

CHITKARA
UNIVERSITY



NEWSLETTER

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DEAN'S MESSAGE

“Education is the most powerful tool a nation can use to
shape its future.”
— Nelson Mandela



Firmly committed to fostering skilled educators, compassionate role models, progressive leaders and enthusiastic learners, Department of Education (DoE) stands tall as an epitome of brilliance. Every endeavour at our institution is carefully designed to offer our Alpha Teachers (B.Ed. Students) their unique journey towards growth and insight. Our faculty strives tirelessly to provide students with theoretical knowledge and practical platforms to apply their knowledge, broadening their horizons.

The acclaimed teacher education programs at DoE exhibit an excellence of innovative teaching methodologies, harmonized with seamless collaborations with partner internship schools. Through these initiatives, each learner is allowed to observe, experience, internalize, and excel within genuine classroom settings, fostering a nuanced understanding of the educational landscape, both nationally and internationally. Our consciously crafted B.Ed. modules, tailored to the needs of the Alpha generation and aspiring educators, are delivered by subject matter experts in a manner that resonates deeply with our students.

As the Dean of this esteemed institution, I am honoured to highlight the significant strides made by the University in nurturing one of the most formidable teaching cadres in the nation. Correspondingly, in alignment with the imperatives of the National Education Policy 2020 and the Sustainable Development Goals (SDGs), DoE has proactively organized a diverse array of academic, experiential, and globally aligned initiatives during the period October to December 2025 to ensure our learners remain abreast of the latest advancements in the realm of education.

During this quarter, the Department of Education curated a dynamic range of academic engagements including sessions on Building Your Digital Identity with E-Portfolios, Lesson Planning in Action, and Inclusive Learning Practices. Experiential learning was further strengthened through impactful educational visits to institutions such as SOREM School and the Institute for the Blind, enabling Alpha Teachers to gain first-hand exposure to inclusive education and specialized pedagogical approaches.

Further enriching the academic landscape, a series of interactive sessions such as Collaborative Classrooms in Action, Global Gateways: Exploring International Opportunities, and Objective-Driven Teaching using Bloom's Taxonomy and Micro Teaching were conducted to enhance pedagogical competence, global awareness, and reflective teaching practices. Sessions on Assessment Design, Innovative Pedagogy for Teaching Poetry, and Language Skills through Reports and Reflections further strengthened academic rigor and communication proficiency among students.

DEAN'S MESSAGE

Significant emphasis was also placed on holistic development through initiatives such as World Mental Health Day, which promoted emotional well-being and self-awareness, and United Nations Day 2025, where our Alpha Teachers showcased exceptional creativity and secured national-level recognition for their innovative and sustainable teaching-learning aids.

A major highlight of the quarter was the successful organization of Pedagogical Expo 2025: Transformative Teaching Practices for the Next-Gen Classrooms, which brought together educators, researchers, and thought leaders to showcase innovative instructional practices and foster meaningful academic discourse. Additionally, the Faculty Induction Programme (Guru-Dakshta) contributed significantly towards strengthening the academic ecosystem and professional growth of educators.

Maintaining our dedication to fostering tomorrow's minds, DoE ardently organized various co-curricular activities and events, including National Education Day 2025 and Human Rights Day 2025, which encouraged critical thinking, creativity, and constitutional awareness among students. These initiatives not only nurtured intellectual growth but also instilled values of responsibility, inclusivity, and global citizenship.

The Department also continued to achieve excellence in research and academic contributions, with numerous publications in reputed national and international journals, alongside active participation in global academic forums, workshops, and collaborative initiatives—further strengthening DoE academic and research footprint.

Undoubtedly, the quarter spanning from October to December 2025 steered an abundance of distinct opportunities for learning, growth, and betterment for the dynamic members of DoE, as they persistently pursued becoming exemplary mentors, Alpha Teachers, and Alpha Leaders, with even more dedication and perseverance. As we commence new beginnings, let us continue on this noble path to greatness with even greater zeal and enthusiasm as we pave the path towards the amelioration of education and our country.

May you all grow illimitably and achieve unfathomable success!

Dr. Sangeeta Pant
Dean | Department of Education
Chitkara University | Punjab

FOSTERING INTELLECTUAL CURIOSITY: VIBRANT ACADEMIC VENTURES



Building Your Digital Identity with E-Portfolios

NEP 4.6, 11.1, 12.8, 23.1 / SDGs 4, 10, 17

1st October 2025



On October 1, 2025, the Department of Education, Chitkara University, organized a series of three enriching sessions for the Alpha Teacher batch (2025–27), aimed at strengthening their professional preparedness, teaching skills, and inclusive outlook.

The day began with “Building Your Digital Identity with E-Portfolios” under the EDProfile module, led by Ms. Ayushi, an alumna and trainer from TalentGro Career Guidance Service. She introduced e-portfolios as effective tools for showcasing academic work and building a professional identity. Students were guided through platforms such as WordPress, Wix, and Google Sites, and learned how to thoughtfully present their CVs, profiles, certificates, and multimedia work to reflect their skills, achievements, and career goals.

This was followed by an EDExpert module session titled “Lesson Planning in Action: A Presentation Workshop,” facilitated by alumna Ms. Swagata. The session focused on designing well-structured lesson plans with clear learning objectives, meaningful activities, logical flow, and appropriate assessments. Through interactive examples and subject-based discussions, participants gained practical insights into creating learner-centered and context-sensitive lesson plans.

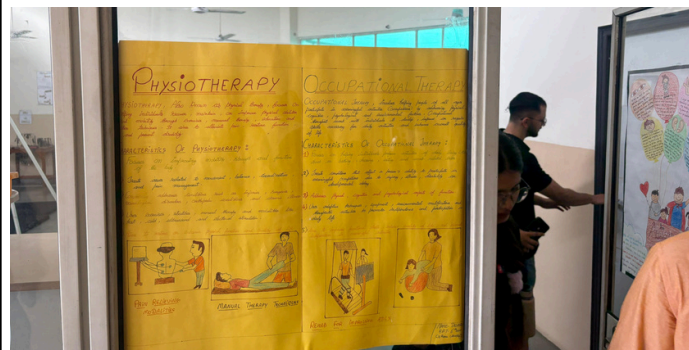
The day concluded with “From Awareness to Action: Inclusive Learning,” a sensitization session conducted by Dr. Pooja Singh. As preparation for upcoming educational visits, she discussed essential approaches to working with children with special needs, emphasizing empathy, patience, and respectful communication. Real-life examples helped students understand the value of inclusive practices in building supportive and welcoming learning environments.

Overall, the sessions offered a balanced blend of digital empowerment, effective pedagogy, and inclusive values, contributing meaningfully to the development of Alpha Teachers as reflective, compassionate, and future-ready educators.



Experiencing Inclusive Education: A Visit to SOREM School

NEP 4.8, 6.20, 12.8, 23.1 / SDGs 4, 10, 17
 3rd October 2025



On October 3, 2025, the Department of Education, Chitkara University, Punjab, organized an educational visit titled “Experiencing Inclusive Education: A Visit to SOREM School” for the Alpha Teacher batch (2025–27). The visit was accompanied by faculty members Dr. Anu Verma, Dr. Jyotika Guleria, Dr. Rajnikant Arya, Ms. Gurpreet, and Ms. Deepika, and aimed to provide hands-on exposure to inclusive education and special needs pedagogy.

SOREM (Society for Rehabilitation of Mentally Challenged), located in Sector 36-C, Chandigarh, is a leading institution committed to the education and rehabilitation of children with intellectual and developmental disabilities. The Alpha Teachers were warmly welcomed by the Principal, Ms. Sangeeta Jain, who shared the school’s inclusive philosophy. She highlighted the importance of therapeutic classroom practices, vocational training, and holistic development through activities such as music, dance, sports, and computer education. The school also follows flexible academic pathways, including the option for students to complete Grade X over two years, helping reduce academic pressure and support individual learning needs.

The visit sensitized the Alpha Teachers to the concept of neurodiversity, emphasizing that conditions such as autism, ADHD, and dyslexia represent natural variations in learning rather than limitations. The teachers at SOREM demonstrated remarkable empathy and adaptability, engaging students in both academic and creative activities. One particularly heartwarming moment was when the Alpha Teachers joined the students in dancing to Bollywood songs, creating a joyful atmosphere that truly reflected the spirit of inclusion.

Overall, the visit provided meaningful exposure to differentiated instruction and multisensory teaching approaches, fostering empathy, understanding, and social responsibility among the participants. The experience concluded with the Alpha Teachers purchasing handmade products created by SOREM students, acknowledging and celebrating their creativity and skills. This enriching visit strongly reflected the inclusive vision of NEP 2020, inspiring future educators to teach with compassion, innovation, and respect for every learner.



