

SDG 17: PARTNERSHIP FOR THE GOALS

Progress Report 2023–2024

MANAV RACHNA UNIVERSITY

Established wide Haryana state Legislature Act
No 26 of 2014 & under section 2(f) of UGC 1956



**Strengthen the Means of
Implementation and Revitalize
the Global Partnership for
Sustainable Development**



PREAMBLE

WE, THE FACULTY, STAFF, AND STUDENTS OF MANAV RACHNA UNIVERSITY, recognizing that the complexity and scale of the Sustainable Development Goals cannot be met by any single entity, hereby affirm our foundational commitment to the objectives of the United Nations Sustainable Development Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

WHEREAS achieving the 2030 Agenda requires a vigorous global partnership built on the principles of cooperation, shared goals, and mobilizing resources across government, private sector, academic, and civil society boundaries;

WHEREAS the institution proactively mobilizes financial resources for sustainable development, exemplified by the crucial role of the Dr. O.P. Bhalla Foundation in directing funds toward education, health, and poverty alleviation initiatives (SDG 1, 3, 4);

WHEREAS we actively engage in international academic and research partnerships, facilitating the transfer of knowledge, promoting collaborative research, and enhancing our institutional capacity to adopt and share best practices in technology and education worldwide;

WHEREAS our entire spectrum of SDG work—from the Ek Mutthi Daan program to strategic collaborations with NGOs and government agencies—is rooted in the conviction that multi-stakeholder partnerships are the most effective means to drive integrated, sustainable, and scalable solutions for global challenges;

NOW, THEREFORE, BE IT RESOLVED that Manav Rachna University shall continue to vigorously seek, nurture, and expand inclusive partnerships at the local, national, and global levels; commit to sharing its data, expertise, and innovative solutions; and dedicate itself to serving as a resilient and reliable partner in the collective effort to achieve the Sustainable Development Goals in their entirety by 2030.

1. Global Context

Sustainable Development Goal 17 (Partnerships for the Goals) emphasizes that achieving the 2030 Agenda requires collective action, resource mobilization, and multi-stakeholder collaboration at local, national, and global levels.

Its targets include:

- Mobilizing financial resources for sustainable development.
- Enhancing technology transfer and innovation.
- Promoting fair trade and market access for developing countries.
- Capacity building in low- and middle-income nations.
- Strengthening data, monitoring, and accountability frameworks.

The global community recognizes that none of the SDGs can be achieved in isolation; partnerships among governments, academia, private sector, and civil society are essential for progress.

1.1 Relevance to Higher Education & MRU's Mission

Higher Education Institutions (HEIs) like MRU play a pivotal role in advancing SDG 17 by:

- Building collaborations with international universities, NGOs, and industries.
- Fostering interdisciplinary research through joint projects.
- Providing platforms for students and faculty to engage in cross-border exchange of knowledge and culture.
- Developing public-private partnerships to scale innovations and community solutions.

At MRU, partnerships are central to its mission of fostering global citizenship and outcome-based education. Collaborations ensure knowledge sharing, innovation, and skill-building that extend MRU's impact beyond the classroom to society and industry.

1.2 University Vision and Commitments

MRU is committed to strengthening partnerships that promote innovation, inclusivity, and sustainability. Its vision includes:

- Establishing collaborations that connect academic learning with industry needs.
- Promoting student/faculty exchange with global universities.
- Partnering with NGOs and government agencies to create sustainable community impact.

- Sharing knowledge and resources with local institutions for collective growth.
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1.3 Policy Alignment and Institutional Values

MRU's policies emphasize:

- **Global academic cooperation** – through MoUs with international institutions.
 - **Industry partnerships** – to enhance skill-based training and employability.
 - **Community collaborations** – with NGOs for social outreach and sustainability programs.
 - **Ethical and inclusive values** – ensuring that all partnerships are grounded in transparency and social responsibility.
-

1.4 Key Administrative/Academic Units Involved

- **Office of International Affairs & Higher Education Engagements (OIAHEE):** Facilitates global collaborations, MoUs, and exchange programs.
 - **Institution's Innovation Council (IIC):** Builds industry-academia partnerships for innovation.
 - **Centre for Social Responsibility & Community Engagement:** Connects with NGOs and community-based organizations.
 - **Corporate Resource Centre (CRC):** Enhances industry linkages for internships, placements, and training.
 - **Research & Development Cell:** Coordinates interdisciplinary and collaborative research.
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2. Key Initiatives and Achievements



2.1 Academic Integration

- Integration of partnership-based learning into entrepreneurship and research courses.
- Case studies on global cooperation introduced in International Business and Policy courses.

Collaborations

Visit to AIC IIT, Sonipat

The School of Management & Commerce, in collaboration with the Innovation & Entrepreneurship Club, organized an incubator visit to AIC-IIT Delhi, Sonipat on April 25, 2024, with 40 participants from BBA, MBA, and the Pre-Incubation Unit. The visit aimed to help students understand the startup ecosystem, its challenges, and growth opportunities. Students attended an opening session by a mentor who explained the role of AIC in driving innovation and supporting entrepreneurs. They also participated in a Business Model Canvas activity using the SCAMPER technique, working in teams to present innovative business ideas. The activity was well-received, and students gained practical insights into entrepreneurship and startup culture. Overall, the visit successfully enhanced students' entrepreneurial mindset and readiness.



Visit to Shiv Nadar University

Students from the Department of Sciences, Manav Rachna University visited ChemCareers INDIA 2024 on 12th September 2024 at Shiv Nadar University, Greater



Noida. Organized by the Royal Society of Chemistry (RSC), the event served as a platform to explore career opportunities, industry trends, and advancements in chemical sciences. The inaugural session featured inspiring talks by RSC experts and academic leaders, highlighting the role of chemistry in solving global challenges. Sessions focused on career pathways, industry readiness skills, and research opportunities in academia and industry. Students found the event highly informative and inspiring, with valuable networking and career guidance. Overall, the visit proved to be a transformative learning experience, equipping students with insights and skills for their future in chemical sciences.

Community & Global Projects

- **MoUs signed with 20+ institutions (2023–24):** Covering student exchange, joint research, and faculty collaborations.
- **Joint Research Initiatives:** Collaborative projects with ICT Academy, NITI Aayog, and industry partners.
- **Global Student Exchange Programs:** Students participated in cross-cultural and academic exchanges with partner universities.

Capacity Building & Engagement

- **Workshops on International Collaboration (Nov 2023):** Faculty training on writing proposals for global funding agencies.
- **Industry-Academia Conclaves:** Networking forums connecting students, faculty, and industry leaders.

Student & Faculty Projects

Collaborative student projects with partner universities on **AI in healthcare, sustainable agriculture, and renewable energy solutions.**

Faculty joint publications with international collaborators.

Visit to Angels Public School for SDG Awareness

Title: Visit to Angels Public School for SDG Awareness

Date: October 20, 2023

Purpose:

The aim of the MRCPS volunteer-led visit to Angels Public School on October 20, was to in still awareness and understanding of sustainability among students through interactive activities and poster creation.

About the event:

On October 20, volunteers from Manav Rachna Centre for Peace and Sustainability (MRCPS) orchestrated an impactful visit to Angels Public School in New Delhi as part of their "Education for Sustainability" (ESDP) project. The primary objective was to impart valuable insights about sustainability to the students, fostering a sense of environmental consciousness and responsibility. The volunteers engaged the students in a series of interactive activities designed to enhance their understanding of sustainable practices.

During the visit, the participating students were actively involved in hands-on activities, contributing to the creation of informative posters that encapsulated key aspects of sustainability. This hands-on approach not only facilitated a dynamic learning experience but also empowered the students to visually express their newfound knowledge. The collaborative effort in making posters became a platform for students to absorb practical lessons about sustainable living, reinforcing the importance of responsible choices and environmental stewardship.

The MRCPS volunteers played a pivotal role in facilitating an enriching educational experience at Angels Public School, underscoring the organization's commitment to promoting sustainability through hands-on engagement and interactive learning. The visit left a lasting impact on both the volunteers and the students, emphasizing the significance of education for sustainability in shaping conscientious future leaders.



School Visit for SDG Awareness

Title: MSC School Visit for SDG Awareness

Date: January 18, 2024

Venue: MSC school Anangpur Village, Faridabad

Manav Rachna Centre for Peace and Sustainability recently organized a visit to Anangpur Village MSC School as part of their Education for Sustainability Program (ESDP). Dr. Pooja led an insightful session for the students, focusing on sustainable development principles.

As part of this initiative, sustainably made notebooks were distributed, emphasizing the importance of eco-friendly practices in everyday life. The session aimed to instill a sense of responsibility for the environment among the students, promoting a holistic understanding of sustainability. Student heads Diya and Ipshita efficiently coordinated the event, ensuring its smooth execution.









School Visit for SDG Awareness

Title: Visit to MSC Public School for SDG Awareness

Date: February 1, 2024

Venue: MSC school Anangpur Village, Faridabad

Manav Rachna Centre for Peace and Sustainability recently organized a visit to Anangpur Village MSC School as part of their Education for Sustainability Development Program (ESDP).

Ms. Yashita and Ms. Avni led an insightful session for the students, focusing on sustainable development principles. As part of this initiative, prizes were distributed, emphasizing the importance of eco-friendly practices in everyday life. The session aimed to instill a sense of responsibility for the environment among the students, promoting a holistic understanding of sustainability.

Student heads Akshita and Chetna efficiently coordinated the event, ensuring its smooth execution. The enthusiastic participation of the school students reflected their engagement and receptiveness to the crucial information shared during the sessions.

The success of the visit was made possible by the meticulous planning and coordination of Ms. Avni, who orchestrated the entire event. Overall, the event aimed to sensitize students

about the importance of sustainable development from an early age, laying the foundation for informed and responsible citizenship.



Glimpses of the event:





DSW ISR

EVENT REPORT

Title: Project Khushi Visit

Date: October 12, 2023

Venue: Pacific Mall

No. of participants: 150

No. of volunteers: 5

Purpose of the event:

The primary aim of 'Project Khushi' by Manav Rachna Centre for Peace and Sustainability is to promote mental well-being and happiness, aligning with the United Nations Sustainable Development Goal 3 – Good Health and Well-being.



