara University organized “Pedagogy in Performance: A Theatre-Based Approach to Experiential Teacher Learning” on 27 May 2026 as part of the final assessment for Skill-in Teaching modules. The event aimed to integrate literature, theatre, and experiential pedagogy while encouraging creativity, communication skills, collaboration, and reflective learning among Alpha Teachers. Students actively participated in book analysis, scriptwriting, role selection, rehearsals, stage presentation, costume coordination, and audience engagement, demonstrating their understanding of performance-based teaching and arts-integrated pedagogy. The event was judged by Ms. Abha Jyoti, TGT English Educator at Chitkara International School, and Mr. Gaurav, Dance Instructor, choreographer, and performing arts professional.

The event featured a series of impactful theatrical performances based on contemporary educational and social themes. One play, inspired by Freedom Writers, emphasized empathy, inclusive education, and the transformative role of teachers in students’ lives while reflecting real-life classroom challenges. The Story of My Life beautifully portrayed the resilience and determination of Helen Keller, highlighting the importance of perseverance, support, and education in overcoming barriers. Another presentation, set in the futuristic world of Achromia in the year 2078, explored a society where emotions and creativity had disappeared in pursuit of perfection and efficiency. The event also featured Between the Silence and the Bell, a thought-provoking play that sensitively addressed academic pressure, emotional struggles, and student mental well-being in modern schools. Through these performances, students effectively used theatre as a medium for awareness, reflection, and meaningful educational dialogue.



One Day Workshop on Formulation of Curriculum for 4 Years B.A./B.Sc. B.Ed. Integrated Teacher Education Programme (ITEP)

05th June 2026

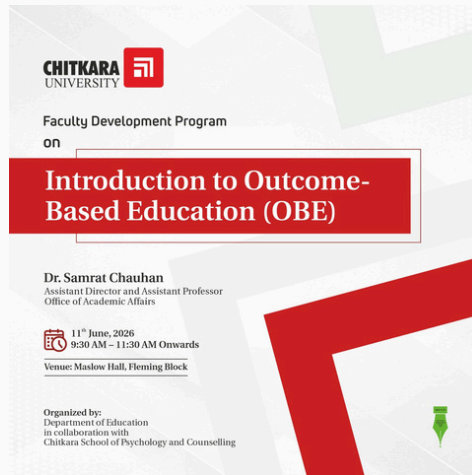
NEP: 4.4, 5.24, 23.3 | SDG: 4, 8



The Department of Education, Chitkara University, Punjab, in collaboration with Khalsa University, Amritsar, organized a one-day workshop on June 4, 2026, to deliberate on the curriculum for the 4-year integrated B.A./B.Sc. B.Ed. ITEP Programme. Prof. Sangeeta Pant, Pro Vice-Chancellor, Psychology and Education Programs, Chitkara University, delivered the welcome address and underscored the imperative for high-quality teacher education aligned with global benchmarks. Dr. Khushwinder Kumar, Dean, School of Education and Registrar, Khalsa University, Amritsar, presented an expository note tracing the evolution of teacher education in India from the one-year to the two-year model and now to the integrated ITEP structure under NEP 2020. He urged participating institutions to exercise curriculum-designing autonomy and develop flexible, practice-oriented programmes to effectively engage technology-savvy Generation Alpha and Generation Beta learners. Dr. K.K. Mishra, Pro Vice-Chancellor, Quality Assurance, Chitkara University, announced the commencement of the ITEP programme from the academic session 2026-27 in accordance with NEP 2020. He emphasized that initiating curriculum dialogue through the Department of Education is a strategic and timely initiative. During the technical sessions, representatives from Chitkara University, Khalsa University, Sri Guru Granth Sahib World University, and Rayat Bahra University presented comparative perspectives on credit distribution, internship structures, and evaluation methodologies. In the discussion sessions, Dr. Naveen Babu, Pro Vice-Chancellor, Office of Academics, Chitkara University, emphasized the structure of major and minor subjects along with the credit framework to ensure academic rigor and flexibility under ITEP. The workshop concluded with collaborative deliberations and a roadmap for future consultations. The proceedings ended with a formal vote of thanks.



Staff Development Program (SDP):
Future League of AI Tools
30th June 2026
NEP: 5.10 | SDG: 8, 9



The Department of Education, in collaboration with the Chitkara School of Psychology and Counselling (CSPC), organized a Staff Development Program (SDP) on the topic: Future League of AI Tools

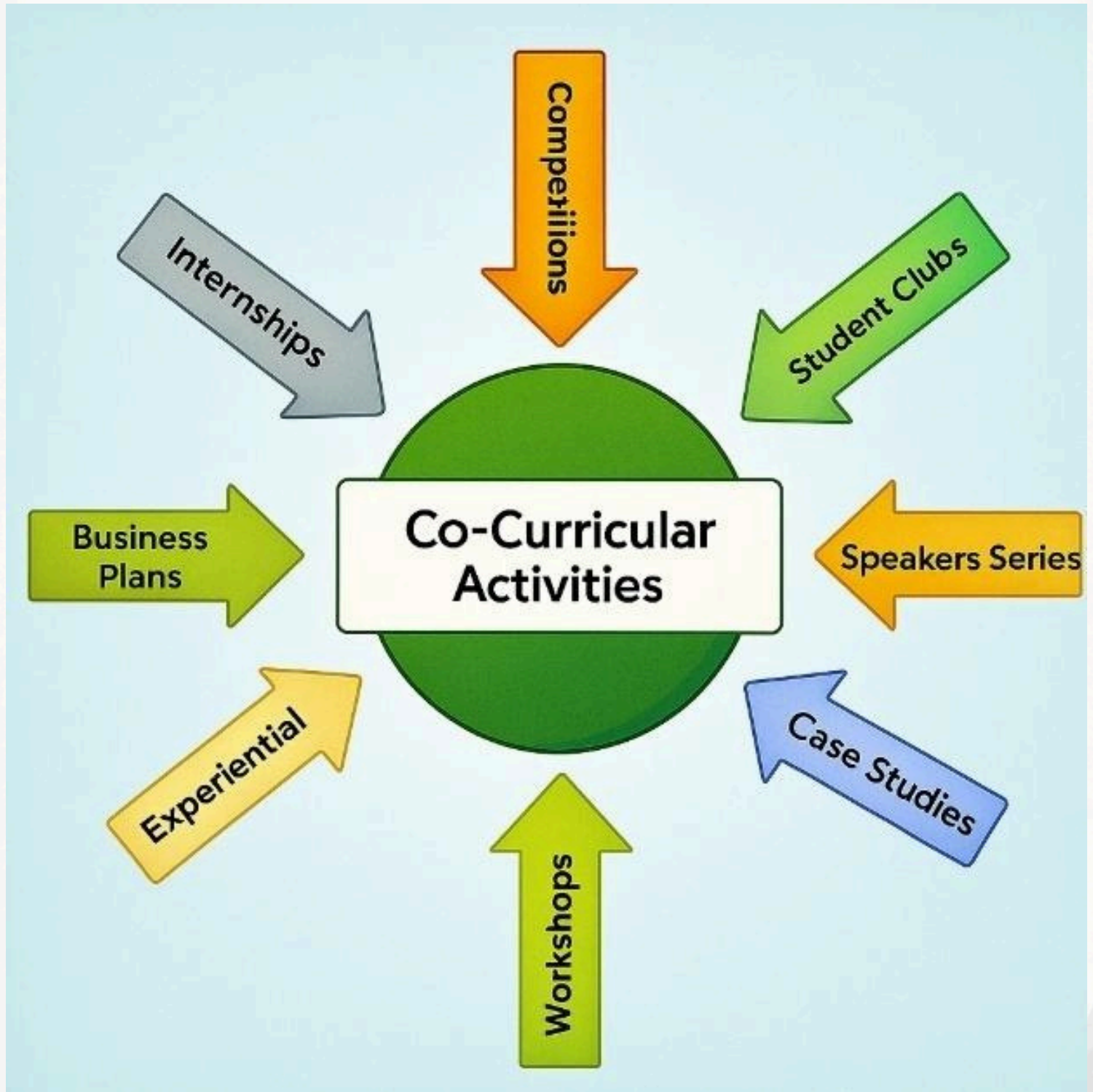
This initiative aimed to enhance staff members' professional skills by introducing them to the latest advancements in artificial intelligence and their practical applications in academia. The session was led by Dr. Kamal Deep Garg, Head – Academic Operations, Department of Computer Science and Engineering (Artificial Intelligence), Chitkara University, Punjab.