Teaching Beyond Sight: An Experiential Visit to the Institute for Blind

NEP 4.8, 6.20, 12.8, 23.1 / SDGs 4, 10, 17
 4th October 2025



An educational visit titled “Teaching Beyond Sight: An Experiential Visit to the Institute for the Blind” was organized for the Alpha Teacher batch (2025–27) by the Department of Education, Chitkara University, Punjab, on October 4, 2025, at the Institute for the Blind, Sector 26, Chandigarh. The visit aimed to provide students with first-hand exposure to the specialized educational setting and support systems designed for learners with visual impairments. The Alpha Teachers were accompanied by faculty members Ms. Vismaad, Dr. Anu Verma, Dr. Rajnikant Arya, and Dr. Ankit Kumar.

The visit began with an informative session led by Mr. Martin, Assistant Computer Instructor at the institute. He shared a detailed overview of the institution’s infrastructure, staffing, and funding structure. He also introduced the students to the institute’s history, vision, mission, and core objectives, helping them gain a clear understanding of its values and commitment to inclusive education.

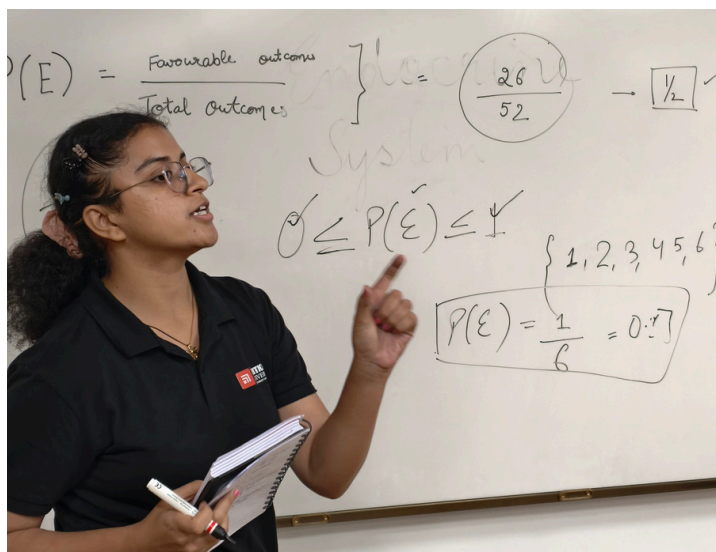
Following the briefing, the students were taken on a guided tour of the campus, during which they visited the library, classrooms, and gymnasium. This experience offered valuable insights into the academic and co-curricular life of the learners, allowing participants to observe the use of adaptive tools and specialized resources that support visually impaired students.

Overall, the visit was a deeply enriching and eye-opening experience. It broadened the Alpha Teachers’ understanding of inclusive education, resilience, and the importance of creating supportive learning environments for all learners, leaving a lasting impact on their professional outlook.



Collaborative Classrooms in Action

NEP 4.6, 4.23, 12.8, 23.1 / SDGs 4, 10, 17
 6th October 2025



On October 6, 2025, the Department of Education, Chitkara University, organized an engaging session titled “Collaborative Classrooms in Action” for the Alpha Teacher batch (2025–27) as part of the Module Delivery. The session aimed to create a supportive and interactive learning environment by encouraging peer teaching, enhancing understanding of course content, and strengthening critical thinking and communication skills.

The first half of the session focused on group-based preparation activities. Working collaboratively, each group selected a topic from the curriculum and creatively presented their ideas on chart papers. This process encouraged brainstorming, synthesis of content, and visual representation, allowing students to explore multiple perspectives while deepening their conceptual understanding.

In the second half, the classroom transformed into an energetic presentation space. Each group presented their work, explained key concepts, engaged classmates through questions, and demonstrated effective teamwork. The presentations showcased not only academic understanding but also strong interpersonal collaboration, as students supported one another while sharing ideas and responding to feedback. The activity reinforced the idea that learning becomes more meaningful when it is shared, discussed, and built together.

Overall, Collaborative Classrooms in Action proved to be a dynamic experiential learning activity. It empowered Alpha Teachers to grow as confident communicators and reflective learners, while reinforcing the value of inclusive and participatory classrooms where every voice contributes to collective learning and growth.



Global Gateways: Exploring International Opportunities

NEP 12.8, 20.6, 23.1 / SDGs 4, 17
 6th October 2025



On October 6, 2025, the Department of Education, Chitkara University, Punjab, in collaboration with the Office of International Affairs, organized an interactive session titled “Global Gateways: Exploring International Opportunities” for the Alpha Teacher batch (2025–27). The session was led by Prof. Hazel Siromoni, Pro Vice-Chancellor, Office of International Affairs, and aimed to introduce students to the wide range of international opportunities available during their academic journey.

Prof. Siromoni began the session by highlighting Chitkara University’s strong global presence, with partnerships spanning over 300 institutions across 46 countries. She spoke about various international initiatives such as student exchange programs, global internships, summer schools, immersion experiences, and collaborative research opportunities. She emphasized that these experiences go beyond travel, offering meaningful exposure that builds intercultural understanding, expands academic horizons, and enhances global employability.

Encouraging students to think beyond geographical boundaries, Prof. Siromoni invited them to share their dream destinations and discussed potential partner universities in countries like Australia, South Korea, and Japan. She also shared inspiring stories of alumni who benefitted from international exposure, highlighting how such experiences help shape globally aware and culturally responsive educators.

The session concluded with an open and engaging interaction, where students shared their aspirations and received reassurance of full support from the Office of International Affairs. Overall, the session was both informative and motivating, leaving the Alpha Teachers excited about global possibilities and inspired to explore international learning as a meaningful path for personal and professional growth.



Objective-Driven Teaching: A Practical Dive into Bloom's Taxonomy and Micro Teaching

NEP 4.6, 4.23, 12.8, 20.6, 23.1 / SDGs 4, 17
 7th October 2025



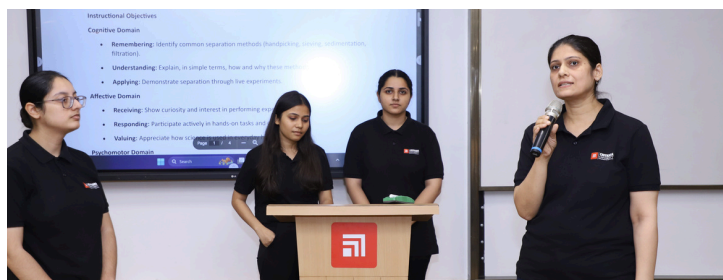
On October 7, 2025, the Department of Education, Chitkara University, Punjab, conducted two impactful sessions for the Alpha Teacher batch (2025–27), thoughtfully blending strong pedagogical practice with global awareness.

The day began with a session titled “Objective-Driven Teaching: A Practical Dive into Bloom’s Taxonomy and Micro Teaching.” During this session, Alpha Teachers actively participated in hands-on activities and reflective discussions. They explored the use of Bloom’s Taxonomy to frame clear and measurable learning outcomes and practiced micro teaching techniques to improve classroom delivery. The session emphasized aligning learning objectives with teaching strategies, encouraging learner-centered lesson planning, and developing reflective teaching practices. It enabled future educators to design lessons that are purposeful, well-structured, and impactful.

In the second half of the day, under the EDTech module, the session “Global Goals, Local Voices: Student Reflections on SDG Practices” engaged Alpha Teachers in exploring the United Nations Sustainable Development Goals (UN-SDGs) through collaborative and technology-enabled activities. Divided into eight groups, participants created Google Forms to collect data on student awareness and engagement with SDGs. They then analyzed the responses using Google Sheets and visualization tools, presenting their findings through digital presentations. The insights highlighted the importance of peer-led initiatives, community engagement, and integrating SDG-based projects into classroom practices.

This interactive and technology-driven experience strengthened students’ research, collaboration, and analytical skills while deepening their understanding of sustainability in education. The day concluded with Alpha Teachers feeling motivated to become socially responsible educators who can effectively combine strong teaching practices with a global perspective.

Overall, these sessions marked a meaningful step toward building classrooms that are engaging, inclusive, and aligned with both educational excellence and global responsibility.



Mastering Assessment Design: Crafting Effective Question Papers

NEP 4.6, 4.23, 12.8, 5.6, 23.1 / SDGs 3, 4, 17
 8th October 2025



On October 8, 2025, the Department of Education, Chitkara University, Punjab, organized a series of three enriching sessions for the Alpha Teacher batch (2025–27). These sessions were thoughtfully designed to strengthen pedagogical innovation, assessment literacy, and personal well-being.

The day began with an insightful session titled “Mastering Assessment Design: Crafting Effective Question Papers,” led by Dr. Parul Sood, Associate Dean, Department of Education. The session focused on equipping Alpha Teachers with the skills required to design valid, reliable, and curriculum-aligned assessments. Participants explored key principles such as clarity, fairness, and critical thinking in question paper construction. They also learned to balance difficulty levels and align assessment items with learning outcomes using Bloom’s Taxonomy, reinforcing the role of assessment in promoting meaningful learning and reflective teaching practices.

The second session, conducted under the EDPedagogue module, was titled “From Verse to Vision: Innovative Pedagogy for Teaching English Poetry” and was facilitated by Dr. Jyotika Guleria. Aligned with NEP 2020, the session highlighted experiential and interdisciplinary approaches to teaching poetry. Participants learned how to design engaging, learner-centered lessons by integrating literary devices, real-life contexts, and mythological references. The session emphasized poetry’s ability to nurture creativity, empathy, and holistic development in learners.