About the Event:

Manav Rachna Centre for Peace and Sustainability's 'Project Khushi' stands out as a dedicated effort to contribute towards achieving United Nations Sustainable Development Goal 3 (SDG 3) – Good Health and Well-being. The Sadbhav team, in organizing heartening interactions at Pacific Mall, prioritized mental health discussions, thereby promoting a holistic approach to well-being. By addressing mental health concerns openly and spreading joy through smiles and hugs, the initiative actively supports the overarching goal of ensuring healthy lives and well-being for individuals within the community.

This intentional focus on SDG 3 underscores the organization's commitment to making a positive impact on public health, recognizing that mental well-being is a crucial component of overall health. 'Project Khushi' serves as a beacon, demonstrating how local initiatives can align with global sustainable development objectives. By fostering awareness and empathy around mental health, Manav Rachna Centre for Peace and Sustainability exemplifies how grassroots efforts contribute significantly to building a healthier and more resilient society, in line with the principles of SDG 3.

In conclusion, 'Project Khushi' not only spreads happiness but also plays a vital role in advancing the broader global agenda for health and well-being. Through this initiative, Manav Rachna Centre for Peace and Sustainability showcases the transformative power of community-driven actions in addressing specific Sustainable Development Goals, paving the way for a healthier and more connected world.



Spreading Happiness by students in Pacific Mall

WORKSHOPS & TRAININGS

CDSL SEMINAR

School of Management and Commerce in association with Central Depository Services Limited (CDSL) organized a workshop focusing on the fundamentals of investments and depository services on 25th April 2024 at IG03. The workshop aimed to educate students about the importance of investing wisely and utilizing depository services effectively. The session was taken by **Dr. Shikha Gupta, SMART Trainer SEBI**. The sessions were organised and coordinated by **Dr. Rashi Banerji**, Assistant Professor, SMC, MRU, and a total of **100 Bachelor of Business Administration** students benefitted from the session. **Dr. Parul Jhajharia**, Dean, SMC welcomed and felicitated the guest with a planter.

The workshop addressed following topics:

- Introduction to Investments
- Understanding Different Investment Avenues
- Role of Depository Services in Investments
- Benefits of Depository Services
- Practical Demonstrations and Case Studies

The workshop commenced with an introduction to the basics of investments, including the significance of financial planning and the different types of investment options available in the market. Participants gained insights into various investment avenues such as stocks, bonds, mutual funds, and other financial instruments.

A significant portion of the workshop was dedicated to elucidating the role of depository services in modern investment practices. The facilitators elaborated on how depository services streamline the process of buying, selling, and holding securities electronically, thus eliminating the need for physical certificates and enhancing efficiency and security in transactions.

The workshop concluded with an interactive Q&A session, allowing participants to seek clarification on any doubts or queries they had regarding investments and depository services. The CDSL workshop on the basics of investments and depository services provided attendees with valuable knowledge and insights essential for making informed investment decisions. By demystifying complex financial concepts and emphasizing the importance of leveraging depository services, the workshop contributed to empowering students to navigate the world of investments with confidence and competence.



Event Name: Visit to Old Faridabad Railway Station

Name of the Event: Visit to Old Faridabad Railway Station

Date: 8th November 2023

The ISR team under Student Welfare at Manav Rachna University organized an insightful and impactful visit to the Old Faridabad Railway Station with the objective of assessing the cleanliness conditions and contributing towards sustainable development. The team was accompanied by respective faculty members, whose guidance and support added depth to the initiative, ensuring that it was conducted in an organized and purposeful manner. Upon arrival, the members carried out a thorough examination of the station premises, carefully observing the platforms, waiting areas, and common facilities to identify areas where cleanliness and hygiene required greater attention. During this assessment, the team engaged in meaningful discussions with the station master, who not only shared valuable insights about the challenges faced in maintaining railway facilities but also extended full support by granting permission to initiate a cleanliness drive within the station premises. This collaboration highlighted the importance of administrative cooperation in achieving social impact.

In addition to official discussions, the team interacted directly with passengers to better understand the practical difficulties they encounter regarding cleanliness, both inside trains and at the station. Many passengers expressed concerns about waste management, the lack of awareness among commuters, and the need for regular monitoring of cleanliness activities. These interactions provided the team with real-time perspectives that helped shape a comprehensive understanding of the issue. After a detailed analysis of the collected observations and feedback, the ISR team concluded that immediate action was necessary to promote hygiene and create awareness among the public. With approval from the station master, a cleanliness drive was planned, aiming not only to

clean the premises but also to encourage active participation from passengers, and the community.

staff,

The visit proved to be highly productive, as it emphasized the importance of civic responsibility and sustainable practices. It showcased how academic institutions and their students can play a pivotal role in addressing real-world issues through collective efforts. The initiative also aligned with the broader vision of sustainable development by focusing on environmental care and community well-being. The successful collaboration with the station master, the engagement with passengers, and the detailed on-ground analysis undertaken by the ISR team underscored their commitment to fostering a cleaner and healthier railway environment. The experience was both educational and socially meaningful, leaving the participants motivated to carry forward similar initiatives in the future and inspiring others to contribute towards creating a cleaner and more sustainable society

GLIMPSE OF THE EVENT:





EVENT NAME: SURAJKUND VISIT

Name of the Event: SURAJKUND VISIT

Venue: SURAJKUND MELA

Date: 14TH February 2024

Timings: 12:45 P.M. onwards

On 14th February 2024, the Water Sharks Clan of the Department of Student Welfare, Manav Rachna University, organized a visit to the Surajkund Mela. The event was designed to provide students with both an enjoyable and educational experience, allowing them to explore traditional handicrafts, cultural performances, and the vibrant atmosphere of the mela. It offered students a unique opportunity to connect with India's rich cultural heritage while participating in a lively and interactive environment.

The visit proved to be engaging and memorable for all participants. Students explored colorful handicraft stalls, admired traditional artworks, and enjoyed various cultural performances, which created an atmosphere full of joy, laughter, and a strong sense of community. The experience allowed students to learn about the craftsmanship of different regions, observe the skill and creativity involved in making handicrafts, and gain a deeper appreciation for cultural traditions.

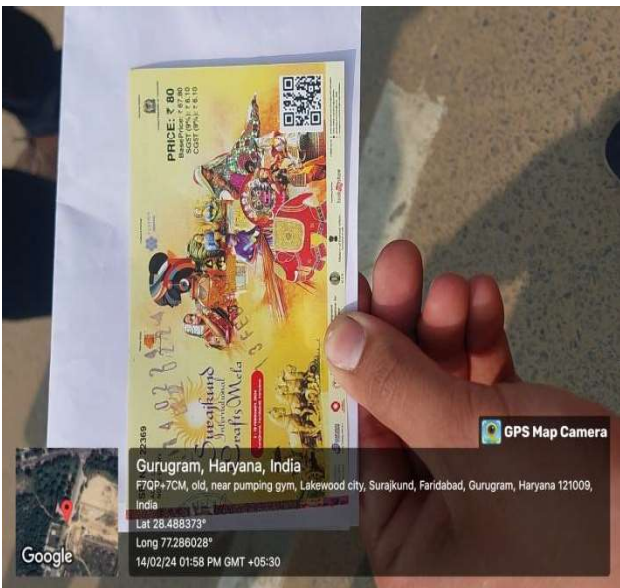
The success of the event was largely attributed to the dedicated efforts of the student council members, volunteers, coordinators, and co-coordinators from all clan groups. They played a crucial role in promoting the event across the campus, particularly through WhatsApp groups, which encouraged active participation from a large number of students. The visit was conducted under the guidance of Dr. Geeta Thakur, Dean of DSW, along with Clan Chief Dr. Chhavi and Vice Clan Chief Ms. Vani, whose leadership ensured that the event was executed smoothly and efficiently.

Overall, the Surajkund Visit was a resounding success, seamlessly combining education, enjoyment, and cultural exposure. Students not only experienced the rich traditions of India but also actively engaged in learning and contributing to sustainable practices. The collaboration between the Water Sharks Clan, the Department of Student Welfare, and all volunteers played a key role in making this event both impactful and memorable for everyone who attended.





GPS Map Camera
 Gurugram, Haryana, India
 F7QP+7CM, old, near pumping gym, Lakewood city, Surajkund, Faridabad, Gurugram, Haryana 121009, India
 Lat 28.487605°
 Long 77.28582°
 14/02/24 02:08 PM GMT +05:30



GPS Map Camera
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REPORT

Event Name:Genesis Fest

Name of the event:Genesis Fest

Date: 21st February 2024

Time: 2:00 PM (Event Start)

Venue: SGT University, Gurgaon

RUDRA, the official dance society of Manav Rachna University, delivered a mesmerizing and energetic performance at Genesis Fest, organized by SGT University, Gurgaon. Teams from various colleges and universities participated to showcase their dancing skills, and RUDRA proudly secured the 3rd position among a highly competitive lineup. This spectacular performance was coordinated by Shevani and Kashni, who ensured that the team was well-prepared and synchronized.

The event was meticulously organized, creating an atmosphere filled with excitement and anticipation. RUDRA's performance unfolded before an eager audience, including students, esteemed faculty members, and distinguished guests. Their act was a beautiful fusion of cultural dances, including Bhangra and Haryanvi styles, which made the team stand out from the rest. The audience responded with genuine appreciation, and the performance received enthusiastic applause and cheers.

The talented ensemble of performers included Kashni, Anmol, Gunthala Ramya, Udit, Dimple, Ranveer, Vardaan, Mann, Bhoomi, Shevani, Ramya Kovvali, Sneha, Kavya, Ishita, Unnati, Yagh, and Muskan. Their choreography was set to a lively medley of songs such as *All the Way Up X Veervaar*, *Case*, *Nandi Ke Beera*, and *Vibe*, which further energized the performance and captivated the audience.

The performance was a wonderful showcase of dance as a medium to express culture, creativity, and storytelling. It was a mesmerizing blend of expressive body language, carefully selected music, and creative prop usage. The execution was impeccable, with each dancer exhibiting mastery over their movements. The synchronization among the performers was flawless, and their precision, grace, and elegance transformed the act into a true work of art.