Dr. Garg provided an overview of leading AI platforms such as Gemini, ChatGPT, Microsoft Copilot, and Notebook LM. He emphasized the importance of correct prompts and the growing field of prompt engineering, which helps users unlock the full potential of these tools. The session also highlighted the SARVAM platform, showcasing its role in making AI more accessible and innovative.

The program offered valuable insights into how diverse AI platforms can support academic, professional, and creative growth while reinforcing the importance of precision and clarity in human-AI interaction.



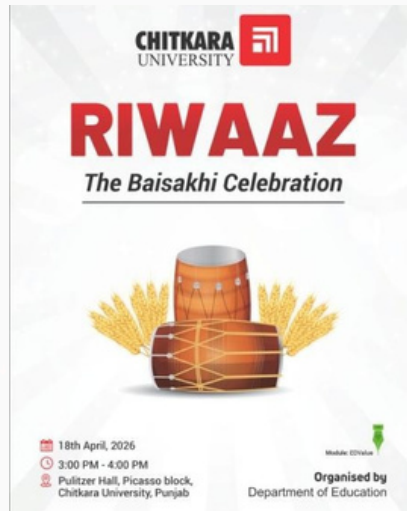
BEYOND THE CURRICULUM: ENGROSSING CO-CURRICULAR ACTIVITIES



Riwaaz: The Baisakhi Celebration

18th April 2026

NEP: 4.23, 5.24, 23.13 | SDG: 4, 5, 11, 12



The Department of Education, Chitkara University, celebrated Riwaaz – The Baisakhi Celebration on 18th April 2026 under the EDValue module at Chitkara University, Punjab. The program began with a warm welcome and a foreword on Baisakhi's significance as a harvest festival of prosperity, gratitude, and new beginnings, along with insights into its cultural and historical importance in Sikh tradition. The celebration was filled with vibrant activities, including Baisakhi Beat, Melodies of Baisakhi, Rangla Roop : Best Baisakhi Attire judged by Dr. Saksham Sahni and Dr. Vani Parwez, and Ek Virasat. Enthusiastic student participation made the event lively and memorable. The program concluded with result announcements and Pearls of Wisdom. Overall, Riwaaz—The Baisakhi Celebration beautifully promoted cultural awareness, creativity, confidence, and collaboration, offering students a meaningful platform to connect with traditions while developing essential life skills.



World Earth Day

Green Power Conclave 2026

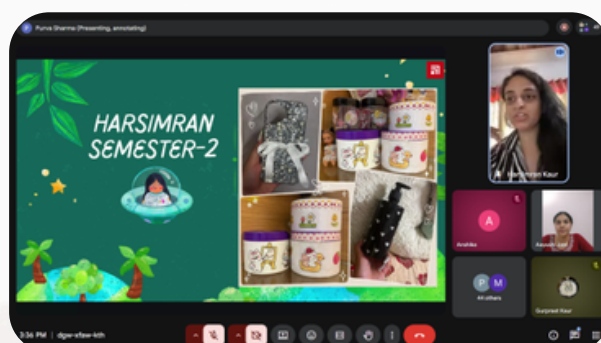
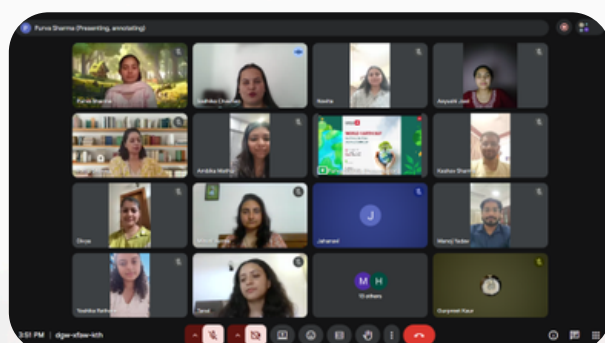
23rd April 2026
 NEP: 4.24| SDG: 4, 13, 17



The Department of Education successfully organized World Earth Day 2026 – Green Power Conclave 2026 on 23rd April 2026 in online mode, celebrating the UN theme “Our Power, Our Planet.” The event was marked by great enthusiasm and highlighted the importance of environmental awareness, sustainability, and collective action for a greener future.

The event featured engaging activities such as the EcoVision Digital Poster Challenge, Eco Ink Challenge – Slogan Writing Contest, Earth Quest: Online Quiz, and Waste to Wonder – Best Out of Waste, all of which showcased the creativity, innovation, and commitment of Alpha teachers through their remarkable presentations and ideas. In the Poster Making Competition, Jahanavi Saklani secured the 1st position, followed by Phalguni in 2nd and Ambika Mathur in 3rd. The Slogan Writing Competition also saw Jahanavi Saklani win 1st place, with Dimple taking 2nd.

The event concluded with inspiring words from the respected judges, Dr. Pooja Sharma and Dr. Anu Puri, and a collective Green Pledge, encouraging everyone to protect Mother Earth through small but meaningful actions. The conclave proved to be a resounding success, leaving alpha teachers motivated to contribute towards a cleaner, greener, and sustainable planet.



Chitkara Exploration Program (CEP)

16th May, 2026

NEP- 5.15, 13.4, 15.10/ SDG- 4, 8, 16



The twentieth session of CEP-20 welcomed 26 newly appointed staff members to the university. The programme began with a welcome address by Dr. Harpreet Singh Bhatia, Pro VC, HR, who spoke about the university's deeply rooted values and distinguished culture. In an inspiring recorded message, the Hon'ble Chancellor reaffirmed the institution's steadfast commitment to ethics, integrity, and excellence. Dr. Sandhir Sharma, Hon'ble Vice Chancellor presented ten thought-provoking questions that encouraged participants to reflect on the priorities and responsibilities of a teacher.

Dr. Rakesh Sharma, Registrar, encouraged the participants to make full use of the opportunities and facilities available at the university. Dr. Krishna Mishra, Pro VC, CUAQAC, elaborated on the role of CUAQAC in achieving notable rankings and accreditations. Dr. Amit Mittal, Pro VC, Research Programs, highlighted the strengths of the university's research ecosystem and its key accomplishments, while Prof. Harkiran Kaur, Pro VC, CAAN & Chairperson, ICC, familiarized the attendees with the legal provisions and policies related to POSH. Dr. Sangeeta Pant, Pro VC, Psychology & Education Programs, shared engaging insights into the university's journey, traditions, culture and the university anthem.

Dr. (Sqn Ldr) Rina Angel, Vice President – Infra Enhancement, and Mr. Rishi Hetta, Senior Manager HR, provided detailed overviews of administrative support systems and HR policies. Dr. Ankit Bansal, Associate Director, Academic Affairs, Dr. Manav Bansal, Chief Happiness Officer, Mr. Tanuj Kumar, Director, IT, and Mr. Saksham Sahni, Asst Director, OSA, introduced the participants to the roles and achievements of their respective departments.

The session concluded with a guided visit to the university museum conducted by Maj Navraj Singh Sahi, Asst Director, OUA.