The day concluded with an engaging and uplifting session by Mr. Manav Bansal, Chief Happiness Officer, Chitkara University, Punjab, titled “Happiness & Skillverse: Nurturing Joy, Building Skills.” This session focused on promoting positivity, emotional well-being, and essential life skills. Through interactive activities and reflective discussions, Alpha Teachers explored ways to build resilience, self-awareness, and a happiness-oriented mindset, laying the foundation for joyful teaching and empowered living.

Overall, the sessions provided a well-rounded learning experience, supporting the development of confident, compassionate, and future-ready educators.



Sharpening Language Skills through Reports and Reflections

NEP 4.6, 4.23, 12.8, 5.6, 23.1 / SDGs 4, 10, 17
 9th October 2025

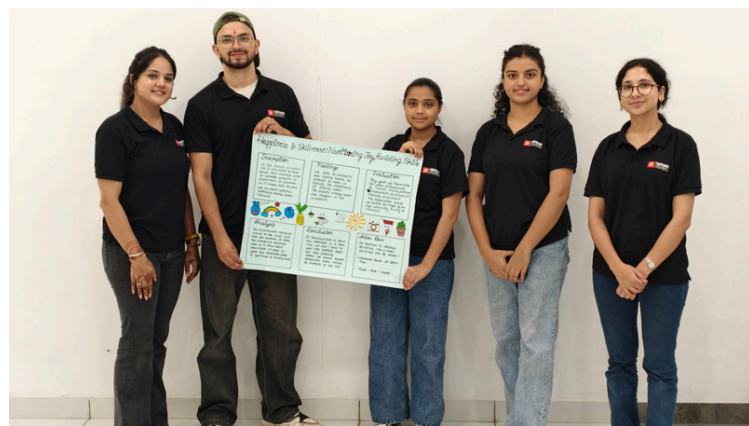


On October 9, 2025, the Department of Education, Chitkara University, Punjab, organized an engaging and interactive session titled “Sharpening Language Skills through Reports and Reflections” under the compulsory module EDValue: Language Proficiency. The session was designed to strengthen the four core language skills—Listening, Speaking, Reading, and Writing (LSRW)—as emphasized in the National Education Policy (NEP) 2020.

The session was facilitated by Dr. Jyotika Guleria, who guided the Alpha Teachers through a series of thoughtfully designed activities aimed at enhancing effective communication, critical thinking, and reflective practice. Listening skills were developed through an audio-based activity in which participants carefully analyzed and interpreted key ideas from recorded material. Reading skills were strengthened through a comprehension exercise that encouraged attentive reading and inferential understanding. To enhance writing skills, participants composed reflective pieces based on one of the sessions attended during the module delivery, allowing them to express insights thoughtfully and coherently. The speaking component involved presenting these reflections before the group, helping participants build confidence, clarity of expression, and public speaking skills.

Through these integrated activities, the Alpha Teachers learned to communicate ideas more effectively, apply diverse pedagogical strategies, and appreciate linguistic and cultural diversity within classrooms. The session also highlighted the importance of meaningful assessment and constructive feedback in strengthening students’ literacy and employability skills. By the end of the workshop, participants demonstrated improved communication accuracy, deeper cultural awareness, and greater confidence in designing inclusive and engaging language-learning experiences.

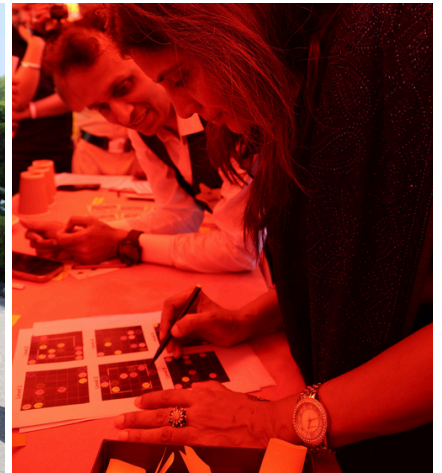
Overall, the session successfully achieved its objectives by empowering future educators with refined language skills, reflective insight, and a globally informed pedagogical approach.



World Mental Health Day 2025

NEP 4.6, 5.6, 12.8, 23.1 / SDGs 3, 4, 17

10th October 2025



On the occasion of **World Mental Health Day**, Department of Education, in collaboration with the Chitkara Happiness Centre, hosted a vibrant awareness event to promote mental well-being across campus. The event was graced by chief guest Smt. Kamal Sisodiya, SSP, CRPF, who emphasized the importance of mental health awareness and the need to foster a supportive environment for students.

As part of the celebration, Alpha Teachers from the Department of Education (Batch 2025–27) actively participated by curating a thoughtful and engaging canopy titled “**Pause and Recharge.**” The canopy featured four interactive zones designed to nurture emotional wellness and self-care:

 **Relaxation and Stress Reduction:** A doodling corner invited students to unwind creatively, using art as a calming outlet.

 **Emotional and Self-Awareness:** Activities like the Johari Window and Gratitude Jar encouraged introspection, helping participants reflect on their emotions and appreciate positive moments.

 **Connection and Support Networks:** The Emotions Tree displayed heartfelt messages and an easy-to-read list of on-campus mental health services, fostering a sense of community and support.

 **Educational and Myth-Busting:** A visually engaging poster explained how stress affects the body, debunking myths and promoting informed awareness.

The Alpha Teachers’ initiative was met with enthusiastic participation, reinforcing the message that mental health matters. Their creative efforts reflected a deep commitment to holistic education, empathy, and well-being—values at the heart of transformative teaching.



United Nations Day 2025

NEP 4.6, 5.6, 12.8, 20.6, 23.1 / SDGs 4, 11, 12, 13, 17
 14th & 15th October 2025



United Nations Day 2025 was celebrated with great enthusiasm at **Chitkara University, Punjab**, on October 14 and 15, 2025. To mark the occasion, the University organized the UN National Competition, an initiative of the Centre for Excellence for Sustainability and NewGen IEDC, aimed at encouraging creativity, innovation, and sustainability among students.

The celebration was guided by the inspiring theme “**Art, Craft, and Design for Sustainability**” which invited participants to blend creative expression with sustainable practices. The competition featured five diverse categories: **Greenovate: Tech for Tomorrow**, **EcoPreneur: Ideas that Regenerate**, **Wellness Reimagined: Healthy People, Healthy Planet**, **Art: Craft & Design for Sustainability**, and **Green Habits: Living the Change**. Students from institutions across the country presented thoughtful projects reflecting their commitment to environmental responsibility and sustainable development.

Representing the Department of Education, Alpha Teachers from Semesters I and III participated enthusiastically in the “**Art, Craft and Design for Sustainability**” category. Working collaboratively, they transformed everyday and waste materials into eco-friendly teaching and learning aids, including a storytelling TV model, handmade dolls, a decorative lamp, a woven mat, a wooden doll set, a miniature truck, and a pencil stand. Each creation beautifully combined creativity, pedagogy, and sustainability.

Their exceptional innovation and craftsmanship earned them **Second Place** at the National Level, along with a **cash prize of ₹5,000 and certificates of appreciation**. This recognition stands as a proud acknowledgement of their artistic excellence, teamwork, and commitment to promoting sustainable and responsible education.



Guru-Dakshta

Faculty Induction Program (IFIP)

NEP 15.8 /SDG 4

18th October 2025



The eighth session of the Faculty Induction Programme (FIP) – Guru Dakshta was recently organized and attended by 34 participants. Titled “Higher Education and the Development of its Ecosystem in India,” the training session was structured in two insightful parts, offering both academic perspective and inspirational guidance.

In the first session, Dr. Sangeeta Pant, Dean, Department of Education, traced the historical evolution of the Indian education system, beginning with the Vedic period, moving through the British era, and leading up to the present-day educational landscape. Alongside this historical overview, she demonstrated the use of effective pedagogical tools and teaching strategies aimed at enriching the teaching–learning process and making classrooms more engaging and learner-centered.

The second session featured an address by the Hon’ble Vice Chancellor, Dr. Sandhir Sharma, who emphasized the vital role of teachers in shaping learners’ lives and contributing meaningfully to society. Drawing inspiration from scriptures and epics, he highlighted the idea of teachers as servant leaders, stressing the importance of moral integrity, ethical values, and strong character in nurturing future changemakers.

The session concluded with a vote of thanks by Dr. (Col.) Pardeep Kumar, Director – HR, who expressed sincere appreciation to the distinguished speakers for their insightful and inspiring contributions.



Pedagogical Expo 2025: Transformative Teaching Practices for the Next-Gen Classrooms

NEP 4.4 /SDG 4
 1st November 2025



Radiating creativity, ingenuity, and academic distinction, the Pedagogical Expo 2025: Transformative Teaching Practices for the Next-Gen Classrooms, hosted by the Department of Education, Chitkara University, and Chitkara International School, in collaboration with Adobe Express for Education and the World Design Council (WDC), stood as a resplendent celebration of visionary pedagogy and progressive instructional excellence. The Expo brought together an exceptional confluence of academicians, educators, and thought leaders, each unveiling pioneering classroom methodologies and inventive pedagogical frameworks that expanded the horizons of next-generation learning.