The event was a resounding success, with freshers performing under the guidance of their coordinators and exuding an infectious energy and positivity that resonated with everyone present. RUDRA's performance not only entertained but also highlighted dance as a powerful form of expression, making Genesis Fest an enriching and memorable experience for all members involved.



GLIMPSES OF THE EVENT



Event Name: Nukkad Natak - Blood Donation

Name of Event: Nukkad Natak – Blood Donation Awareness

Date: 25th August 2024

Time: 10:00 AM onwards

Venue: University Campus, MRU

On 25th August 2024, the Department of Student Welfare at Manav Rachna University organized a Nukkad Natak on Blood Donation Awareness, performed by the students of *Khalbali*. The performance served as a powerful blend of entertainment and education, spreading an impactful message about the life-saving importance of blood donation.

Through real-life scenarios and compelling narratives, the Natak highlighted the urgent need for regular donors, focusing on emergency medical situations and chronic illnesses where blood becomes a lifeline. The students used their acting, dialogue delivery, and expressions to create a moving experience that fostered both empathy and awareness among the audience. The portrayal of struggles faced by those in need of blood was heart-wrenching and inspiring, leaving a lasting impression.

The performance skillfully balanced humor with serious undertones, engaging the audience while ensuring the gravity of the message remained intact. The open-air staging at G Block added to the effectiveness, as passersby also gathered to witness the act, broadening the reach of the campaign. The energy and audience participation throughout created an atmosphere charged with purpose and emotion.

The event concluded on a strong note, with many students pledging support for blood donation. The Nukkad Natak was a resounding success, not only raising awareness but also instilling a sense of responsibility and urgency among the university community to contribute to this noble cause.

GLIMPSES OF THE EVENT:



Event Name : Blood Donation Camp

Name of the Event : Blood Donation Camp

Date : 16th September 2024

Time: 8:30 AM onwards

Venue : Manav Rachna University

The Blood Donation Camp, organized by the Leo Club, MRU, on 16th September 2024, witnessed active participation from students, faculty members, and staff. The camp aimed to promote awareness about the importance of blood donation and contribute to local healthcare facilities.

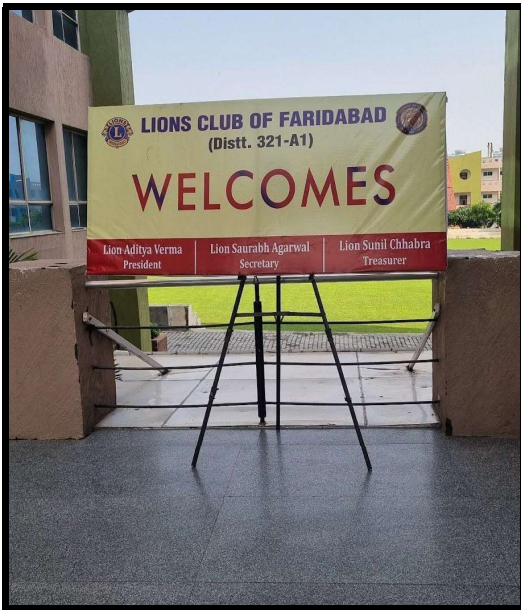
A total of 609 donors participated in the camp, which demonstrated the university's spirit of social responsibility and compassion. A team of 30 volunteers from the Leo Club ensured smooth execution by assisting with registration, guiding donors, coordinating with medical professionals, and distributing refreshments post-donation. The volunteers worked with dedication to create a comfortable and supportive environment for all participants.

The event began with an opening address by the organizers, emphasizing the life-saving impact of blood donation. Throughout the day, donors stepped forward enthusiastically, reflecting their willingness to support the cause. Each donor received a donor card, highlighting their contribution.

The Blood Donation Camp successfully showcased teamwork, humanity, and the importance of giving back to society. The overwhelming participation not only saved countless lives but also inspired the university community to continue supporting such initiatives.



GLIMPSE OF THE EVENT:



A. National Collaborations:



The collaboration with **Surya Prakash Arogya Kendra** focuses on providing accessible healthcare services, preventive health education, and wellness programs. Joint initiatives include free medical camps, health awareness drives, and training sessions on preventive healthcare practices. Students and faculty actively participate in these programs, thereby bridging academic learning with community service and field experience.

Partnership with the **Lions Club**, a nationally recognized service organization, extends the institution's outreach into broader social and health domains. Through this collaboration, several community-centered programs are organized, such as blood donation drives, vision screening camps, cleanliness campaigns, and mental health awareness sessions. These activities strengthen civic engagement, social responsibility, and leadership skills among students and staff.

Together, these collaborations contribute significantly to improving public health outcomes and promoting a culture of service and wellness. They embody the institution's commitment to nation-building through impactful community partnerships, experiential learning, and sustainable health initiatives that directly support the United Nations Sustainable Development Goals.

B. Local Collaborations:

Manav Rachna University has established strategic collaborations with reputed healthcare organizations to strengthen community health outreach, enhance preventive care, and promote clinical research. These partnerships aim to address local and regional health challenges through education, service, and innovation.

The university has partnered with **Amrita Hospital, Sarvodaya Hospital** and **Asian Hospital** to facilitate a wide range of collaborative activities. These include medical camps, preventive health check-ups, awareness drives on communicable and non-communicable diseases, and specialized health services for underprivileged communities. Through these collaborations, students and faculty are actively involved in health education programs, screenings, and joint initiatives on disease prevention and wellness promotion.

The partnerships also serve as platforms for **clinical exposure, internships, and research collaborations**—enabling students from allied health, life sciences, and related disciplines to gain hands-on experience while contributing to societal well-being. Regular seminars, workshops, and health awareness campaigns conducted with these institutions have significantly enhanced community engagement and improved access to quality healthcare services.

The details of the active collaborations of MRU with the respective scope (Annexure I) and copy of Memorandum of Understanding (MoU) agreements (can be accessed by clicking on the entries in the column 'MoU Second Party') have been provided as the evidence documents.

Saksham Cell is a dedicated mental health initiative within our university that aims to create a supportive environment for all students and staff members with a vision of a mentally healthy and supportive university community where every individual feels valued, understood, and empowered.

Mission of Saksham Cell

To provide comprehensive mental health support and foster a culture of well-being through awareness, education, and accessible resources.

Activities Under Saksham Cell

(i) **Session on ‘Emotional Well-Being: Roadmap to Healthy Life’** Student Counselor Committee, Manav Rachna University in collaboration with Department of Applied Psychology, School of Behavioral and Social Sciences, Manav Rachna International Institute of Research and Studies organized Awareness Program on the theme ‘Emotional Well-Being: Roadmap to Healthy Life’ on 28th August 2023 in Mandala, G Block Auditorium. The session intended to promote awareness regarding

the importance of nurturing sound mental health for a healthy personality. Dr. Priyanka Tiwari, Professor and Head of the Department of Applied Psychology, MRIIRS oriented the students about the services available at Monovriti, the counseling and Wellness Centre available at Manav Rachna Campus. The Program was attended by more than four hundred Engineering Students enrolled in Manav Rachna University across all the branches. The session was perceived to be very beneficial by the students in developing their overall psychological well-being. The session was well coordinated by all the members of the Student Counselor Committee, Manav Rachna University.



MANAV RACHNA UNIVERSITY

MANAV RACHNA
विद्ययावतारिणिसभा
MANAV RACHNA UNIVERSITY
Declared as State Private University vide Haryana Act 26 of 2014

STUDENT COUNSELOR COMMITTEE, MANAV RACHNA UNIVERSITY
IN COLLABORATION WITH
DEPARTMENT OF APPLIED PSYCHOLOGY, SCHOOL OF BEHAVIORAL AND SOCIAL
SCIENCES, MRIIRS

Organizes
Awareness Program
On

EMOTIONAL WELL-BEING : ROADMAP TO HEALTHY LIFE

Registration Form Link : <https://forms.gle/orFgiQFPvqdTxgJs6> OR Scan

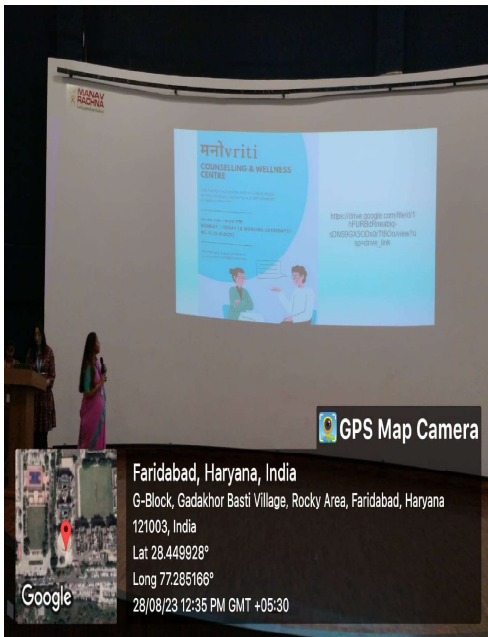


VENUE: MANDALA AUDITORIUM, G BLOCK

28TH AUGUST 2023

TIME 12.10 PM- 1.00 PM

17 PARTNERSHIPS
FOR THE GOALS





(ii) Manav Rachna Centre for Peace & Sustainability (MRCPS):

Manav Rachna Centre is a centre of excellence at Manav Rachna University with the vision to study, educate, conduct training, and promote research in all spheres of Peace & Sustainability and



It organizes workshops, peace talks and campaigns to develop **emotional intelligence, mindfulness, and ethical leadership** among students and faculty.