15th Board of Studies (BoS) Meeting
20th May, 2026
NEP- 11.3, 11.5, 11.6/ SDG- 4, 8, 17



The 15th Board of Studies (BoS) Meeting of the Department of Education, Chitkara University, Punjab, was held on 20th May 2026 at the Conference Hall, Explore Lounge, to review and update the curriculum in line with contemporary educational needs.

Eminent members Ms. Deepa Dogra, Director/Principal, Cambridge Schools, Jalandhar and Prof. Hardeep Anant, Ex-Dean, City University, Ajman, UAE, attended the meeting.

Dr. Parul Sood, Dean Academics, presented academic progress and the Action Taken Report on the 14th BoS recommendations, which was appreciated. Key agenda included approval of the IB syllabus, ITEP curriculum, Special Education, and introducing Teaching of Accounts & Business Studies.

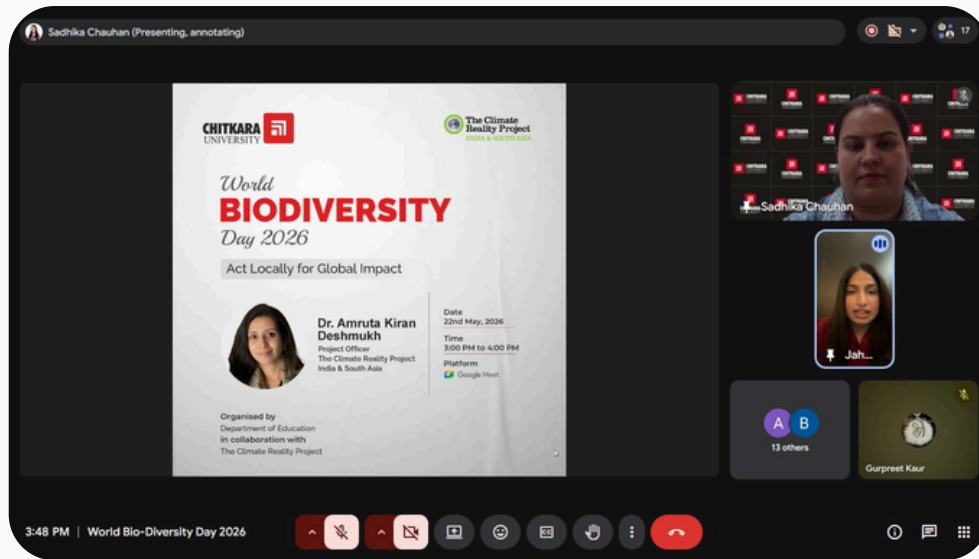
Members lauded the department's remarkable placements and CTET results. Prof. Sangeeta Pant, Pro VC, Psychology & Education Programs, concluded the meeting with a vote of thanks, reaffirming the commitment to academic excellence.



International Day for Biological Diversity 2026

22nd May, 2026

NEP- 4.4, 4.23, 11.8/ SDG- 4, 13, 15

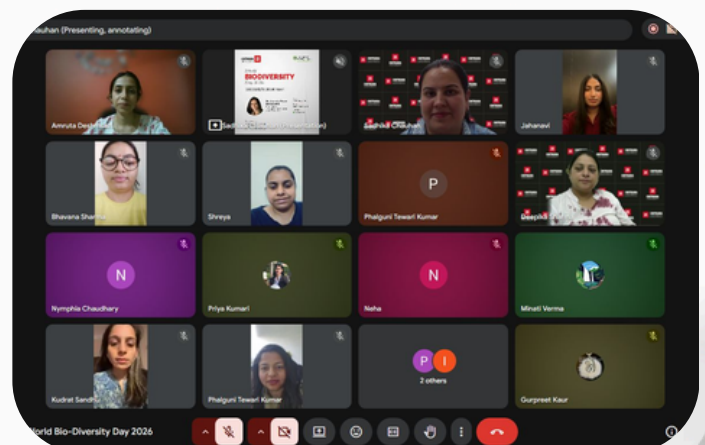
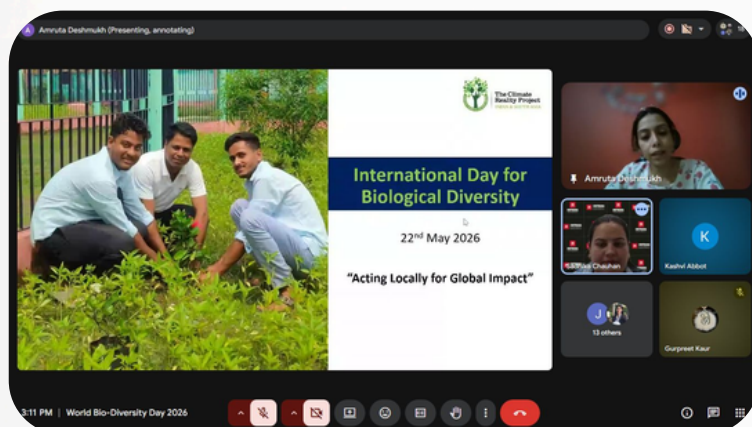


The Department of Education, in collaboration with The Climate Reality Project India & South Asia, commemorated the International Day for Biological Diversity 2026 on 22nd May 2026, in virtual mode. The resource person for the expert talk was Dr. Amruta Kiran Deshmukh, Project Officer at The Climate Reality Project India & South Asia.

Dr. Deshmukh highlighted the urgent need to safeguard biodiversity and drew attention to the escalating threat of extinction. She emphasized how the disappearance of grasslands destabilizes the food chain and underscored the interconnectedness of ecosystems through concepts like telecoupling and the butterfly effect.

Innovative restoration approaches, such as the Miyawaki forest method, were presented as pathways to ecological renewal, while inspiring conservation efforts like IIT Madras saving blackbuck demonstrated the impact of institutional leadership. She further stressed the importance of individual responsibility, encouraging sustainable practices such as composting at home.

The session was not only a celebration of biodiversity but also a clarion call, reminding us that both collective and individual actions are indispensable in preserving the planet's rich biological heritage for generations to come.



The Last Bow: Where endings meet beginnings with applause
27th May, 2026
NEP- 4.6, 4.7, 5.24 / SDG- 4, 5, 10



The Department of Education at Chitkara University, Punjab, hosted a heartfelt farewell ceremony titled “The Last Bow: Where endings meet beginnings with applause” on 27th May 2026 at Chitkara International School, Chandigarh, to bid farewell to the Alpha Teachers of the B.Ed. Batch 2024–26. The event celebrated the students’ journey, achievements, friendships, and cherished experiences.

Dressed in elegant sarees and formal attire, students and faculty gathered in an atmosphere of joy and nostalgia. The ceremony began with a warm welcome, followed by a lively three-round competition. The Ramp Walk showcased confidence and poise, the Talent Round highlighted singing, dancing, and creative performances, and the Question & Answer Round tested spontaneity and intellect.

Titles were conferred amid applause: Mr. Bikramjot Singh as Mr. DoE, Ms. Nishtha Kohli as Ms. DoE, Ms. Prabhnoor Kaur as 1st Runner-up Ms. DoE, Mr. Vedant Jain as 1st Runner-up Mr. DoE, and Ms. Raveena Sohal as 2nd Runner-up Ms. DoE.

The farewell was also an emotional reflection on two years of growth, teaching experiences, and friendships. Heartfelt speeches and interactions created moments of gratitude and laughter. As the ceremony concluded, it left behind treasured memories and marked the beginning of new journeys for the graduating Alpha Teachers.