Featuring 35 vibrant canopies, the event became a showcase of reflective practice, creative experimentation, and educational artistry — transforming the venue into a living gallery of imagination and intellectual vibrancy. With 120 pre-service and 129 in-service educators registering, the Expo witnessed an inspiring exchange of transformative ideas and forward-looking educational discourse. A distinguished jury comprising Mr Philip Thomas, Country Head (India), World Design Council, and Prof (Dr) Hardeep Anant, Management and Education Consultant, lent academic gravitas through their discerning evaluation and valuable insights. To recognise exceptional instructional creativity, cash prizes of ₹21,000, ₹11,000, and ₹5,100 were awarded to the first, second, and third position holders respectively, in both the pre-service and in-service categories — honouring educators whose ideas exemplified the essence of transformative teaching.

Adding depth and contemporary relevance, the Expo also featured two exclusive upskilling sessions — an enriching Adobe Express for Education session led by Mr Suraj Shetkar, Senior Trainer, and an insightful WDC session by Mr Philip Thomas, both inspiring participants to redefine classroom instruction through design-led thinking, digital creativity, and purposeful innovation. The occasion was further elevated by a motivating address by Dr Niyati Chitkara, Vice President, Chitkara International Schools, whose inspiring words urged educators to embrace innovation with passion and reflective purpose.

The Pedagogical Expo 2025 concluded amidst an atmosphere of pride, accomplishment, and scholarly enthusiasm. More than a celebration, it reaffirmed Chitkara University's dedication to cultivating an educational landscape where imagination, excellence, and innovation converge to enrich the ever-evolving world of learning.



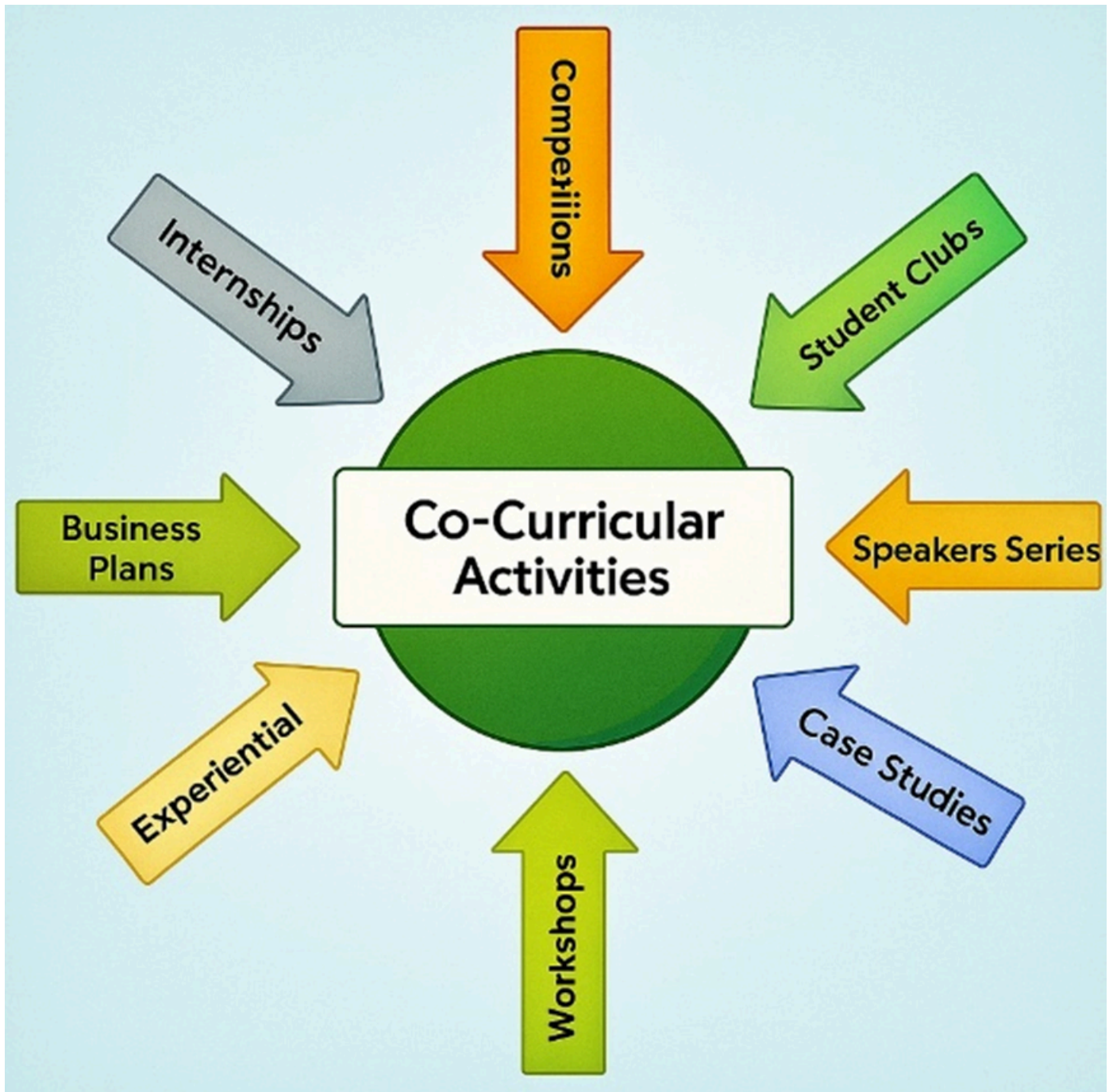
Illuminating innovation, Chitkara University's Pedagogical Expo 2025 set to redefine teaching for the Next-Gen Classroom

The Department of Education, Chitkara University and Chitkara International School, in partnership with Adobe and the World Design Council (WDC), is proud to announce the “Pedagogical Expo 2025: Transformative Teaching Practices for the Next-Gen Classrooms”. Envisioned as a premier celebration of educational innovation, this Expo will convene academicians and educators committed to shaping the future of teaching and learning through creativity, reflection, and purposeful pedagogy. Designed as an immersive and intellectually stimulating experience, the Expo will offer a platform for participants to explore and showcase innovative instructional strategies, creative lesson designs, and impactful classroom practices. Through collaborative engagement and the exchange of ideas, the event aspires to cultivate a new benchmark of excellence in next-generation education. Adding further depth, participants will have the opportunity to attend exclusive upskilling sessions conducted by Adobe Express for Education and the World Design Council (WDC), carefully curated to enhance professional insight and strengthen pedagogical expertise. Certificates will be awarded to all participants in recognition of their contribution and active engagement.

As the halls of Chitkara University and Chitkara International School prepare to echo with creativity, collaboration, and scholarly discourse, the Pedagogical Expo 2025 is set to illuminate the vast potential of transformative teaching and learning.