Details of activities can be found on this link:

<https://manavrachna.edu.in/excellence-centres/cps>

2. Activities undertaken under the MoU

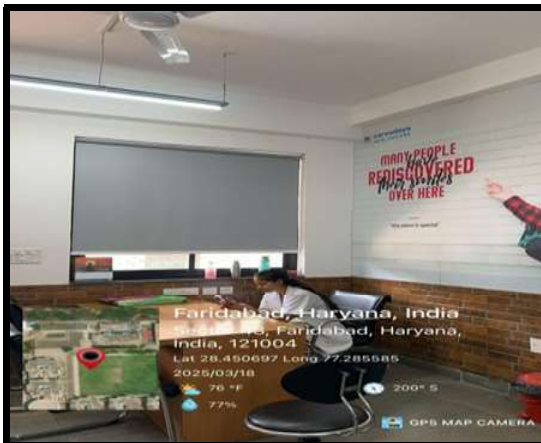
A. Activity under MoU with Amrita Hospital:

SOMC conducted a Hospital visit to **Amrita Hospital** for BBA sem 6th and 4th on 22 Feb 2024 . The total strength of students was 14. The warm welcome was given by Mr Umang and his team who accompanied the students to various important departments of the hospital. Students were given the opportunity to visit critical wards and briefed about significance. They were exposed to different categories based on medical specialty or patient condition, such as medical, surgical, paediatric, or intensive care units (ICUs).



B. Activity under the MoU with Sarvodaya Hospital

A clinic and sick room facility has been created at the Manav Rachna University campus to treat health issues. For critical cases, there is a tie-up with the **Multispecialty Sarvodaya Hospital**. An ambulance stays on the campus 24×7 to ensure quick response in case of critical emergencies. The medical room is located in M Block. Dedicated Medical Staff Person doctor and nurse is available in the Medical Room to attend to medical issues of Faculty and staff members.



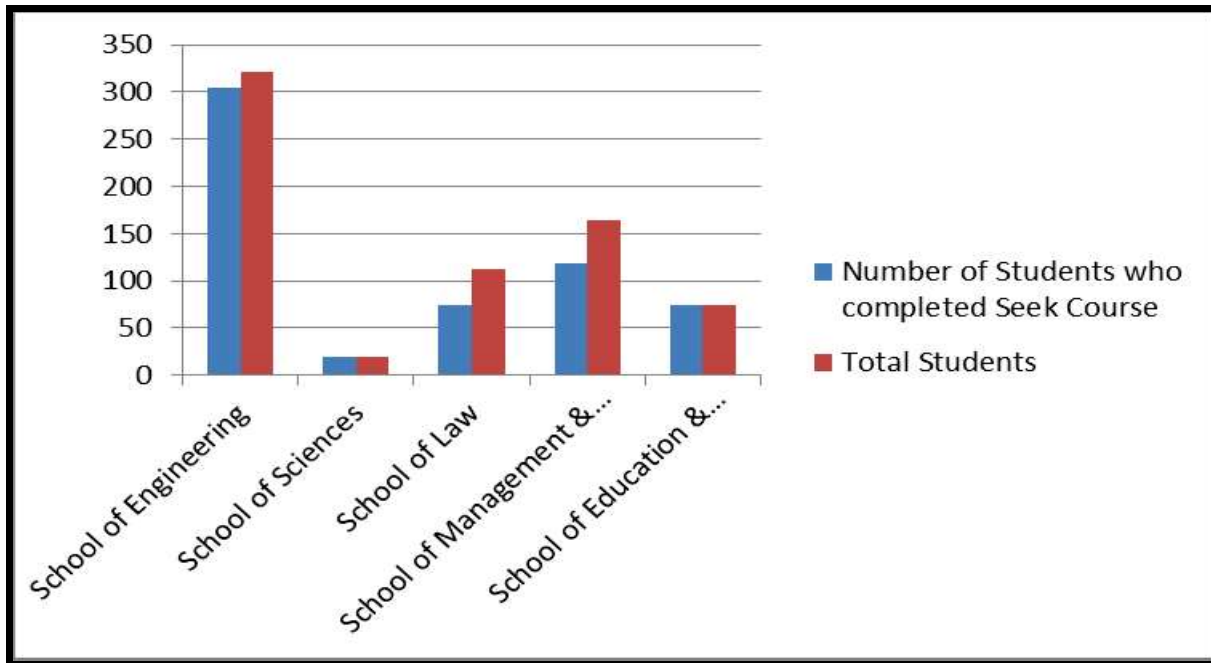
Medical Room M Block

Medical Personnel at Medical Centre

C. Under the MoU with UNESCO MGIEP, 593 students out of 693, from different schools completed SEEK courses.

SEEK COURSES (UNESCO MGIEP)

School	Number of Students who completed Seek Course	Total Students
School of Engineering	304	322
School of Sciences	20	20
School of Law	75	113
School of Management & Commerce	119	164
School of Education & Humanities	75	74
Total	593	693



Certificate of Students:



B. Blood Donation Camp

The one-day Blood Donation Camp, held on September 15, 2023, at I Block on the college campus, was organized by the Leo Club in collaboration with the **Lions Club**.

The Blood Donation Camp is organized annually in memory of the late Dr. OP Bhalla, with the objective of addressing the shortage of blood in hospitals, a challenge exacerbated by the aftermath of the COVID-19 pandemic.

Donate BLOOD

आज का रक्तदाता कल के लिए प्राप्त-कर्ता भी हो सकता है इसलिए रक्तदान जरूर करें।

BLOOD DONATION CAMP
 Friday, 15th Sept., 2023
 8.00 am - 2.00 pm
 Venue: "I-Block"
 Manav Rachna University Campus
 Please Pre-registered Yourself

The Blood Donation Camp saw a tremendous response, with over 800 individuals registering for blood donation. Meticulously planned over the preceding two weeks, the camp also featured activities such as street plays, classroom talks, and registration desks to educate and engage participants.

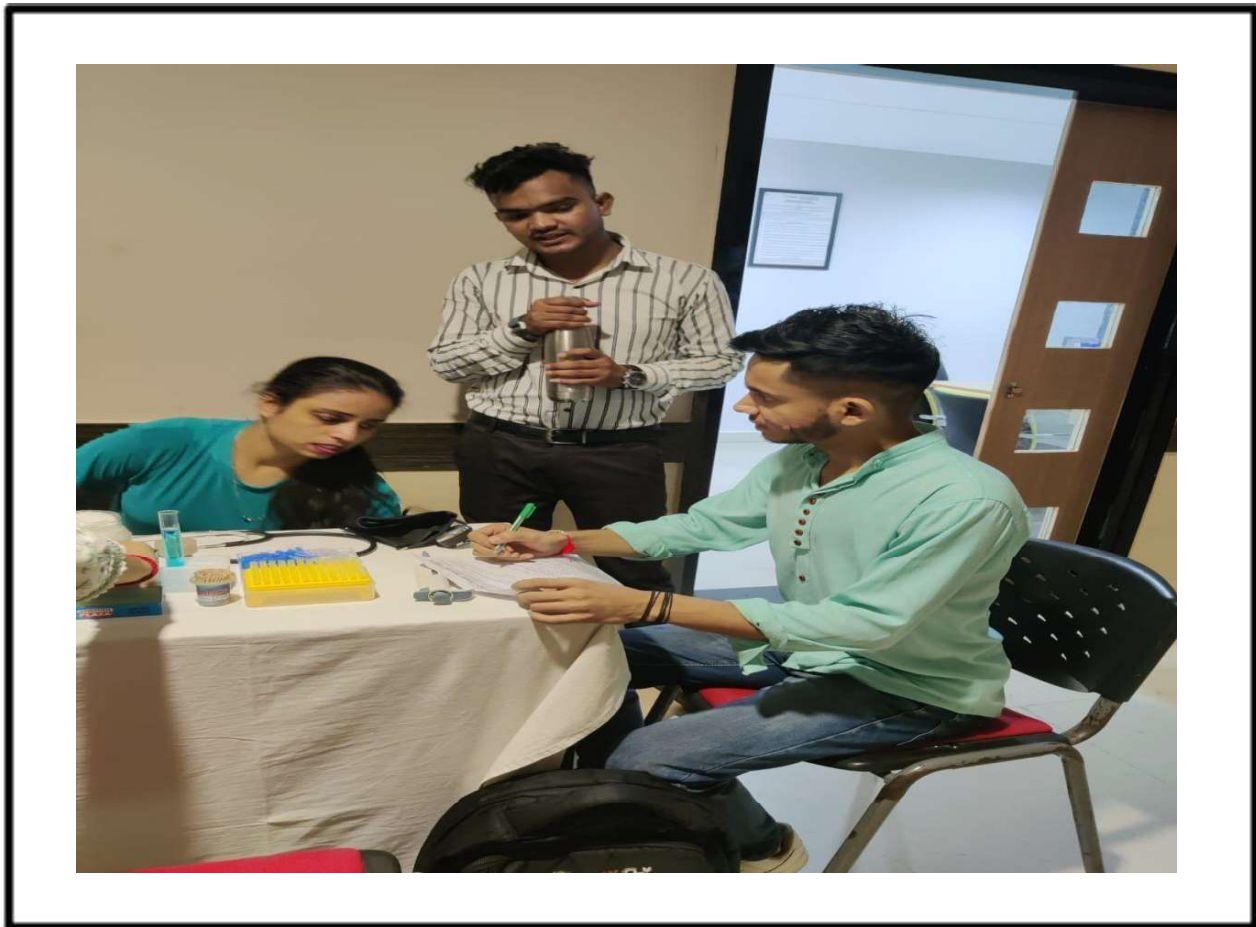
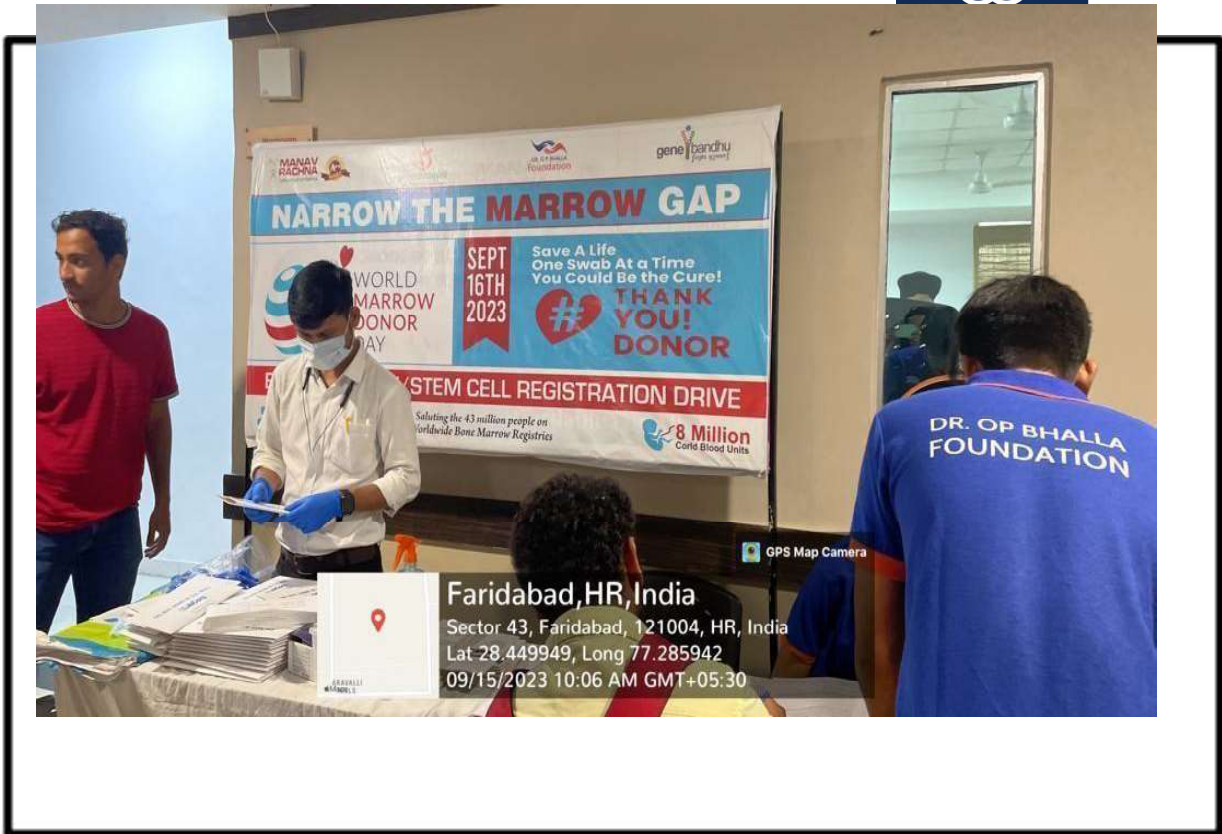
individuals preceding two talks, and