**Memorandum of Understanding (MoU) with Cambridge International
Foundation School (CIFS), Jalandhar**
29th May, 2026
NEP-5.15, 15.2, 22.8 / SDG 4, 8, 17



Representatives of the Department of Education, Chitkara University, Punjab, proudly signed a Memorandum of Understanding (MoU) with Cambridge International Foundation School (CIFS), Jalandhar, to promote Academia–Industry Collaboration in the field of education. The MoU was signed between Dr. Sangeeta Pant, Pro Vice Chancellor, Psychology and Education Programs, Chitkara University, Punjab, and Mr. J.K. Kohli, Chairman and Advisory Counsel, representing Cambridge International Foundation School.

This collaboration aims to provide meaningful internship opportunities, classroom observation experiences, and school-based experiential learning for student teachers within the IB curriculum environment. The partnership will further facilitate expert talks, workshops, seminars, faculty interaction sessions, educational events, and collaborative academic initiatives for the professional growth of students and educators.

The MoU also seeks to encourage the exchange of innovative teaching-learning practices, educational ideas, research collaborations, and professional experiences while strengthening practical exposure and academic excellence in teacher education.

This collaborative initiative marks a significant step towards nurturing future educators through experiential learning, professional engagement, and academic innovation, thereby preparing students to become reflective, compassionate, and globally competent professionals in the field of education.



Faculty Achievements

EXCELLENCE | RECOGNITION | INSPIRATION



- 
RESEARCH
EXCELLENCE
- 
ACADEMIC
LEADERSHIP
- 
INNOVATION &
IMPACT
- 
GLOBAL
RECOGNITION

Empowering Educators.
Transforming Futures.



Research Paper Published

Dr Anu Verma & Dr Sangeeta Pant

Organizational Demands, Work Stress, And Psychological Outcomes: An Interdisciplinary Analysis Of Mental Well-Being And Job Satisfaction Among Higher Education Faculty

April 2026

Organizational Demands, Work Stress, And Psychological Outcomes: An Interdisciplinary Analysis Of Mental Well-Being And Job Satisfaction Among Higher Education Faculty

Anu Verma Puri¹, Sangeeta Pant², Amita Puri³

¹Department of Education, Chitkara University, Punjab, India

²Department of Education, Chitkara University, Punjab, India

³Optimus Center for Well-being, Citizen Hospital & De addiction Center, Gurugram

Corresponding Author: Anu Verma Puri, Department of Education, Chitkara University, Punjab, India.

E-mail: dranuverma786@gmail.com

ABSTRACT

With the changing societal demands, the teachers of HEIs face challenges at the workplace such as heavy workloads, job insecurity, biased attitude, blended and flipped classrooms leading to work-life imbalance which directly or indirectly influence their job satisfaction or job dissatisfaction. This study is a narrative review paper covered from 2016-2025 includes the findings from 65 total papers included for the study from data bases PubMed / MEDLINE, PsycArticles, NLM, ERIC, WHO Global Index Medicus, etc with empirical and conceptual studies worldwide. The study examines how mental well-being and job satisfaction among teachers of HEIs are associated with each other and highlight the factors including stress, workload pressures and reduced professional engagement of teachers that contribute to their professional fulfilment and psychological well-being and job satisfaction. Studies suggest that more than 55% of the teachers feel stressed out and more than 40% of the teachers feel dissatisfied with their jobs. These cases can be supported by therapeutic approaches supplemented by drug delivery systems, thus improving adherence and effectiveness of the treatment required to strengthen employee well-being. The review paper further emphasizes that mental well-being is not only an individual concern but also a collective institutional responsibility as it greatly impacts teaching quality, student outcomes and the overall performance of HEIs. Job satisfaction is closely associated with employee sustainability, motivation and productivity among HEI teachers. This paper thus highlights the need of an integrated approach that blends organizational and therapeutic strategies.

Research Paper Published

Dr Anu Verma & Dr Sangeeta Pant Exploring Resilience and Organizational Culture as determinants of Mental Well-Being of Faculty of Higher Education Institutions April 2026



MSW MANAGEMENT -Multidisciplinary, Scientific Work and Management Journal
ISSN: 1053-7899
Vol. 36 Issue 1s, 2026, Pages: 2010-2114



Exploring Resilience and Organizational Culture as determinants of Mental Well-Being of Faculty of Higher Education Institutions

Anu Verma Puri¹, Sangeeta Pant², Amita Puri³

¹Department of Education, Chitkara University, Punjab, India

²Department of Education, Chitkara University, Punjab, India

³ Optimus Center for Well Being, Haryana, India

Abstract

Background of the Study: In higher education institutions (HEIs), teachers face numerous administrative and academic challenges, including increasing workloads, rapidly evolving technology, reforms in academic policies, focus on research and innovation. Resilience supplements the ability to adapt to adverse situations, revive in uncertain times and able to sustain. Hence, it acts as a crucial psychological asset. Organizational culture (OC) reflecting the shared values, beliefs, practices and behavioral norms of the organizations provides the framework of work environment that develops the culture of the organization within which resilience of teachers is nurtured or hindered. Previous studies have explored job satisfaction and mental well-being (MWB) independently and very few in combination of the other variables; limited research examines how resilience interacts with organizational culture to shape the Organizational outcomes in the Indian higher education context. This paper explores the relationships between these four variables and provide useful insights of the institutional strategies to enhance faculty performance, retention and quality of academic engagement.

Objectives of present work: This research work examines the relation between Job satisfaction (JoS) and resilience; JoS and mental well-being; JoS, organizational culture as well as relation between Resilience, OC, MWB, and JoS for educators working in the higher educational framework in Indian setting. It also explores the mediating role of Organizational Culture.

Research Methodology: A quantitative and cross-sectional survey approach is used for the proposed work. The data was collected involved sampling 250 respondents in the Indian higher education setting via mail, hard copies and WhatsApp using the standardized tools. Data has been analyzed by using Jamovi software.

**Research Excellence Award
Dr Vani Parwez
Best PhD Supervisor Award
25th April 2026**



— — — — —

Research Excellence Award
Ms Deepika Sharma
Certificate of Excellence
25th April 2026
— — — — —





Certificate of Participation & delivering a Presentation
Dr Sukhjit Singh
25th April 2026



This
CERTIFICATE

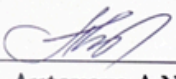
is awarded to

Sukhjit Singh

for active participation and for delivering a presentation at the round table on the topic
"Artificial Intelligence and Modern Science: New Opportunities for the Digitalization of
the Research Process in Special Education"


Nietbayeva G.
Acting Dean of the Faculty of
Pedagogy and Psychology




Autayeva A.N.
Head of the Department of
Special Education

Presenter Letter
Development Days 2026
University of Helsinki
Dr Sukhjit Singh, Dr Pooja Singh & Dr Parul Sood
April 2026



Development Days 2026 Conference, Working Groups 11

To:

Sukhjit Singh¹, Pooja Singh² Parul Sood³

^{1,2,3} Department of Education, Chitkara University, Punjab, India"

This letter from the Working Group 11 (Rethinking Consciousness: Pedagogies of Hope and Participatory Learning for Transformative Futures) Chair at DevDays 2026 certifies that Sukhjit, Pooja and Parul have presented a paper titled "Reflection to Transformation: Rethinking Pre-Service Teacher Education through Critical Participatory Action Research (CPAR)" at the DevDays conference during the 26th and 27th of February, 2026.