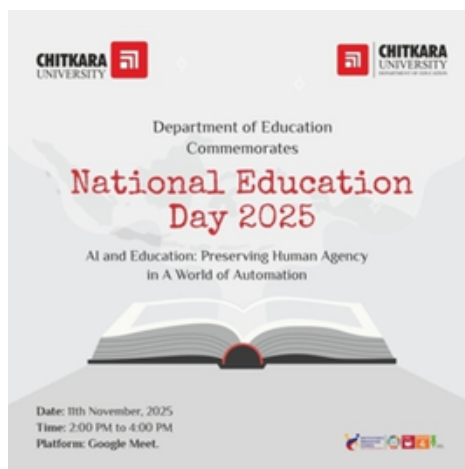
BEYOND THE CURRICULUM: ENGROSSING CO-CURRICULAR ACTIVITIES



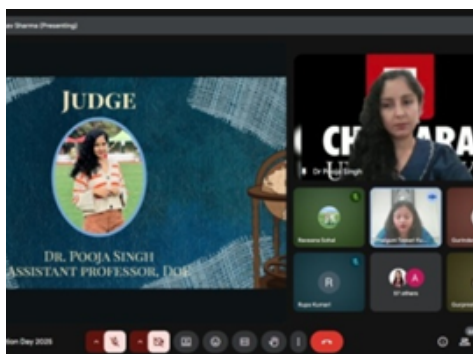
National Education Day 2025

NEP 11.12 /SDG 4,9

10th November 2025



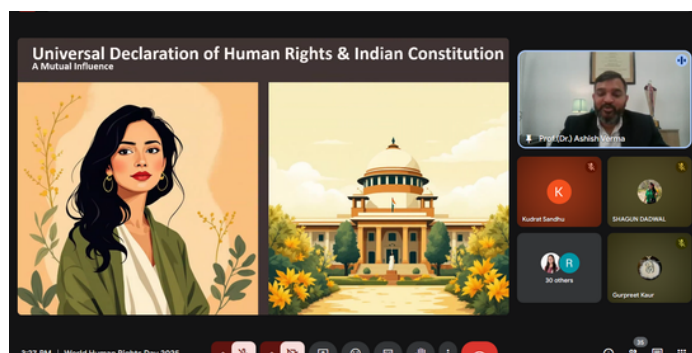
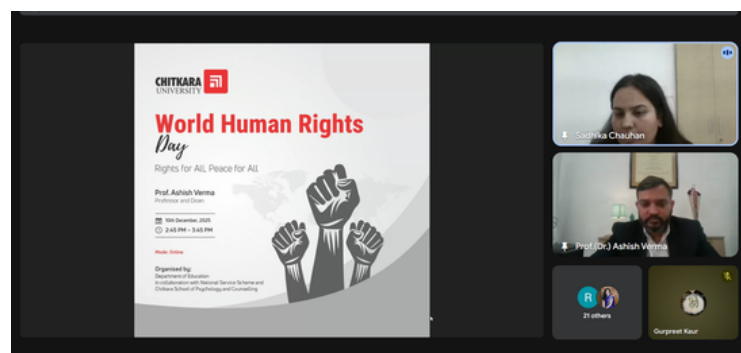
The Department of Education commemorated National Education Day 2025 with great zeal and enthusiasm under the theme "AI and Education: Preserving Human Agency in a World of Automation" on 11th November 2025 in virtual mode. This year's celebration spotlighted the transformative role of Artificial Intelligence in education, with Alpha teachers leading the charge through a series of engaging and thought-provoking activities. The event was a vibrant celebration of imagination and intellect, where Alpha teachers enthusiastically participated in a series of creative and thought-provoking activities. In the poster-making competition, participants showcased remarkable artistry and attention to detail, visually capturing the evolving role of AI in education. A reflective essay writing competition invited educators to explore the dynamic collaboration between human teachers and AI tools, resulting in insightful narratives that highlighted the potential of this partnership. During the photo-story activity, Alpha teachers expressed their unique perspectives on education in the AI era through compelling photography and digital art. These visual stories beautifully captured themes of curiosity, innovation, and transformation—illustrating how technology is seamlessly woven into the fabric of modern learning. Along with the above activities, a lively quiz tested alpha teachers' knowledge of AI applications in education. Covering topics from adaptive learning platforms to ethical considerations, the quiz sparked curiosity and encouraged deeper understanding of emerging technologies. Mr Gurinder Pal Singh and Dr Pooja Singh served as judges for the poster-making and essay-writing competitions, respectively. Their expertise added significant value to the event and inspired the participants to perform their best. The event was a resounding success, with dedicated participation from alpha teachers. The Pearls of Wisdom were delivered by the respected Associate Dean of the Department of Education, Dr Parul Sood, who emphasized the importance of aligning the role of Artificial Intelligence in education. With enthusiastic participation and creative contributions, the National Education Day 2025 event was a resounding success—an inspiring blend of learning, innovation, and celebration.



Human Right Day 2025

NEP 21.2 /SDG 4,16

10th December 2025



The Department of Education commemorated World Human Rights Day 2025 with great enthusiasm and intellectual fervor through a thoughtfully curated virtual event held on 10th December 2025. The programme aimed to deepen understanding of human rights within the constitutional, social, and contemporary global framework, highlighting India's enduring commitment to dignity, equality, and justice for all.

The event featured an enlightening expert lecture by Prof. (Dr.) Ashish Verma, who delivered a comprehensive and engaging discourse on the evolution of human rights in India. His presentation traced the birth of India's rights-based Constitution, emphasizing its historical convergence with global human rights movements and the visionary role of Dr. B. R. Ambedkar in embedding human rights into the constitutional framework.

The session offered a detailed exploration of Fundamental Rights, elaborating on the constitutional guarantees of equality, freedom, protection from exploitation, religious freedom, cultural and educational rights, and constitutional remedies. Prof. Verma further highlighted the role of Directive Principles of State Policy in expanding the human rights vision beyond civil liberties to encompass socio-economic justice, collective welfare, and inclusive development.

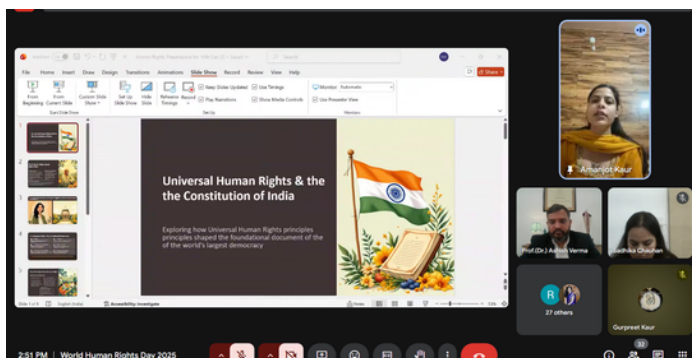
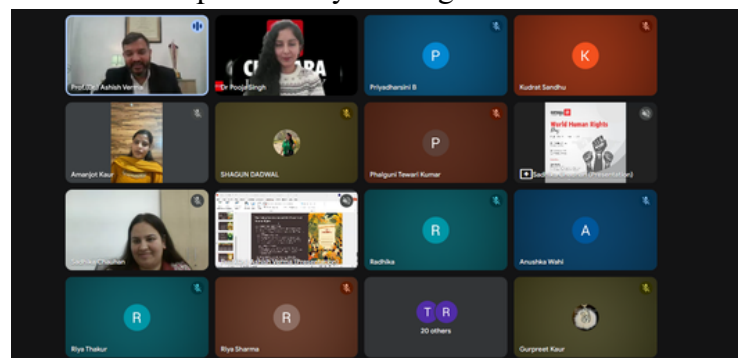
A significant segment of the lecture focused on landmark judicial interventions, including the Kesavananda Bharati case, the evolution of Public Interest Litigation, and the establishment of the National Human Rights Commission. These developments were presented as transformative milestones that strengthened access to justice and reinforced the protection of vulnerable groups.

Addressing contemporary concerns, the speaker examined human rights in the digital age, with particular emphasis on the recognition of privacy as a fundamental right and the emerging challenges posed by digital surveillance, data protection, and online freedoms. The discussion underscored the delicate balance between state security and individual liberty in an increasingly digitized society.

The lecture also highlighted India's role in shaping global human rights norms, emphasizing its active participation in international human rights forums and its commitment to harmonizing domestic laws with global standards while preserving constitutional sovereignty.

The programme concluded with reflections on the living nature of the Indian Constitution, reaffirming that the protection and promotion of human rights require continuous vigilance, civic responsibility, and collective commitment. The session served as a powerful call to action, reminding educators and learners alike of their role in upholding the constitutional promise of human dignity.

The event witnessed enthusiastic participation from faculty members and students, making it a meaningful and impactful observance of World Human Rights Day 2025. It stood as a testament to the Department of Education's commitment to fostering constitutional awareness, democratic values, and social responsibility among future educators.



ALPHA TEACHER CHAMPIONS: CELEBRATING ACHIEVEMENTS





Certificate of Completion

Ms Priya Kumari

ACE Continuous Professional Development Program

01st October 2025

Adobe Express
for Education

ACE Continuous Professional Development Series

CERTIFICATE OF COMPLETION

is presented to

Priya Kumari

of Chitkara International School, Chandigarh

for successfully completing **Chapter 3 of the Adobe Creative Educator** (towards Level A), a 1.5-hour continuous professional development session on digital creativity and classroom integration using Adobe Express.

This professional development session explored the integration of socio-emotional learning principles with digital creativity tools, empowering educators to design empathetic, expressive, and inclusive classroom experiences using **Adobe Express for Education**.

JayD

Jayadev Gopalakrishnan
Director- Education, Adobe India

Adobe
CREATIVE EDUCATOR
Chapter - 3
Adobe Express for Education

01-10-2025

JETRO Talent Contest
Mr Anubhav Sharma
12th October , 2025



Dear Anubhav Sharma,

Congratulations! You have **successfully cleared the initial screening** for the **Talent for Japan Contest**. We are excited about your participation.

Please keep a close look out for our emails. We'll keep you posted regarding the next steps!

Thank you for your enthusiasm!

Team

ACUMEN Education

JETRO Talent Contest

Ms Priya Kumari

12th October , 2025

Hello Priya,

This is Vishnu Ramachandran from Acumen, reaching out regarding your participation in the JETRO Talent Contest. Congratulations on reaching the final round! 🎉

We tried reaching you by phone to confirm your availability to travel to Japan in case you are selected as one of the winners.

The travel dates are January 17–24, 2026, and all travel expenses will be covered.

Kindly reply here or share a convenient time for a quick confirmation call today.

Thank you,

Vishnu Ramachandran
Team Acumen

10:00

FACULTY ACHIEVEMENTS



Dr Parul Sood
Certificate of Achievement
108 Surya Namaskars
09th October 2025



Dr Parul Sood

Faculty Induction Programme

Malaviya Mission Teacher

10th November 2025






Faculty Induction Programme

This is to certify and appreciate that **Dr. Parul Sood** from
 **Chitkara University, Punjab** has
 Conducted a session in the Faculty Induction Programme of the academic year
 2025-2026 on the topic..... **ICT in management for marks and feedback to students**
 on **Mon Nov 10 2025** from **11.00 a.m. to 12.30 p.m** under the University Grants
 Commission (UGC) - Malaviya Mission Teacher Training Center (MMTTC), Organized
 by the Department of Education (CASE) in collaboration with the Faculty of
 Performing Arts, The Maharaja Sayajirao University of Baroda, Vadodara.