The presence of esteemed guests, including members of the Bhalla Family and Agus Indra Udayana, a nominee for the Padma Shri award, added to the event's significance. Members of the Lions Club attended as chief guests, reinforcing their support for the cause. The event was further bolstered by the generous contributions from the faculty, staff, and students of Manav Rachna University, making it a community-driven initiative.

The Blood Donation Camp had a notable impact on both the university community and society at large. The overwhelming response, with over 800 registrations, demonstrated a heightened awareness of the importance of blood donation among students, faculty, and staff. The participation of the Bhalla Family, Agus Indra Udayana, and members of the Lions Club underscored the event's importance and inspired greater community engagement. By bringing together a diverse group of individuals committed to social welfare, the camp strengthened the bonds within the university and reaffirmed its commitment to serving society.

The successful conduct of the Blood Donation Camp resulted in a significant collection of blood units, which were distributed to hospitals and blood banks in need. This tangible contribution helped alleviate the blood shortage in the region and directly benefited patients requiring transfusions. The event also succeeded in raising awareness about the ongoing demand for blood, motivating many first-time donors to participate. Through activities like street plays and classroom talks, the camp fostered a deeper understanding of the critical role blood donation plays in saving lives. The initiative embodied the values of compassion and social responsibility, reinforcing the university's dedication to upholding the humanitarian vision of Dr. OP Bhalla.

The Blood Donation Camp held on September 15, 2023, was a resounding success, exemplifying the spirit of altruism and community engagement. It brought together students, faculty and external stakeholders to address a pressing societal need, in line with Dr. OP Bhalla's vision of service to humanity. The camp not only contributed to saving lives but also left a lasting impact on participants, inspiring a culture of giving and social responsibility at Manav Rachna University.





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At the World's Largest Meditation Center,
 Kanha Shanti Vanam, Hyderabad, India

GLOBAL SPRITUALITY MAHOTSAV

Title: Global Spirituality Mahotsav, 2024

Date: 14th – 17th March 2024

Venue: Kanha Shanti Vanam, Hyderabad

The Global Spirituality Mahotsav-2024, organized by the Heartfulness Institute in association with the Ministry of Culture, took place at Kanha Shanti Vanam, Hyderabad, Telangana, from 14th to 17th March 2024. The event aimed to celebrate India's spiritual heritage and promote the theme of "From Inner Peace to World Peace."

Kanha Shanti Vanam is a sprawling green oasis spanning over 300 acres, adorned with a million trees and numerous saplings. It serves as an ideal environment for spiritual practices and introspection. The venue includes the world's largest meditation hall, gardens, residential facilities, 4-star hotels, and resorts, accommodating up to 40,000 participants. The Mahotsav's theme, "From Inner Peace to World Peace," emphasized resolving internal conflicts to achieve global harmony. It underscored India's ethos of "Vasudhaiva Kutumbakam," signifying the interconnectedness of humanity.

The Mahotsav featured over 500 spiritual dignitaries and 50 parallel breakout sessions exploring various spiritual traditions, interfaith dialogues, yoga practices, and holistic wellness insights. The event commenced with early morning yoga and meditation sessions, nature walks, and a spiritual walk. Plenaries and wisdom sessions throughout the day delved into diverse aspects of spirituality, offering something enriching for every participant. Participants gained insights from eminent global speakers, fostering a deeper understanding of human consciousness and spiritual paths.

The Mahotsav facilitated cross-cultural dialogue, promoting tolerance, mutual respect, and the idea of a unified global family. Attendees had the opportunity to network with like-minded individuals, forging connections for future collaborations and initiatives in the realm of spirituality and peace-building. The Global Spirituality Mahotsav at Kanha Shanti Vanam was a resounding success, bringing together diverse spiritual traditions, thought leaders, and seekers of inner peace. It served as a beacon of hope and inspiration, reaffirming the timeless message of unity, harmony, and universal love. Cultural programme with music and choreographed performances rooted in India's spiritual traditions was showcased every evening during the Mahotsav.

Notable attendees included:

- 1. Prof. (Dr.) Geeta Thakur, Dean DSW***
- 2. Yamini Atreya, Assistant Professor, SOL, MRU***
- 3. Simran Singh, Assistant Professor, SOL, MRU, representing our college.***

Manav Rachna University (MRU) plays an active role in advancing SDG 17 by fostering international collaboration and building global best practices to address sustainable

development goals. MRU's initiatives include regular guest lectures from international experts, such as Prof. Sheryl Williams, who discuss global perspectives on environmental law, human rights, and sustainability. Sessions like these provide students with comparative insights and deepen their understanding of SDG issues from an international lens.

Additionally, MRU's international internships and immersion programs, including trips to Singapore and Dubai, offer students practical, culturally immersive experiences. These programs enhance students' cross-cultural skills and understanding of global sustainability practices. MRU also collaborates on international research projects, such as with Pohang Accelerator Laboratory in South Korea, providing hands-on training in advanced technologies relevant to sustainable development. Through these efforts, MRU aligns its educational framework with SDG 17.2.4, strengthening local and global capacities for achieving sustainable development goals

Activities-

1. Guest Lectures By International Academic Partners/International Institutes

Interactive Session with Prof. Sheryl Williams from Loughborough University, UK

As part of the Quality Month Celebration, MRU hosted an insightful interactive session featuring Prof. Sheryl Williams from Loughborough University, UK. The session provided students with valuable insights into the essential creative skills required for the future workforce while also exploring key academic opportunities at Loughborough University.

Session Overview:

Prof. Sheryl Williams delved into various aspects of engineering career pathways, highlighting

opportunities in robotics, artificial intelligence (AI), sustainability, and human-machine collaboration. She shared valuable guidance on preparing for global engineering programs and postgraduate studies in engineering and technology at Loughborough University.

A key focus of the session was an introduction to the School of Mechanical, Electrical, and Manufacturing Engineering at Loughborough University, renowned for its cutting-edge research and strong industry collaborations. Prof. Williams elaborated on the entry requirements and benefits of pursuing advanced degrees in engineering, design, and technology at LU.

Additionally, the session emphasized the Industry 5.0 concept, which envisions a human-centric future of AI and robotics collaboration to create sustainable and personalized solutions.

The discussion illustrated how Loughborough University integrates engineering, design, and sustainability into its programs, ensuring that students are well-equipped to thrive in emerging fields.

Key Highlights of the Session:

Career Pathways in Engineering: An in-depth exploration of career opportunities in robotics, AI, sustainability, and human-machine collaboration.

Preparing for Global Engineering Programs: Strategies for students

to pursue international engineering careers.

Entry Requirements for Postgraduate Programs: Essential guidance on applying for advanced degrees in engineering, design, and technology at Loughborough University. School of Mechanical, Electrical, and Manufacturing Engineering at LU: Introduction to one of the UK's leading engineering schools with a strong focus on research and industry partnerships.

Industry 5.0: Insights into the future of AI and robotics, emphasizing human-centric, sustainable, and innovative solutions.

Conclusion:

The interactive session with Prof. Sheryl Williams was an enlightening experience for students and faculty, offering a comprehensive understanding of global career pathways in engineering. The event successfully reinforced the significance of creative skills, innovation, and sustainability in shaping the workforce of the future. The session also served as a bridge between MRU and Loughborough University, opening doors for future academic and research.