Organizers: The [Finnish Society for Development Research](#) (FSDR), in collaboration with the [University of Helsinki](#), [Finnish University Partnership for International Development](#) (UniPID), the [Helsinki Institute of Sustainability Science](#) (HELSUS), [Federation of Finnish Learned Societies](#), the [City of Helsinki](#), and [Global Visions](#)

Warm regards,

Abir Lal Mukherjee

[Chair, Working Group 11: Rethinking Consciousness: Pedagogies of Hope and Participatory Learning for Transformative Futures, FSDR at University of Helsinki](#)

Email: contact@abir.lal.in / abir@ssli@gmail.com / research.abir.lal@gmail.com

Mobile: (+91) 8327273966 / (+91) 8386730517



Certificate of Appreciation
International Webinar series
Veer Maheshwar Charitable Trust, Latur, MS, India
Dr Pooja Singh
28th April 2026

Dr Pooja Singh, Assistant Professor, Dept of Education, Chitkara University, had the privilege of serving as a keynote speaker in the International Webinar Series organized by Veer Maheshwar Charitable Trust, Latur. The session on “Psychological Tools for Empathetic Educators” focused on equipping educators with practical, psychology-informed strategies to foster empathy, emotional awareness and meaningful classroom connections.



International Webinar Series

Certificate

of appreciation from:

Veer Maheshwar Charitable Trust,
Latur, MS, India

proudly presented to:

Dr Pooja Singh,
Assistant Professor,
Chitkara University,
Punjab

Invited as a keynote speaker of
International Webinar to deliver on
the topic entitled:
Psychological Tools for Empathetic
Educators,
On 28- April, 2026.
Organised by Veer Maheshwar
Charitable Trust, Latur, MS, India.
We extend our heartfelt thanks !

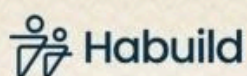

Dr. BETKAR M M
Principal & Chief
Organizer


234
Session





Certificate of Achievement
108 Surya Namaskars
Habuild
Dr Parul Sood
08 th May 2026



CERTIFICATE
OF
ACHIEVEMENT

This is to certify that,

Dr Parul Sood

has successfully completed
108 SURYA NAMASKARS
honoring consistency & a journey
towards habit building.

Date: 08-05-2026





Chitkara University, Punjab, marked a significant milestone with the official release of its University Anthem 2026 during the Research Excellence Awards 2026. The anthem was unveiled by Dr. Madhu Chitkara, Pro-Chancellor, Chitkara University.

The anthem reflects the spirit, values, and aspirations of the institution, capturing its vision and collective



ਸਧੂ ਸੰਦੇਹ ਨਾਸਨ ਸੰਦੇਹ, ਅਸਧੂ ਸੰਸਕਾਰਿਨਾਨ।
 ਸਾਧਨ ਅੰਤ ਨਿਰਧਨ ਨਾ ਸਨਨ ਤੇ ਨੇ ਅਸਨਨ।

- ਸਧੂ ਧਰਿ ਤੇ ਨੇ ਸਧੂ ਧਰਨ ਨਾ ਸਧਨ ਸਨ।
- ਸਧੂ ਅੰਤ ਨਿਰਧਨ ਨਾ ਸੰਨ ਤੇ ਨੇ ਅੰਤ ਨੀ ਸੰਨ ਅਨਿਰਧਨ।
- ਸਧੂ ਸਨਨ ਅੰਤ ਨਿਰਧਨ, ਅਨਿਰਧਨ ਅੰਤ ਨਿਰਧਨ।
- ਸਧੂ ਧਰਿ ਅੰਤ ਨਿਰਧਨ ਨਾ ਸੰਨ ਤੇ ਨੇ ਅਸਨਨ।

— ਸੰਸਕਾਰਿ ਅੰਤ ਨੇ ਤੇ ਅੰਤ ਨਾਸਨ ਨਾ ਸਨਨ ਤੇ।

ਸੰਸਕਾਰਿ ਅੰਤ ਨੇ ਅੰਤ ਨਾਸਨ ਨਾ ਸੰਨ ਤੇ ਨੇ ਅੰਤ ਨੀ ਸੰਨ।

- ਸਧੂ ਅੰਤ ਨੇ ਅੰਤ ਨਿਰਧਨ ਤੇ ਅੰਤ ਨੇ ਅੰਤ ਨੇ ਅੰਤ ਨੇ।

ਸੰਸਕਾਰਿ ਅੰਤ ਨਿਰਧਨ, ਅੰਤ ਨਾਸਨ ਤੇ ਅੰਤ ਨੇ ਅੰਤ ਨੇ।

journe towards excellence. It represents an important addition to the university's cultural and institutional identity. Dr. Madhu Chitkara emphasized that the anthem is intended to strengthen a sense of belonging and unity across the university community, and highlighted the importance of its inclusion at the beginning of official events to reinforce institutional ethos.

The university anthem was conceived by Dr. Madhu Chitkara, written by Dr. Sangeeta Pant, Pro-Vice Chancellor, Psychology and Education Programmes and directed by Dr. Sumeer Walia, Vice president, Office of University Communication.

The production was led by Himanshu Arora, who handled direction of photography and editing. The music was composed by Dr.

Adamyia Sharma, Gandharva Mahavidyalaya, Panchkula and the vocals were rendered by Krish Sharma and Jiya Arora. The anthem marks a new chapter in strengthening the University's identity and shared values across its academic community.

Scan the QR code to listen
University Anthem





Paper Published

Project-Based Learning As a Catalyst To Improve Knowledge of Global Warming

Dr Vani Parwez with Research Scholar Ms Shikha Bharati Razdan

June 2026

Academe-Journal of Education & Psychology
Volume-16, Issue-1, Year-2026 (January-June)
PP: 367-372

ISSN: 2249-040X
Peer Reviewed & Refereed Journal (IF: 6.25)
Journal Website www.academejournal.in

PROJECT-BASED LEARNING AS A CATALYST TO IMPROVE KNOWLEDGE OF GLOBAL WARMING

Shikha Bharati Razdan

Research Scholar, Department of Education, Chitkara University, Punjab, India

Dr. Vani Parwez

Dean, Outreach, Psychology and Education Programs, Chitkara University, Punjab, India

ABSTRACT

This case study examined the impact of project-based learning (PBL) on the knowledge of Grade 7 students studying in the Central Board of Secondary Education (CBSE) school in Panchkula, Haryana, India. A quasi-experimental design, including pre-test and post-test, was employed with 27 students who completed a 10-item Likert-scale instrument before and after a PBL intervention. Descriptive statistics revealed a mean score increase from 42.63 (SD = 3.58) to 44.81 (SD = 3.68) out of a possible 50. A paired-samples t-test yielded a statistically significant result, $t(26) = 5.62$, $p < .001$, with a large effect size (Cohen's $d = 1.08$). These findings indicate that project-based learning significantly enhanced students' knowledge of global warming. Thus, highlighting the integration of project-based learning into academic curricula.

Keywords: Project-based learning, global warming, environmental education, climate education, knowledge acquisition

1. INTRODUCTION

Environmental literacy has emerged as a critical educational priority amid accelerating climate change. Global warming — driven primarily by anthropogenic greenhouse gas emissions — poses one of the most complex challenges of the 21st century [1]. Schools serve as key sites for cultivating ecological awareness among young learners, and the quality of instructional approaches directly shapes the depth of understanding students develop [2].

Project-based learning (PBL) is a student-centred pedagogical approach in which learners engage with authentic, real-world problems over an extended period, producing a tangible product or solution [3]. Research consistently demonstrates that PBL promotes deeper conceptual understanding, higher-order thinking, and increased motivation compared to traditional instruction [4] [5]. However, evidence specifically examining PBL's effectiveness for environmental science topics among early adolescent learners remains limited in the Indian school context.