 Prof. Ashutosh Biswal
 Director, UGC- MMTTC- MSU
 Dean - Faculty of Education & Psychology
 The Maharaja Sayajirao University of Baroda

Dr Anu Verma
Certificate of Merit
Pre-Conference Workshop “From Abstract to
Impact- Designing Effective Posters for
CYBPRO-2025
09th October 2025





Dr Vani Parwez
Certificate of Participation
International Conference on Sustainability,
Energy & Digital Transformation for Educational
& Research Excellence
IC-SEDEX 2025
19th December 2025



Ref. No. CUAQAC/SEDEX-2025/277



CERTIFICATE OF PARTICIPATION

This certificate proudly presented to

VANI PARWEZ

for participating in the **International Conference on Sustainability, Energy & Digital Transformation for Educational & Research Excellence (IC-SEDEX'2025)** held on **19–20 December 2025**, organized by **Chitkara University Accreditation & Quality Assurance Cell, Chitkara University, Punjab.**


Professor (Dr.) Atul Garg
Director - IQAC
Chitkara University, Punjab


Dr. K.K. Mishra
Pro Vice Chancellor - Quality Assurance
Chitkara University, Punjab



**Dr Sangeeta Pant
Dr Jyotika Guleria
Dr Vani Parwez**
Research Paper Published
**Intervention of CLIL Approach on Academic
Language Development in Science and
Mathematics**
November 2025



<https://doi.org/10.22364/htqe.2025.04> | 55-73 | PDF

**Intervention of CLIL Approach
on Academic Language
Development in Science and
Mathematics**

Jyotika Guleria¹, Sangeeta Pant¹, Vani
Parwez¹

¹Chitkara University, Punjab, India

The research paper titled “Intervention of CLIL Approach on Academic Language Development in Science and Mathematics”, authored by Dr Sangeeta Pant, Dr Vani Parwez and Dr Jyotika Guleria from the Department of Education, Chitkara University, Punjab, India, has been successfully published in the international journal Human, Technologies and Quality of Education (HTQE-2025) , published by the University of Latvia.

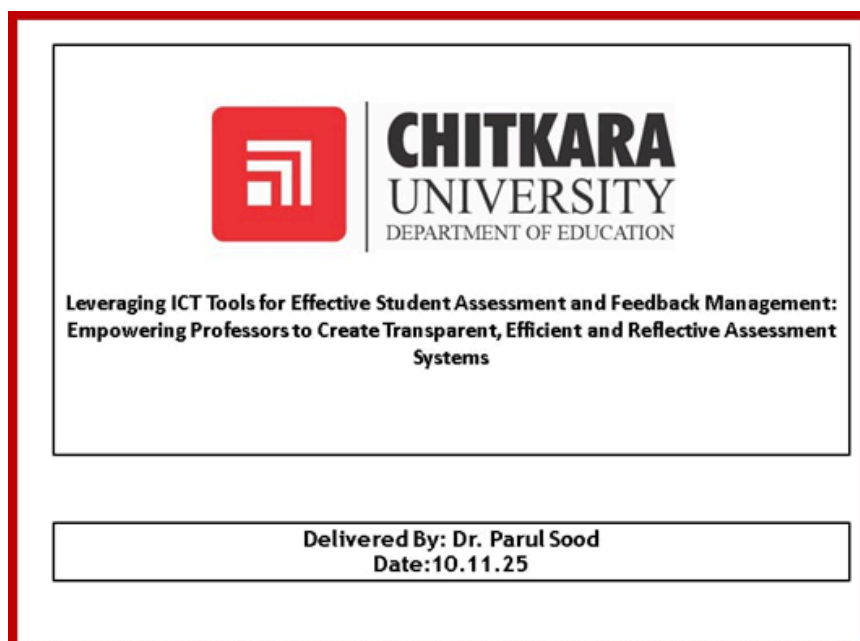
The publication reflects their academic contribution to the field of language-integrated pedagogy, with a focus on academic language development in the areas of science and mathematics. The paper is accessible through the DOI link: <https://doi.org/10.22364/htqe.2025>

Dr Parul Sood

Workshop on “ICT in Management for Marks and Feedback to Students”

The Maharaja Sayajirao University of Baroda

1st–29th November 2025

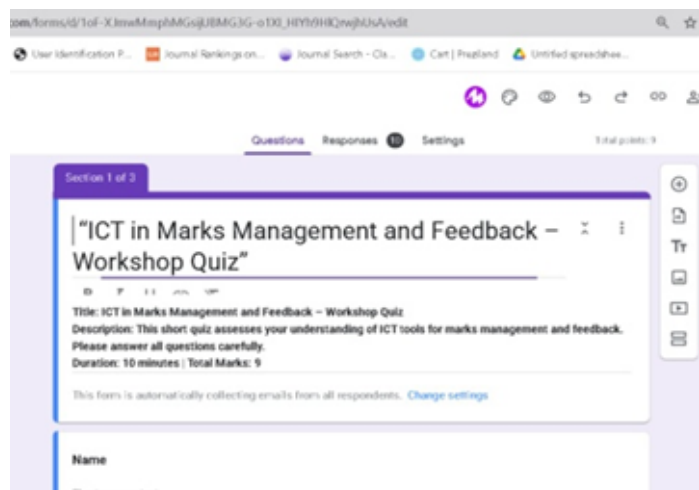
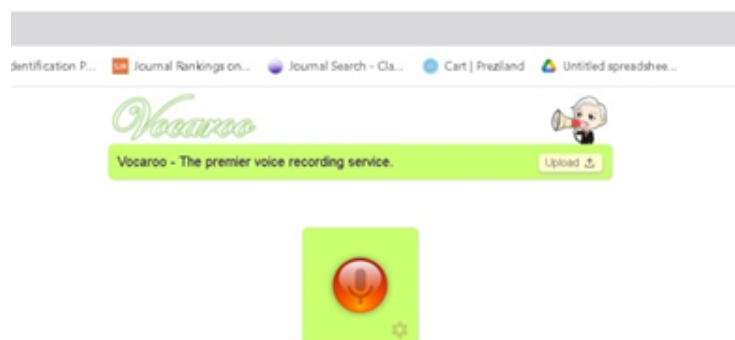


Professor Parul Sood, Associate Dean, Department of Education, conducted an engaging workshop on “ICT in Management for Marks and Feedback to Students” as part of the Online Faculty Induction Programme (FIP) under the Malaviya Mission Teacher Training Programme (MMTTP) at The Maharaja Sayajirao University of Baroda, organized from 1st–29th November 2025.

The workshop witnessed enthusiastic participation from 70 Assistant and Associate Professors from across India, focusing on the integration of digital tools to streamline assessment processes, enhance feedback, and promote data-driven teaching practices. Participants gained hands-on experience with Google Sheets for mark analysis, Google Classroom for managing assessments, and free tools such as Mote, Vocaroo, and Flip for providing audio and video-based feedback to students.

Through interactive demonstrations and collaborative activities, Professor Sood highlighted how ICT can effectively address challenges like data overload, timely feedback, and student performance tracking, while aligning assessments with Course Learning Outcomes (CLOs).

The session concluded with reflective discussions on technology-enabled assessment practices, emphasizing the transformative role of ICT in building efficient, transparent, and learner-centered evaluation systems in higher education.



Dr Jyotika Guleria

The ASTra (APTIK and SDG Transformation) International Series

Atma Jaya Catholic University of Indonesia (AJCUI)

6th November, 2025



The ASTra (APTIK and SDG Transformation) International Series, hosted by the Atma Jaya Catholic University of Indonesia (AJCUI), on 6th November, 2025, brought together global educators to promote the United Nations' Sustainable Development Goals (SDGs) through academic collaboration. Representing Chitkara University, Punjab, Dr Jyotika Guleria, Assistant Professor in the Department of Education, Chitkara University delivered a session titled “Rethink Language Education Through the Lens of Social Justice.” Her presentation explored how language inequality mirrors social injustice, using Alphonse Daudet’s “The Last Lesson” as a metaphor for linguistic suppression. Drawing on comparative insights from India and Indonesia, she discussed how dominant languages often marginalize indigenous tongues, citing UNESCO’s Atlas of Endangered Languages to highlight the decline of Miju, Digaru, Betawi and Lampung. Dr Guleria examined policy initiatives such as India’s NEP 2020, Foundational Literacy and Numeracy (FLN), and Ek Bharat Shreshtha Bharat (EBSB), which advocate mother-tongue-based multilingual education, alongside Indonesia’s similar efforts to balance unity and linguistic diversity. Dr. Guleria highlighted how the Alpha Teachers of the Department of Education organized “EduCarnival,” an educational expo aimed at promoting cultural exchange under the Ek Bharat, Shreshtha Bharat (EBSB) initiative. She further shared that the Alpha Teachers also presented a theatrical adaptation of Alphonse Daudet’s “The Last Lesson” to promote multilingualism and the importance of native languages. Dr. Guleria emphasized that such creative academic initiatives offer innovative ways to address the challenges of multilingualism by transforming awareness into meaningful educational practice. She also presented Chitkara University’s research on CLIL (Content and Language Integrated Learning) as an inclusive pedagogical approach that integrates multiple languages within subject teaching. Concluding with the reflection, “Every time we stop speaking our mother tongue, we are writing our own ‘last lesson.’ Language justice means keeping those lessons alive,” Dr Guleria’s talk resonated deeply with participants and strengthened ongoing research on language, culture and educational equity.