University **collaboration with NGOs to tackle the SDGs** through:

Manav Rachna university actively collaborates with NGOs and foundations to advance the United Nations Sustainable Development Goals (SDGs) through community outreach, education, and skill development initiatives. The *Kaushal Kaaryashaala* program, in partnership with the Dr. O.P. Bhalla Foundation, empowers government school students (Grades 9–12) with essential IT and employability skills, promoting SDG 4 (Quality Education) and SDG 8 (Decent Work). The *SustainEd* program nurtures students as sustainability ambassadors, aligning academics with SDG

Metric and indicator reference	Metric / Indicator	Evidence
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<p>Kaushal as State Private University vide Ministry of Education, Government of Haryana, Faridabad, 24.06.2014.</p> <p>Kaaryashaala</p>	<p>The Kaushal Kaaryashaala Initiative of Dr. OP Bhalla Foundation aims to empower the Government School Students of Faridabad. The Kaushal Initiative taken by Dr. OP Bhalla aims to empower government school pupils from standard 9th to 12th through variety of skill development program via. online and offline hybrid teaching method. Dr. O P Bhalla Foundation aims to impart skilsets necessary for better employment opportunities in the higher paying jobs.</p>	<p>https://docs.google.com/document/d/1L3hV5ssDc2Oa8Zibonyd4RZOI/edit?usp=drive_link&ouid=105132370171244645589&rtpof=true&sd=true</p> <p>https://dropbhallafoundation.org/kaushal3/#:~:text=The%20pilot%20batch%20for%20the,for%20the%20IT%20FITeS%20Skill</p>
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based experiential learning. Under the *Green Grah* initiative, students promote sustainable lifestyles and plastic reduction in collaboration with the Ministry of Environment, Forest and Climate Change. Additionally, the *Community Connect* program engages B.Ed. students with local schools and communities to address real-world educational challenges. These collective efforts foster inclusive, sustainable, and community-driven development.

“Kaushal”: A Skill development program

What is kaushal kaaryashaala?

Approximately 47 million students drop out of school. They drop out of school to help support their families financially. The majority are unskilled and untrained, and they are vulnerable to exploitation by society and market forces. The **Kaushal Kaaryashaala** Initiative of Dr. OP Bhalla Foundation aims to empower the Government School Students of Faridabad from standard 9th to 12th through a variety of skill development program via. online and offline hybrid teaching method and providing necessary skill sets for better employment opportunities in the higher paying jobs.

Innovation and Incubation centre (IIC) MRU in association with the Dr. O P Bhalla Foundation has been diligently working on enhancing the skill development of Government School Students through its initiative called **Kaushal**. After the successful completion of two batches, each comprising 50 students, under this program on **April 25, 2023**, marked the commencement of the first session of the third batch at Manav Rachna University (MRU). Under the mission of enhancing the skill of Government School Students and making them ready for job through its initiative called Kaushal Karyashala. The students were taught the basics of Microsoft Office emphasizing on MS Word. The Program is being conducted by Dr Prashant Bhardwaj, and Dr. Jai Prakash Sharma with the guidance of Dr Parneeta Dhaliwal.

The students of this third batch belong to Grades 9 to 12 and are from GSSS Bhankri. Their enthusiasm was palpable during the inaugural class, where they delved into the basics of Hardware and Software, mastering essential skills such as operating a mouse.

We are excited about the prospects of this new batch and remain committed to empowering these students with valuable IT skills that will undoubtedly shape their futures.

Course Content

Introduction to MS WINDOWS & COMPUTER BASICS

- Computer Basic, Creating Folder, Paint
- Directories, input units, Output unit
- Central Processing Units,
- What is hard ware, what is Soft ware
- Windows short cut keys

A. MS WORD

- Module 1: Text Basics
- Module 2: Text Formatting and saving file
- Module 3: Working with Objects
- Module 4: Header & Footers
- Module 5: Working with bullets and numbered lists
- Module 6: Tables
- Module 7: Styles and Content
- Module 8: Proofing the document
- Module 9: Printing

B. MS EXCEL

- Module 10: Introduction to Excel
- Module 11: Formatting excel work book:
- Module 12: Perform Calculations with Functions
- Module 13: Sort and Filter Data with Excel
- Module 14: Create Effective Charts to Present Data Visually
- Module 15: Proofing and Printing

C. MS POWERPOINT

- Module 16: Setting Up PowerPoint Environment:
- Module 17: Creating slides and applying themes
- Module 18: Working with bullets and numbering
- Module 19: Working with Objects
- Module 20: Hyperlinks and Action Buttons
- Module 21: Working With Movies and Sounds
- Module 22: Using SmartArt and Tables
- Module 23: Animation and Slide Transition
- Module 24: Using slide Master
- Module 25: Slide show option

- Module 26: Proofing and Printing

D. INTERNET & E-MAIL

- What is Internet?, Receiving Incoming Messages
- Sending Outgoing Messages, Email addressing
- Email attachments, Browsing, Search engines
- Text chatting, Job Searching
- Downloading video and Music
- Uploading Video or Music, Voice chatting, Webcam Chatting etc. • Introduction to Blogging, Facebook

Glimpses of Session Conducted:

Declared as State Private University vide Haryana Act 26 of 2014





Faculty Taking the Session

Metric and indicator reference	Metric / Indicator	Evidence
ESDP: SUSTAIN ED	This innovative initiative trains university students to serve as ambassadors of sustainability throughout their academic journey and beyond. The program's curriculum is meticulously aligned with the Sustainable Development Goals (SDGs), ensuring that every department of the university plays a role in sustainable education	https://mru.edu.in/wp-content/uploads/2024/04/doc_project-1.pdf

ESDP: SUSTAIN ED

"SustainEd: Nurturing Tomorrow's Stewards" program is paving the way for a sustainable future by harnessing the potential of youth to become responsible global citizens. This innovative initiative trains university students to serve as ambassadors of sustainability throughout their academic journey and beyond. The program's curriculum is meticulously aligned with the Sustainable Development Goals (SDGs), ensuring that every department of the university plays a role in sustainable education. Additionally, value-added courses, such as "Essential for Sustainability," powered by OER and UNESCO, are attracting students from across India, highlighting the program's nationwide impact. Beyond the classroom, "SustainEd" organizes a series of awareness programs, including webinars, seminars, expert sessions, competitions, and international conferences, reinforcing the importance of sustainability. Level three of the program focuses on empowering enthusiastic students to connect with their communities and cultivate global sustainable citizenship, starting at the grassroots level. Through activities such as Nukkad Natak (street plays), peaceful rallies, cleanliness drives, and educational sessions, students actively engage with their localities to drive positive change.



Green Grah Initiative:

Students under the Social Internship Program prepared a project on promoting sustainable lifestyles through reducing plastic use. They conducted surveys to analyze the problem of plastic use and handbooks on waste segregation, sustainable alternatives and understanding types of plastic. Group 2 prepared a linktree as a one stop solution to conduct surveys, its results, handbook on waste segregation and simple videos on beginners steps on waste segregation and alternatives to plastics.

Team Members -

1. Muskan Tantia - IX, MRIS-14
2. Parth Tantia - XI, MRIS-14
3. Abhimanyu Kadam, XI, MRIS-14
4. Tanay Mathur, XI, MRIS-14
5. Vaidehi Verma, XII, MRIS-14
6. Ramya Jain, X, MRIS-14
7. Joanna Nagpal, IX, MRIS-14
8. Ayaan Abrol, XI, MRIS-14

Green Grah Initiative was launched under the guidance of Dr. Meena Kapahi from MRU on her project with the Ministry of Environment, Forest and Climate Change which has funded the printing of the Handbooks to be circulated widely.

Metric and indicator reference	Metric / Indicator	Evidence
Community Connect	The department collaborates with nearby schools to give our students real-world experience. This includes teaching practicums and internships, which give students the chance to see successful teaching methods and obtain practical teaching experience.	https://manavrachna.edu.in/mru/school-of-education/humanities/department-of-education https://manavrachna.edu.in/mru/school-of-education/humanities/collaborations/tie-ups



The **Community Connect Program** is an initiative undertaken by students enrolled in Bachelor of Education (B.Ed, BSc BEd and BA BEd) programs to foster stronger links between educational institutions and the local community. This program aims to bridge the gap between academic learning and real-world application,

encouraging future educators to engage directly with the communities they will serve. The program allows B.Ed. students to contribute positively to society while simultaneously enhancing their professional development as educators. By engaging with and addressing the needs of local communities, these future teachers are better equipped to become socially responsible, empathetic, and effective educators in the future.



University as a body have a commitment to meaningful education around the SDGs across the university

Manav Rachna University (MRU) is strongly committed to integrating the Sustainable Development Goals (SDGs) into its curriculum, ensuring relevance across all academic programs. The entire curriculum is mapped to the 17 SDGs, and innovative teaching methods are used to engage students with sustainability topics. Students also participate in SDG-based projects, solving local challenges through project-based learning, with evaluation rubrics reflecting SDG alignment. The **Manav Rachna Centre for Peace and Sustainability (MRCPS)** plays a central role, focusing on key areas such as women empowerment, quality education, environment conservation, economic development, and peace. Through initiatives like the **Peace and Sustainability Student Club (MRPSC)**, students actively contribute to real-world SDG solutions.

COURSE MAPPING WITH (SDGS)

The entire curriculum is mapped with 17 SDGs which is one of the distinctive features. It follows innovative teaching pedagogies, tweaks the curriculum as the situation demands. (The detailed mapping is given in Annexure 1)

ATTAINMENT OF VARIOUS UNSDGS THROUGH VARIOUS COURSES AND PEDAGOGIES.

UN has defined 17 SDGs. The department of ECE strives to attain and implement SDGs through the courses offered and various pedagogies like project based learning, industry internships, industry collaborations etc. The details are as follows.

Attainment of UN SDGs through PBL in various courses

The department of ECE has adopted Project Based Learning in various forms. (a) Minor projects in laboratory courses.

(b) Minor projects in theory along with laboratory. In case of advanced level courses this pedagogy helps the students develop strong fundamentals up to half the semester. In rest half of the semesters the students are expected to come up with a minor project in the relevant field or a combined project which utilizes the knowledge of various technical disciplines

(c) Major project in each course.

Such pedagogy caters to UNSDG 4, 9 and 11.

The projects can be developed catering to any other UNSDG depending upon the interest of student. Projects have been building around problems on clean water, air etc. E waste up cycling has addressed the sustainability problem with clean and healthy environment.

ENCOURAGING STUDENTS TO WORK ON UNSDGS

The department encourages students to take up projects related to sustainability and thus the Rubrics include few points on the choice of the Topic. The projects which can benefit the society and environment are encouraged.