Dr Pooja Sharma
Paper Published

International Journal of Scientific Development and Research

Introduction of Three Language Formula at Secondary Level: Benefit or Burden- From the Parent's Perspectives as Stakeholders

International Journal of Scientific Development and Research
IJSDR.ORG | ISSN : 2455-2631



An International Open Access, Peer-reviewed, Refereed Journal

Certificate of Publication

IJSDR | ISSN : 2455-2631

The Board of
International Journal of Scientific Development and Research
Is hereby awarding certificate to

Dr. Pooja Sharma

In recognition of the publication of the paper entitled
Introduction of Three Language Formula at secondary Level: Benefit or Burden - From the Parent's Perspectives as stakeholders

Published in Volume 11 Issue 6, June-2026, | Impact Factor: 9.15 by Google Scholar

Co-Authors -



Paper ID - IJSDR2606002
Registration ID - 310361

Editor-In Chief

An International Scholarly, Open Access, Multi-disciplinary, Monthly, Indexing in all Major Database & Metadata, Citation Generator

IJSDR - International Journal of Scientific Development and Research | ESTD: 2016

www.ijedr.org | editor@ijedr.org



Dr Rajnikant Arya

Editor Certificate

Modern Dimensions of Humanities, Commerce and Management Volume II

EDITOR CERTIFICATE

THIS CERTIFICATE IS PROUDLY PRESENTED TO

Dr. Rajnikant Arya

Assistant Professor (Sanskrit),
Department of Education,
Chitkara University, Punjab

in recognition of special contribution as an 'Editor' for the book entitled,
"Modern Dimensions of Humanities, Commerce and Management Volume II
(ISBN: 978-93-47587-15-3)"
published by our publishing house in May, 2026.



Sagar A. Vhanalakar
DR. SAGAR A. VHANALAKAR
Managing Director
BHUMI PUBLISHING
Nigve Khalsa, Kolhapur,
M. S. INDIA 416 207.

www.bhumipublishing.com

bhumipublishing@gmail.com



Dr Rajnikant Arya
International Peer-Reviews Refereed Journal

ISSN : 2321 : 2160

International Peer-Reviewed Refereed Journal

Ayudh

Impact Factor : 5.5

Vol-5

March - 2026

130th Issue



Editor
Mr. Rohit Parmar



Dr Rajnikany Arya

Modern Dimensions of Humanities, Commerce and Management Volume II

ISBN: 978-93-47587-15-3

**MODERN
DIMENSIONS OF
HUMANITIES,
COMMERCE,
AND
MANAGEMENT
VOLUME II**

Editors:

Dr. Rajnikant Arya

Mr. Sahil Gupta

Dr. P. Prasantham

Dr. Mahendra Kumar Chouksey



Bhumi Publishing, India

First Edition: May 2026

Dr Sangeeta Pant
Certificate of Participation
World Records Union
Habuild



Paper Published

A Comparative Study of Students's Perception and Challenges of Online Education at Government and Private Secondary Schools

Dr Vani Parwez with Research Scholar Ms Nafisa Jindal

June 2026

2026, 41(11s), 15-28

INTERNATIONAL JOURNAL of SPECIAL EDUCATION

A Comparative Study of Students' Perception and Challenges of Online Education at Government and Private Secondary Schools

Nafisa Jindal¹, Dr Vani Parwez²

¹ Research Scholar, Department of Education, Chitkara University, Punjab, India

² Dean Outreach, Psychology and Education Programs, Chitkara University, Punjab, India

HOW TO CITE:

Nafisa Jindal, Vani Parwez
(2026). A Comparative Study of
Students' Perception and
Challenges of Online Education at
Government and Private
Secondary Schools.
International Journal of Special
Education, 41(11s), 15-28

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the
terms and conditions
of the Creative Commons Attribution
(CC BY)
license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

This study investigates the perceptions and challenges associated with online education among secondary school students, emphasizing a comparative analysis between government and private institutions. A total of 300 students split between government and private schools in Patiala district, Punjab, took part in the study by filling out a self-structured questionnaire. The questionnaire assessed five key dimensions: Technical Challenges, Health and Psychological Issues, Support Services and Communication, Cost-Related Issues, and the Quality of Teaching and Learning. The data was examined using descriptive statistics and independent samples t-tests. While no significant differences were found in other areas, government school students reported far more trouble with support services and their overall experience. These results show that online learning problems are common, but they also show that there are big differences based on the type of school. The study calls for specific policy actions to eliminate these institutional disparities and make digital education fairer in all types of schools.

Keywords: Online Learning, Student Perceptions, Digital Education, Secondary Schools, Institutional Disparities, Educational Equity.



Ms. Vismaad Kaur
International Staff Week 2026 at Pädagogische Hochschule Tirol
Tirol (University College of Teacher Education Tyrol), Innsbruck, Austria
8th -12th June 2026

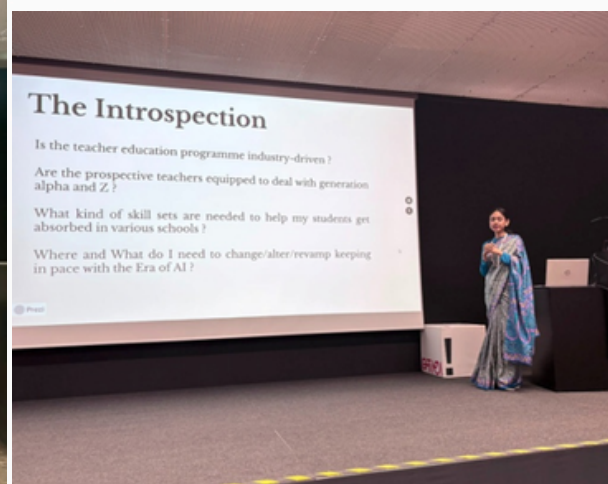


Ms Vismaad Kaur, Assistant Professor, Department of Education, Chitkara University, participated in the International Staff Week 2026 at Pädagogische Hochschule Tirol (University College of Teacher Education Tyrol), Innsbruck, Austria, from 8–12 June 2026 under Erasmus+ mobility.

Organised around the theme “Sustainability in Education,” the programme brought together academicians, researchers, and education professionals from universities across Europe, Asia, and Africa to engage in academic dialogue, share innovative educational practices, and foster international collaborations. The event served as a significant platform for deliberations on sustainable teaching and learning, educational innovation, intercultural competence, and global partnerships in higher education.

As part of the programme, Ms Vismaad Kaur delivered a presentation on “From Awareness to Action: Upscaling Skill Education through Sustainable Lesson Planning,” highlighting the role of sustainable lesson planning in strengthening skill education and promoting responsible pedagogical practices.

The participation reflects Chitkara University’s continued commitment to global engagement, academic excellence, and the advancement of meaningful international collaborations in higher education.





University Journal Editors Meeting

10th June 2026



The University Journal Editors' Meeting was held on 10 June 2026 with the objective of strengthening the quality and impact of academic publications across the university. The meeting brought together journal editors, faculty members, and academic coordinators to discuss editorial policies, publication ethics, peer-review processes, indexing requirements, and strategies for enhancing research visibility. Participants shared best practices for maintaining publication standards and improving manuscript quality. Emphasis was placed on timely publication schedules, plagiarism prevention, and increasing collaboration among departments. The meeting concluded with valuable recommendations aimed at promoting excellence in scholarly publishing and research dissemination.

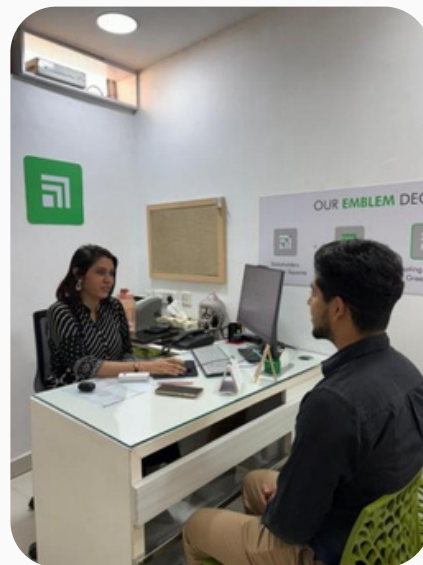
Placements



Placement Drive
Chitkara International School, Chandigarh
Tanishq Sharma
B.Ed. Batch (2025-2027)
NEP: 5.6, SDG: 4
24th April, 2026



The Placement Drive held at Chitkara International School, Chandigarh on 24th April 2026 was a valuable opportunity for students of the B.Ed. Batch (2025–2027). Tanishq Sharma and Yogesh actively participated, gaining practical exposure to the recruitment process. It provided a professional platform for aspiring teachers to showcase their potential and build confidence. Notably, Tanishq Sharma successfully secured selection, marking a proud achievement for the Department of Education and a significant step forward in his teaching career.