“Ek Bharat, Shreshtha Bharat”

- Its objective is to promote cultural integration and mutual understanding among the different states and union territories of the country.
- Under this program, states are paired with one another to exchange their culture, language, traditions, and way of life.
- To promote cultural exchange through digital interaction, the Sangam App is used.

Dr. Sangeeta Pant
Certificate of Achievement
National Edu Trust of India

11th October 2025



AWARDED BY
THE NATIONAL EDUTRUST OF INDIA



Dr. Sangeeta Pant
Dean, Department of Education

Best Principal for Academic Excellence

A visionary leader whose commitment to transformative education and pursuit of academic brilliance set benchmarks of excellence in higher education!



Ms Vismaad Kaur

Certificate of Achievement

National Edu Trust of India

11th October 2025



Dr Vani Parwez

Certificate of Achievement

National Edu Trust of India

11th October 2025



Dr. Vani Parwez invited as the Resource Person by the British University of Bahrain



The Department of Education and Chitkara School of Psychology and Counselling is proud to share that Dr. Vani Parwez, Associate Dean, for both the departments was invited as a resource person by the British University of Bahrain in partnership with the University of Salford Manchester, to conduct a workshop on Crafting Your Professional Identity for the undergraduate students of the BSc (Hons) Psychology. Her workshop was much appreciated by the students and faculties, and she also opened avenues of various collaborations. The certificate of appreciation received by her was an honor as it was duly signed by His Excellency.



Dr. Sukhjit Singh, Assistant Professor, Department of Education Visiting Foreign Scientist' to Abai Kazakh National Pedagogical University 15th to 17th October 2025



The visit to Almaty, Kazakhstan as a 'Visiting Foreign Scientist' to Abai Kazakh National Pedagogical University by Dr. Puneet Sandhu, Assistant Professor, Deptt of Education & CSCP, and Dr. Sukhjit Singh, Assistant Professor, Deptt of Education, was an enlightening experience that allowed them to understand the trends of research being taken up by the university. At the outset of the visit, they joined the 'World Inclusion Congress' from October 15 – 17, 2025, wherein they made a presentation on 'Inclusive Education Policy and Best Practices from the Indian Perspective'. The remainder of the visit focused on research interactions with the faculty and research scholars of Psychology and Education and Special Pedagogy. The sessions were marked by presentations on "Features of Psychological Service in Penitentiary Institutions" and "Psychological Programs for the diagnosis of abilities and giftedness of school children," which were given by the faculty from Abai University. During the sessions with the 1st-year and 2nd-year doctoral students, the selection of research approaches and ethics of counseling were discussed by Dr. Puneet, while discussions on inclusive education and mixed methods research were taken up by Dr. Sukhjit Singh. Overall, it was a fruitful visit with opportunities for further collaboration.



Dr Ankit Kumar

Certificate of Excellence in Reviewing

Asian Journal of Education and Social Studies

Certificate No: PRAJESS146575ANK
Academic Year: 2025-2026

Asian Journal of Education and Social Studies

Certificate of Excellence in Reviewing

awarded to

ANKIT KUMAR

CHITKARA UNIVERSITY, PUNJAB, INDIA

in recognition of an outstanding contribution to the quality of the journal.

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Chief Managing Editor

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UK: Third Floor, 207 Regent Street, London, W1B 3HH, UK. Fax: +44 20-3031-1429

Dr. Anu Puri

Certificate of Presentation

Doctoral Consortium (CUDC-2025)

10th-11th November 2025

DOE/CER-2025/10/244



Doctoral Consortium (CUDC-2025)
10th – 11th November, 2025
(An International Doctoral Consortium)

CERTIFICATE OF PRESENTATION

This is to certify that

Anu Puri

from Research Scholar, Department of Education

Chitkara University, Punjab

has presented a research paper titled

Balancing Minds and Work A Narrative Review of Mental Well Being and
Job Satisfaction among Teachers from Higher Education Institutions

under the **Track 3: Education** at Doctoral Consortium (CUDC-2025)

organized by Chitkara University, Punjab, India.

Dr. Amit Mittal
Director CUDC-2025

Dr. Urvashi Tandon
Convener CUDC-2025

Dr. Sridhar Manohar
Convener CUDC-2025

Dr. Parul Sood
Track Coordinator CUDC-2025





Dr Parul Sood

Certificate of Appreciation

NEP Orientation and Sensitization Programme

Malaviya Mission Teacher Training Programme

14th November 2025



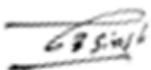
University Grants Commission

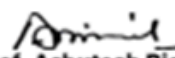
NEP Orientation and Sensitization Programme

CERTIFICATE OF APPRECIATION

This is to certify and appreciate that Dr. Parul Sood from Chitkara University, Punjab has

Conducted a session in the 16th NEP Orientation and Sensitization Programme of the academic year 2025-2026 on the theme Information and Communication Technology on 14 November 2025 from 2.30 p.m. to 4.00 p.m. under the University Grants Commission (UGC) - Malaviya Mission Teacher Training Center (MMTTC), Organized by the Department of Education (CASE), The Maharaja Sayajirao University of Baroda, Vadodara in collaboration with Raja Balwant Singh College, Agra (Dr. B.R. Ambedkar University, Agra)


Prof. Dr. Basant Bahadur Singh
Convener
Head, Department of Education
Raja Balwant Singh College, Agra


Prof. Ashutosh Biswal
Director, UGC- MMTTC- MSU
Dean - Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda

Dr Pooja Singh
Certificate of Appreciation
Three Days SDP on Holistic Development of
Young Mind:
Bridging Inner Balance with Social Confidence
18th November 2025



CERTIFICATE OF APPRECIATION

This to certify that

Dr. Pooja Singh
Assistant Professor

from Department of Education has contributed as a **Resource Person** in an expert talk for **"Three Days SDP on Holistic Development of Young Minds: Bridging Inner Balance with Social Confidence"** on 18th – 20th November, 2025 organized by Department of Applied Sciences, CUIET, in collaboration with ISTE.



Dr. Mohit Kumar Kakkar
Professor & Dean



RESEARCH PUBLICATION BY FACULTY & RESEARCH SCHOLARS



Research Papers Published in 2025

Department of Education

Sr. No	Author	Title	Published at	Category of Journals
1	1. Dr Sukhjot Singh 2. Dr Pooja Singh 3. Dr Vismaad Kaur	Understanding ChatGPT Adoption among Higher Education Students in Punjab, India: An Application of UTAUT2 Model	Published in Web of Science Journal, Innoeduca, Vol. 11, No.1., June 2025	Web of Science/Scopus
2	Dr Sangeeta Pant	Effectiveness of adaptive mobile-assisted language learning (MALL) for EFL vocabulary acquisition among undergraduate students. International Journal of Environmental Sciences	Garg, B., & Pant, S. (2025). , 11(18s), 2223. https://theaspd.com/index.php	Scopus
3	Dr Sangeeta Pant	Construction and standardization of an achievement test for English language skills of elementary level students.	Garg, B., & Pant, S. (2025). TPM, 32(S9), 1750. https://www.tpmap.org/	Scopus
4	1. Dr Sukhjot Singh 2. Ms. Vismaad Kaur 3. Dr Sangeeta Pant 4. Dr Pooja Singh 5. Dr Parul Sood	Integration of digital resources in research work by Indian Higher Education teachers: PLS-SEM analysis. Journal of e-Learning and Knowledge Society	Singh, S., Singh, P., Kaur, V., Sood, P., & Pant, S. (2024). , 20(3), 56-70. Indexed in Scopus	Scopus