UNSDG 17 The department encourages students to work in collaboration with industries, take up industry internships, partner with students of other streams to achieve the target project objectives. This caters to UNSDG 17.

ALIGNMENT OF PROBLEM STATEMENTS WITH UN SDGS AND SDG BASED RUBRICS

Project Based Learning is a good pedagogy to provide learning skills, competencies, and attitude to the students to help them work towards achieving sustainable development goals.

By incorporating Project based learning into the classroom, young minds can actually be trained to think logically, investigate unsolved social problems and find the solutions by integrating science & Technology which can be a contributing factor towards achieving UN SDG Goals.

PBL also instills a global mindset as working towards UN SDGs is actually taking them ahead to solve global challenges.

Therefore, at the ideation stage only we have designed our rubrics so as to clear the expectation of teacher/mentor to the student which directs and motivates towards finding an unsolved societal problem as the problem statement to progress in their course.

Following grading criteria are used to guide and motivate the students to work towards SDG Challenges at the ideation stage.

PBL rubrics mapping with (SDGs) (SAMPLE) (The details are given in Annexure 2)

Stage I:- Ideation							
no	Rubrics	Max Marks (15)	Needs Improvement	Meets Expectation	Exceeds Expectations		
R1.1	Problem Statement	2	The problem chosen is very common and being solved using fundamental machine learning algorithms	The problem chosen is very common and being solved using latest learning algorithms	The problem chosen is unique and less addressed and being solved using fundamental / advanced learning algorithms		
R1.2	Holistic Scope of Sustainability	1	Project is not	Project is	2		

			aligned with UN SDGs	aligned with one or more UN SDGs	
		scale	0	1	

R1.3	Region of relevance	1.5	Problem is being addressed at Local Level	Problem is being addressed at national Level	Problem is being addressed at global Level
		scale	0.5	1.5	1.5

ORIENTATION ABOUT SDGS

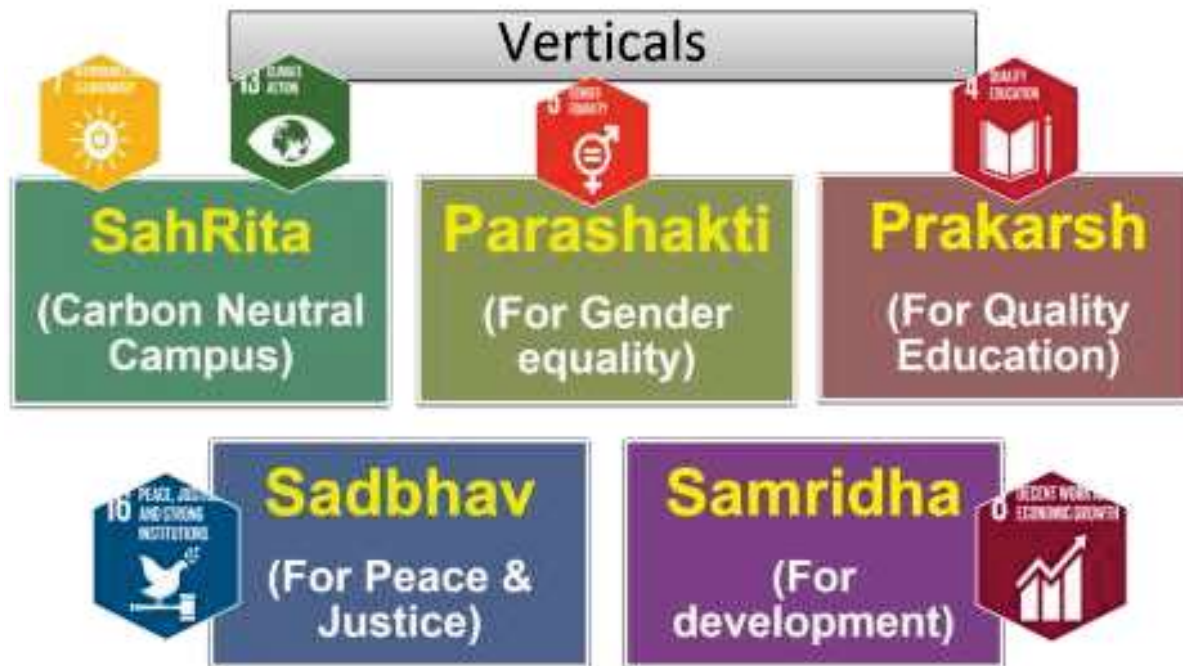
University conducts sessions and workshops to make them aware about SDGs during orientation for students and faculties.

MANAV RACHNA CENTRE FOR PEACE AND SUSTAINABILITY



Manav Rachna Centre for Peace and Sustainability (MRCPS) is deeply committed to providing meaningful education around the Sustainable Development Goals (SDGs) across the university, and its focus is relevant and applicable to all students. MRCPS, established in 2019 under the visionary guidance of Dr. O.P. Bhalla, is a hub dedicated to promoting peace, sustainability, and social change. The center's core objectives include spreading education and training on the SDGs, fostering values of peace, sustainability, and ethics, and encouraging students to contribute to the development of sustainable communities.

MRCPS operates through five key verticals—**PARASHAKTI** (Women Empowerment), **PRAKARSH** (Quality Education), **SAHRITA** (Environment Conservation), **SAMRIDDHA** (Economic Development), and **SADBHAV** (Peace)—that focus on various SDGs. These verticals specifically target education, research, training, and community outreach, with each vertical addressing specific goals such as gender equality (SDG 5), quality education (SDG 4), environmental conservation (SDG 13), economic growth (SDG 8), and promoting peace (SDG 16).



The university's initiatives, including the **Peace and Sustainability Student Club (MRPSC)**, actively engage students in practical actions related to the SDGs. Through the club, students become **Green Warriors**, **Peace Champions**, and **Gender Champions**, thereby playing a direct role in environmental conservation, promoting peace, and advocating for gender equality. This ensures that the education provided is not only theoretical but also practically applicable to real-world challenges.

Moreover, MRCPS encourages students to take part in research projects related to the SDGs and hosts awareness programs like **Project Pahal** (educating underprivileged communities), **ESDP** (SDG awareness), and **Kuch Kahna Hai** (addressing child abuse). The university's recognition through various awards, such as the **WCDM DRR Awards** and the **Institutions of Happiness** award, reflects its commitment to integrating SDGs into its educational framework and fostering a culture of peace and sustainability.

SUSTAINED: EDUCATION FOR SUSTAINABLE DEVELOPMENT PROGRAMME

- "SustainEd" Program Overview:
 - Education for Sustainable Development Program at Manav Rachna University.
 - Aims to nurture tomorrow's stewards and sustainable citizens.
- Empowering Youth:
 - Focuses on the role of youth in promoting sustainability.

prepares university students to become sustainability ambassadors.

- Holistic Approach:
 - Prepares students during their higher education journey and beyond.
 - Encourages long-term commitment to sustainability.



The audience for the project "SUSTAINED: Nurturing Future Changemakers with Sustainable Dreams and Global Goals" includes school students, university students, and, more broadly, the youth demographic. The project aims to educate and engage these young individuals in sustainable development goals and initiatives, fostering a sense of responsibility and empowerment among them to become future changemakers and advocates for global sustainability.

SUSTAINABILITY WALL



MRCPS stands as a strong advocate for incorporating SDGs into

empowered to take action towards sustainable development while aligning their academic pursuits with global goals for peace, equity, and environmental stewardship.

Department of Electronics and

Communication Engineering Attainment of

various UNSDGs through various Courses and

Pedagogies

UN has defined 17 SDGs. The department of ECE strives to attain and implement SDGs through the courses offered and various pedagogies like project based learning, industry internships, industry collaborations etc. The details are as follows.

Course mapping with (SDGs)

		Semester 3		
Program	Course	Integrated SDG		Topics
B.Tech (ECE)	Introduction to Research	SDG9	SDG11	What is Research and its impact Capturing the current research trends Insight about scientific research performed by renowned experts in the related field(casDo's and Don'ts pertaining to research
B.Tech (ECE)	Electronic Design Workshop	SDG9	SDG3, SDG 11	Projects in healthcare and clean environment.
B.Tech (ECE)	Electronic Waste Management	SDG 12, SDG 13, SDG 14, SDG 15	SDG 12, SDG 13, SDG 14, SDG 15	Impact of increasing E-waste in air, land and water pollution and life, Methods to reduce them , health hazards due to e-waste etc



Semester 4				
Program	Course	Integrated SDG		Topics
B.Tech (ECE)	Innovation and Research-I	SDG9	SDG11	Collection of research papers related to previously identified gap/problem. Comprehend and arrange the literature based on the idea, Presenting the collected data and inferring it with the further scope of expansion and Designing the experiment wherever applicable.

Semester 5				
Program	Course	Integrated SDG		Topics
B.Tech (ECE)	IOT Networks and Protocols	SDG3	SDG9	Deployment and Operational View, Other Relevant architectural views. Real World Design Constraints Introduction, Technical Design constraints-hardware
B.Tech (ECE)	Digital Signal Processing	SDG9	SDG11	applications of digital filter design, introduction to speech processing, image processing
B.Tech (ECE)	Innovation and Research-II	SDG9	SDG11	Conduct experiments/build prototype Tabulating and recording Analysis and interpretation of the data Comparison of the results with other reported experiments Interpretation of observations

2. Attainment of UN SDGs through PBL in various courses

The department of ECE has adopted Project Based

Learning in various forms. (a) Minor projects in laboratory courses.

(b) Minor projects in theory along with laboratory. In case of advanced level courses this pedagogy helps the students develop strong fundamentals up to half the semester. In rest half of the semesters the students are expected to come up with a minor project in the relevant field or a combined project which utilizes the knowledge of various technical disciplines

(c) Major project in each course.

Such pedagogy caters to UNSDG 4, 9 and 11.

The projects can be developed catering to any other UNSDG depending upon the interest of student. Projects have been building around problems on clean water, air etc. E waste up cycling has addressed the sustainability problem with clean and healthy environment.

3. Encouraging students to work on UNSDGs

The department encourages students to take up projects related to sustainability and thus the Rubrics include few points on the choice of the Topic. The projects which can benefit the society and environment are encouraged.