Press Release

Tribune-Chitkara Principal's Meet

Smart tech, smarter teaching: Educators look to level up in AI age
23rd April 2026

TRIBUNE-CHITKARA PRINCIPALS' MEET

Smart tech, smarter teaching: Educators look to level up in AI age

DEEPAKAR SHARMA
TRIBUNE NEWS SERVICE

CHANDIGARH, APRIL 22
Bringing together educators from Thicity under one roof to discuss "Education in the Age of Artificial Intelligence (AI)", the Tribune publications in association with Chitkara University hosted The Tribune Principals' Meet on Wednesday.

The event was attended by the representatives of more than 110 schools located in Chandigarh, Mohali and Panchkula. The event started with the initial registration of the participants, followed by the lighting of the lamp by Tribune Publications representatives and Dr Sangeeta Pant, Pro Vice-Chancellor, Psychology and Education Programmes, Chitkara University and Rani Poddar, Principal, Tribune School, Sector 29.

Dr Madhu Chitkara, Pro Chancellor, Chitkara University was the guest of honour, while Dr Virat Chirania, author and life coach, was the chief guest on the occasion.

The session started with a presentation by Sanjeev Dosajh, Director, Office of Strategic Initiatives, Chitkara University. "Schools and teachers can use AI in different ways. It can be tasked with planning lessons using AI output for better classroom teaching. Quizzes can be organised featuring 10 MCQs for a better assessment of students and notes can be developed with short summary outputs from AI for better student revision. Teachers are a real guiding force behind the success of lakhs of students and AI can strengthen the



Author and life coach Dr Virat Chirania during a session at the Tribune-Chitkara Principals' Meet on Wednesday. TRIBUNE PHOTO: VIKY

'GUIDING FORCE'

During an interactive session, representatives of various schools shared their views regarding the proper usage of AI. The heads of the institutions spoke about the "age of artificial intelligence" and new methodologies needed for teachers and students. The role of teachers as the real guiding force for students, and the ways that AI can strengthen that force, was also discussed.

Sanjeev Dosajh, Director, Office of Strategic Initiatives, Chitkara University, addresses a session at the event on Wednesday. >>>

force further," he added. Thereafter, Dr Parul Sood, Dean Academics, Chitkara School of Education, also discussed the pros and cons of

using AI. Sood, who has over 5,000 hours of training experience, later interacted with the participating principals and discussed the importance of

"Absolute Intelligence".

Chirania, meanwhile, said there was no way to escape the use of AI but emphasised on wise adoption, adding, "AI

is not stronger than the human mind. So, proper use for nurturing a smart future of India is the need of the hour. I must congratulate The

Tribune publications and Chitkara University for hosting such an insightful event, where principals responsible for building characters of individuals are involved."

He also held a 20-minute meditation session to encourage the school heads to include it in the school syllabus for enhanced learning.

During an interactive session, representatives of various schools shared their views regarding the proper usage of AI. The heads of the institutions spoke about the age of artificial intelligence and new methodologies needed for teachers and students.

Dr Madhu Chitkara also interacted with principals and congratulated the Tribune publications for organising an event for the open dialogue. "This is one of the unique events, where the stakeholders from higher education and schools are engaging in an open dialogue to discuss the importance of AI. The young minds are capable of launching new innovations and this is where our role comes into play as their guiding force. At Chitkara, we have various AI-based courses and also signed memorandums of understanding (MoU) with many big names. And, on a platform like this, the pros-and-cons of AI usage are easy to discuss. Besides AI, the discussion on the importance of meditation is something we all should follow, as 'self-love' and 'self-care' are among the most important aspects of one's life," Chitkara added.

"Institutions need to be on top of AI to train students so they can supplement their skills and are not supplanted."

GURMINDER SINGH, PRINCIPAL, JAWAHAR INTERNATIONAL SCHOOL

"Technology is driving education and it's impossible to stay detached. Adapting with it is key to a better future."

MAHENDRA SINGH, PRINCIPAL, JETES, PRINCIPAL, JPS, MOHALI

"A human developed intelligence tool, if used in a proper way, can help encourage and empower students."

RAVI POCODIA, PRINCIPAL, THE TRIBUNE SCHOOL

"With the shift of young minds towards innovation, it is important to hold discussions and stay informed."

MONIKA SHARMA, PRINCIPAL, ASHIANA PUBLIC SCHOOL

"From making notes to increasing knowledge, AI can be a great assistive tool. However, it is key to ensure proper use."

RAINI DUTTA, PRINCIPAL, PANGON SCHOOL, SECTOR 24

"AI must be used with human intelligence. Educators also need to keep sharing concerns and come up with solutions."

GURPREET KOUR GREWAL, PRINCIPAL, GNPS, SECTOR 36

"Correct use of AI needs understanding. Such interactive events help do just that and should be encouraged."

SUREENA ANAND, PRINCIPAL, BABY CONVENT SCHOOL

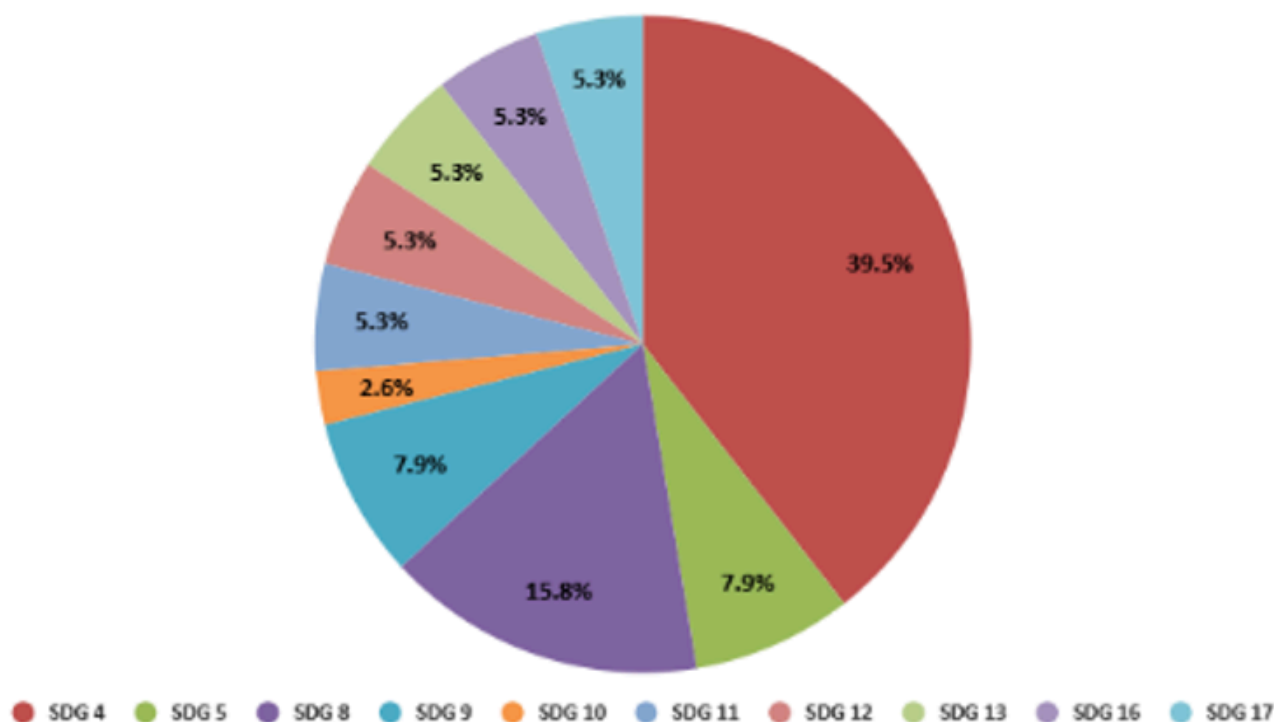
"There is a need to continue exploring innovative ways to use AI for a better future for both students and teachers."