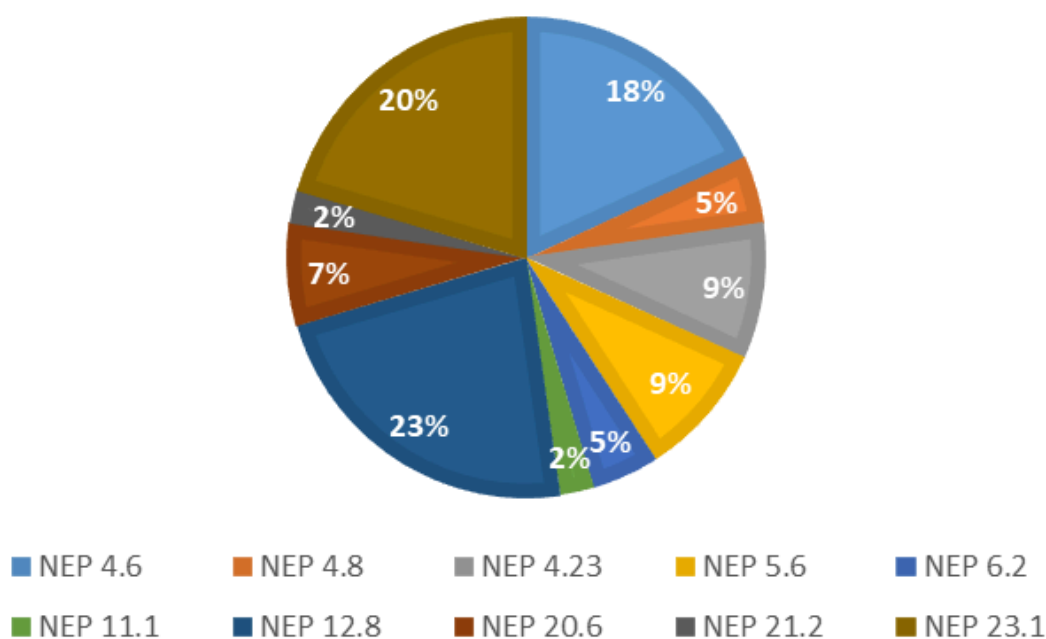
5	Dr Vani Parwez	Investigating the Influence of Project-Based Learning on Beliefs About Global Warming in Relation to Academic Achievement",	International Journal of Environmental Sciences	Scopus
6	Dr JyotikaGuleria	Development and demonstration of a structured lesson plan: Enhancing poetry instruction	International Journal of Environmental Sciences, 11(6), 2025 https://doi.org/10.64252/711zn b89	Scopus
7	1.Dr Sangeeta Pant 2. Dr Vani Parwez 3. Dr JyotikaGuleria	Dictogloss: A cooperative approach to enhance listening, speaking, reading and w	Lex Localis – Journal of Local Self-Government, 23(S4), 2128–2132, 2025 https://doi.org/10.52152/arhthm 433	Scopus
8	1. Dr Sangeeta Pant 2. Dr JyotikaGuleria 3. Dr Vani Parwez	Enhancing Mathematics learning ThroughCLIL:A Comparative Study	The international Journal Of Indian Psychology, ISSN2348-5396,Vol 13,Issue 4,Oct -Dec 2025	Non Scopus
9	Dr Pooja Singh	Analysing Film Characters in the Psychology Classroom to Enhance Student Engagement	Published in International Journal of Indian Psychology, Vol. 13, Issue 1, Jan-March, 2025	Non Scopus

10	1. Dr Sangeeta Pant 2. Dr JyotikaGuleria 3. Dr Vani Parwez	Intervention of CLIL Approach on Academic Language Development in Science and Mathematics	Human Technologies and quality of education ,83rd International scientific conference of the universityof Latvia, 55-73, 2025. Proceedings of Scientific Papers https://doi.org/10.22364/htqe.2025	Non Scopus
11	Shreya Sharma Dr JyotikaGuleria	Text vs. comics: An action research on prose comprehension.	Journal of Education, Society and Behavioural Science, 38(3), 45–52, 2025 https://doi.org/10.9734/jesbs/2025/v38i31387	Non Scopus
12	Dr Vani Parwez	Comparative Study of Students' Perception and Challenges of Online Education at Government and Private Secondary Schools	SN Journal of Social Sciences	Non Scopus

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

Section wise Compliance of New Education Policy (NEP) 2020

NEP ALLIANCE OCTOBER-DECEMBER 2025



Interpretation:

NEP 2020 aims at strengthening the Indian education system through holistic, multidisciplinary, and experiential approaches. During October-December 2025, the Department of Education carried out activities aligned with 10 areas of NEP 2020. The chart reflects the percentage-wise attainment of these recommendations.

NEP 4.6 – 8%: Focused on strengthening experiential pedagogy and innovative teaching methods to enhance practical learning experiences.

NEP 4.8 – 2%: Emphasized inclusive education and equitable learning opportunities for all students.

NEP 4.23 – 4%: Targeted teacher professional development and capacity-building programs.

NEP 5.6 – 4%: Promoted foundational skill development, including literacy and numeracy enhancement.

NEP 6.20 – 2%: Encouraged integration of technology and digital learning in classrooms.

NEP 11.1 – 1%: Supported research, innovation, and knowledge dissemination practices.

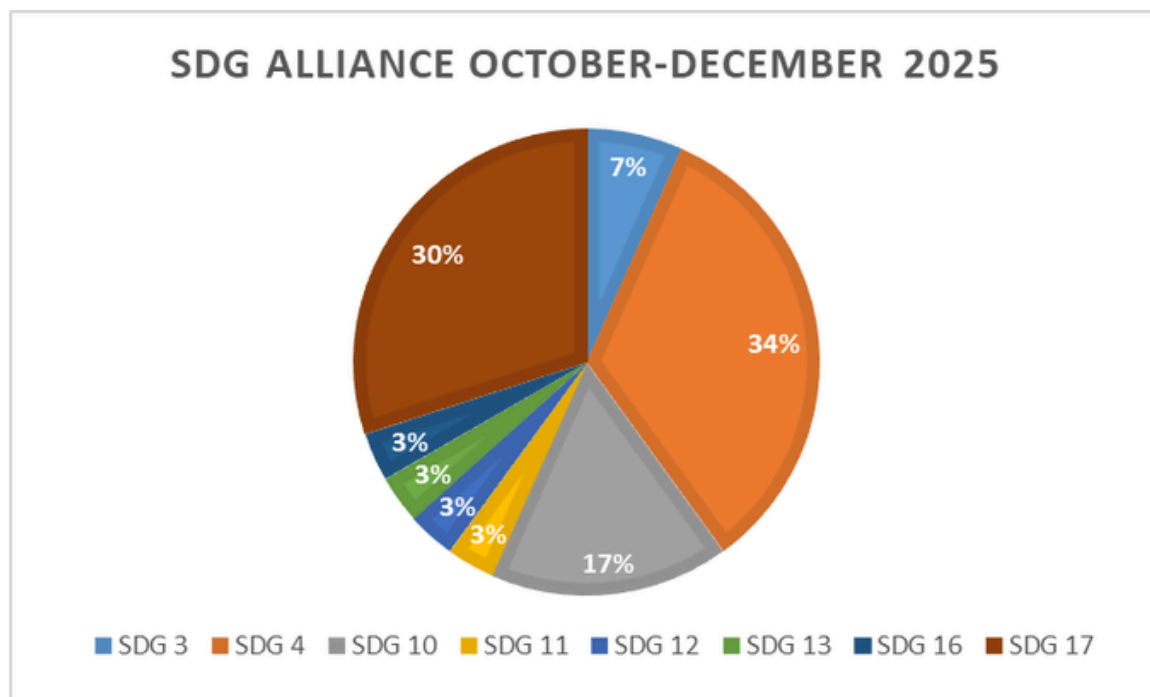
NEP 12.8 – 10%: Concentrated on multidisciplinary learning, skill development, and real-world application of knowledge.

NEP 20.6 – 3%: Emphasized community engagement, social responsibility, and student participation in societal initiatives.

NEP 21.2 – 1%: Focused on policy-level advocacy, institutional reforms, and alignment with national priorities.

NEP 23.1 – 9%: Fostered collaborative projects, international linkages, and enhancement of global competencies.

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



The Department of Education (DOE) continues to prioritize the vision of the Sustainable Development Goals (SDGs), with a particular focus on SDG 4: Quality Education. All academic, curricular, and co-curricular activities planned and implemented during July–September 2025 reflect the department’s commitment to fostering high-quality, inclusive, and equitable learning environments.

In addition to SDG 4, the DOE actively integrates other relevant SDGs to ensure holistic institutional development. The alignment of departmental activities with the SDGs during the quarter is reflected in the following observations:

- (i) 34% of the activities conducted in the months of October–December 2025 focused on achieving SDG 4 i.e. Quality Education.
- (ii) 30% of the activities focused on achieving SDG 17 i.e. Partnerships for the Goals.
- (iii) 17% of the activities focused on achieving SDG 10 i.e. Reduced Inequalities
- (iv) 7% of the activities focused on achieving SDG 3 i.e. Good Health and Well-being
- (v) 3% of the activities focused on achieving SDG 13 i.e. Climate Action, SDG 16 i.e. Peace, Justice and Strong Institutions, SDG 11 i.e. Sustainable Cities and Communities, and SDG 12 i.e. Responsible Consumption and Production.

Overall, the DOE’s activities demonstrate a strong commitment to integrating multiple SDGs, ensuring a holistic approach to education that supports student development, institutional growth, and societal well-being.



University Campus

CHITKARA UNIVERSITY, PUNJAB

Chandigarh-Patiala National Highway (NH-64)

Punjab- 140 401, India