RAVDEEP DEEN, PRINCIPAL, GANESH SCHOOL

Embracing Educational Transformation: National Education Policy (NEP) & Sustainable Development Goals (SDGs) Compliance

Goal wise compliance of United Nations Sustainable Development Goals (SDGs)

SDG COMPLIANCE April-June 2026



Interpretation:

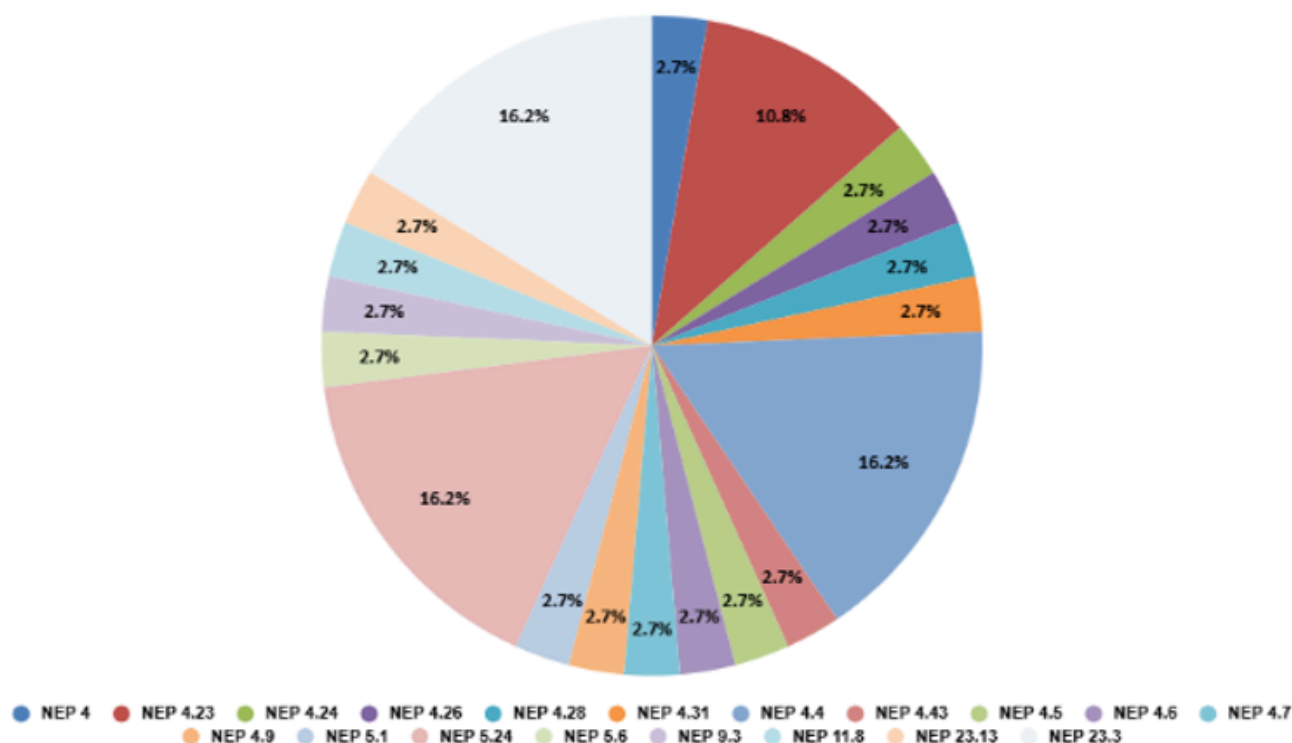
Promoting Quality Education and working for the attainment of Quality Education as put forward by Sustainable Development Goals is the prime objective of Department of Education (DOE). All the activities of the college are conceptualized planned and implemented keeping in mind the Sustainable Development Goal number 4 i.e., Quality Education. Apart from focusing on SDG-4, Department of Education also focuses on other SDGs. The above graph shows the percentage (%) compliance of the SDGs through various Curricular and Co-curricular activities in the months of April – June 2026.

From the above graph, it can be inferred that:

- At DOE, 39.5% of the activities conducted in the month of April-June 2026, focused on achieving, SDG-4 i.e. Quality Education.
- 15.8% of the activities focused on achieving SDG 6 i.e. Clean Water and Sanitation..
- 7.9% of the activities focused on SDG-9 and SDG 5 i.e. Climate Action, Industry, Innovation and Infrastructure.
- 5.3% of the activities focused on SDG-17 i.e. Partnership for Goals, SDG 16 Peace Justice and Strong Institutions, SDG 13 Climate Action and SDG-12 i.e. Responsible Consumption and Production.
- 3% of the activities focused on SDG 15 i.e. Life on Land, SDG 16 i.e. Peace Justice and Strong Institutions and SDG-10 i.e. Reduced Inequalities.
- 2.6% SDG-11 i.e. Sustainable cities and Communities.

Section wise Compliance of New Education Policy (NEP) 2020

NEP COMPLIANCE April-June 2026



Interpretation:

NEP 2020 aims at transforming the Indian education system to meet the needs of 21st Century. It seeks to adopt a multi-disciplinary approach in the higher education system. In order to achieve the recommendations, put forward by NEP 2020, various activities were conducted in the months of April-June 2026. Department of Education was able to provide exposure to Alpha Teachers in 26 areas of NEP 2020. The above graph depicts the representation of the percentage-wise attainment levels of the various suggestions put forward by NEP 2020.

From this graph, it can be concluded that

1. DOE was able to achieve 16.2 % of the NEP-2020 recommendations in one area viz. NEP 4.4, focuses on Holistic development of learners NEP 5.24, focuses on B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. NEP 23.3 focuses on use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up.

2. 10.8 % of the recommendations were achieved in the area viz. NEP 4.23 approaches HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually.



Section wise Compliance of New Education Policy (NEP) 2020

3. 2.7% recommendations were achieved in 15 area viz. NEP 4 approaches at the Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging. NEP 4.5 approaches at Reduce curriculum content to enhance essential learning and critical thinking. NEP 4.6 approaches at Experiential learning. NEP 4.7 approaches on art-integration are a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. NEP 4.9 focuses on Empower students through flexibility in course choices. NEP 4.24 focuses on Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. NEP 4.26 approaches on Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State. NEP 4.28 approaches at Students will be taught at a young age the importance of “doing what's right”, and will be given a logical framework for making ethical decisions. NEP 4.31 focuses on National Textbooks with Local Content and Flavour. NEP 4.43 focuses on Support for Gifted Students/Students with Special Talents. NEP 5.6 approaches on Schools/school complexes will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions. NEP 9.3 approaches on Quality Universities and Colleges: A New and Forward-looking Vision for India’s Higher Education System. NEP 11.8 focuses towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. NEP 23.13 approaches that Education will play a key role in these awareness raising efforts.



UNIVERSITY CAMPUS

CHITKARA UNIVERSITY, PUNJAB

Chandigarh-Patiala National Highway (NH-64)

Punjab - 140601, India | www.chitkara.edu.in