4. **UNSDG 3** Students have taken up projects on Pocket EGG monitoring device, Prosthetic hand, Brain controlled devices etc. which cater to UNSDG 3.

5. **UNSDG 17** The department encourages students to work in collaboration with industries, take up industry internships, partner with students of other streams to achieve the target project objectives. This caters to UNSDG 17.

Department of Mechanical Engineering

Attainment of various UNSDGs through various Courses and Pedagogies

Semester1				
Program	Course	Integrated SDG		Topics
B.TECH (ME)	Basics of Electronics & Electrical Engineering	SDG7	SDG11	Digital electrics, Energy efficient circuits,
B.TECH (ME)	Constitution of India	SDG11	SDG16	All about Indian constitutions and human rights



Semester2				
Program	Course	Integrated SDG		Topics
B.TECH (ME)	Environmental Science	SDG13	SDG11	Renewable and Non-Renewable Resources, Ecosystems, Biodiversity and its conservation, Environmental Pollution
Semester3				
Program	Course	Integrated SDG		Topics
B.TECH (ME)	Introduction To Research	SDG9	SDG11	What is Research and its impact, Capturing the current research trends , Insight about scientific research performed by renowned experts in the related field
Semester4				
Program	Course	Integrated SDG		Topics
B.TECH (ME)	Research Innovation-I	SDG9	SDG11	Collection of research papers related to previously identified gap/problem Comprehend and arrange the literature based on the idea, Presenting the collected data and inferring it with the further scope of expansion and Designing the experiment wherever applicable.
Semester5				

Program	Course	Integrated SDG		Topics
B.TECH (ME)	3D Printing	SDG9	SDG9	Additive Manufacturing, Innovation in Manufacturing Industry



B.TECH (ME)	Environmental Ethics & Sustainable Development	SDG13	SDG15	Challenges to Sustainable Development and Sustainable Development Goals, Sustainability Strategies & Reporting, Sustainable Development and Contemporary Issues
B.TECH (ME)	Green Computing	SDG13	SDG15	E-Waste Legislation, End of Life Management of E-Waste, Environmentally Sound E-Waste Management
B.TECH (ME)	E-Waste Management	SDG13	SDG15	Minimizing Power Usage, Green Data Centers, Greening Your Information Systems
B.TECH (ME)	Essence of Indian Traditional Knowledge	SDG11	SDG16	fundamental to protecting and promoting indigenous peoples' cultures and identities
B.TECH (ME)	Research Innovation-II	SDG9	SDG11	Conduct experiments/ build prototype Tabulating and recording Analysis and interpretation of the data. Comparison of the results with other reported experiments. Interpretation of observations
Semester 7				
Program	Course	Integrated SDG		Topics
B.TECH (ME)	Renewable Energy Sources	SDG7	SDG13	Solar Energy, Wind Energy, Biomass Energy, Geothermal Energy, Wave Energy, MHD and Fuel Cell



B.TECH (ME)	Heating, Ventilation and Air Conditioning	SDG7	SDG13	Heat calculation, ventilation, air conditioning, human comfort, etc.
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B.TECH (ME)	Entrepreneurship	SDG9	SDG17	The new business opportunities have encouraged entrepreneurship on a grand scale. Children are constantly practicing entrepreneurship
B.TECH (ME)	Energy Conservation & management	SDG7	SDG13	Energy conservation, energy audits, economics etc.

B.TECH (ME)	Applied Philosophy	SDG10	SDG16	Human Rights And Laws
B.TECH (ME)	Applied Psychology	SDG16		Introduction to Psychology, Psychological Abuse
B.TECH (ME)	Applied Sociology	SDG8	SDG10	Social change & mobility
Semester8				
Program	Course	Integrated SDG		Topics
B.TECH (ME)	Project	SDG3	SDG8	Solar Power, Composites, Electric Vehicles, etc.

Semester 1			
Program	Course	Integrated SDG	Topics



<p>B.Tech</p> <p>Computer Science & Engineering</p>	ENVIRONMENTAL STUDIES	SDG 13	SDG 1	Renewable and Non-Renewable Resources, Ecosystems Biodiversity and its conservation, Environmental Pollution
	USER INTERFACE-I (HTML5,CSS,JAVASCRIPT,JQUERY)		SDG 9, SDG 11	website designing and development using HTML, CSS and Javascript
	OVERVIEW OF DATA SCIENCE & MACHINE LEARNING		SDG 9, SDG 11	Machine Learning overview, Automation, Intelligent System, AI
	DIGITAL PRODUCT ENGINEERING AND DESIGN THINKING		SDG 9, SDG 11	Design Thinking, Product Development
	INTRODUCTION TO INFORMATION SECURITY		SDG 9, SDG 11	Smart City, Sustainable Development

B.TECH Computer Science & Engineering

Course mapping with (SDGs)

Semester 2				
Program	Course	Integrated SDG		Topics
B.Tech. Computer Science	CLOUD COMPUTING	SDG 2	SDG 11	Virtualization, Virtual Machines, Load Scheduling, Task scheduling, resource management]



Engineering	BASICS OF ELECTRONICS & ELECTRICAL ENGINEERING	SDG7	SDG1 1	Digital electronics, energy efficient circuits
	UNIVERSAL HUMAN VALUES	SDG1 6	SDG3	Peace, Sustainability, Love
	AGILE SOFTWARE DEVELOPMENT	SDG9	SDG1 1	energy efficient Software engineering
	PYTHON PROGRAMMING	SDG9	SDG1 2	Lightweight, energy efficient programming language
	INTRODUCTION TO STANDARDS, FRAMEWORKS AND KEY TECHNOLOGY CONCEPTS	SDG9	SDG1 1	Smart City, Sustainable Development

Semester 3				
Program	Course	Integrated SDG		Topics
B.Tech. Computer Science & Engineering	INTRODUCTION TO RESEARCH	SDG 3	SDG 6	Carbon Footprint, Innovation in Health care, Use of IOT for social well being

	ANALYSIS & DESIGN OF ALGORITHMS	SDG 9	SDG 12	
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	USER INTERFACE-II (MONGODB, TYPESCRIPT, ANGULARJS)	SDG 9	SDG 11	Web designing and web development
	SUPERVISED LEARNING	SDG 9	SDG 11	Machine learning algorithms and techniques to achieve sustainable computing
	APP. PHILOSOPHY/APP. PSYCHOLOGY/ APP. SOCIOLOGY	SDG 16	SDG 1	Study of mental functions and behaviors to help support peace and harmony in society
	DATA STRUCTURES & ALGORITHMS	SDG 9	SDG 11	Study and design of algorithms to support innovation and research
	B.Tech Computer Science & Engineering	SDG 9	SDG 12	Learn database management scheme in energy and cost effective way
	SOFTWARE CRAFTMANSHIP	SDG 11	SDG 12	Designing software to support sustainable development
	SECURE CODING IN C/C++	SDG 11	SDG 12	Making the systems secure from theft and hacking

	INTRODUCTION TO RESEARCH	SDG 9	SDG 11	and research related to achieve sustainable development
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Semester 4				
Program	Course	Integrated SDG		Topics
B.Tech. Computer Science & Engineering	ESSENCE OF INDIAN TRADITIONAL KNOWLEDGE	SDG4	SDG16	Fundamental to protecting and promoting indigenous

				peoples'
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				cultures and identities
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	OPERATING SYSTEM	SDG9		Learning and exploring a software programme required to manage and operate a computing device, and making it energy efficient
	PROGRAMMING FOR PROBLEM SOLVING USING PYTHON	SDG9	SDG11	Lightweight, energy efficient programming language
	COMPUTER ARCHITECTURE & ORGANIZATION	SDG9	SDG12	Internal computer programming and hardware networking



	UNSUPERVISED LEARNING & NEURAL NETWORK	SDG9		Training of a machine using information that is neither classified nor labeled in order to make it work in an efficient way that will help to make work of mankind more easy and efficient
	INDIAN CONSTITUTION	SDG1 1	SDG16	All about Indian constitutions and human rights

	COMPUTER NETWORKS	SDG9	SDG12	Learning energy efficient network design
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	MODERN WEB AND MOBILE FRAMEWORKS	SDG9		Making energy efficient mobile frameworks to reduce carbon emissions
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	DIGITAL FORENSICS	SDG9	SDG12	Electronic evidence is a component of almost all criminal activities and digital forensics support is crucial for law enforcement investigations.
	USER INTERFACE-II (MONGODB, TYPESCRIPT, AN G U L A R JS)	SDG9	SDG11	Website designing and development using HTML, CSS and JavaScript
	INDIAN CONSTITUTION	SDG11	SDG16	All about Indian constitutions and human rights

	ESSENCE OF INDIAN TRADITIONAL KNOWLEDGE	SDG1 1	ns	Fundamental to protecting and promoting indigenous peoples' cultures and identities
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	ENTREPRENEURSHIP	SDG9	SDG11	The new business opportunities have encouraged entrepreneurship on a grand scale. Children are constantly practicing entrepreneurship
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Semester 5			
Program	Course	Integrated SDG	Topics



B.Tech. Computer Science & Engineering	ENVIRONMENTAL ETHICS & SUSTAINABLE DEVELOPMENT/ GREEN COMPUTING/ E WASTE MANAGEMENT	SDG13	SDG15	Sustainable Development and Sustainable Development Goals, Sustainability Strategies & Reporting, Sustainable Development and Contemporary Issues/ E-WASTE LEGISLATION , END OF LIFE MANAGEMENT OF E-WASTE, ENVIRONMENTALLY SOUND E-WASTE MANAGEMENT, / Minimizing Power Usage, Green Data Centers, Greening Your Information Systems
	CYBER LAW/ LAW RELATING TO INTELLECTUAL PROPERTY RIGHTS	SDG16	SDG10	Computer and its impact in society, Privacy Issues & Access Rights, Cybercrimes and Legal framework, Information and Technology Act & Intellectual Property Rights/ Protection of Copyright, Traditional



				Knowledge Design and Integrated Circuits, Law relating to Patents, IT Law and Cyber Offences and other IPRs
	RESEARCH & INNOVATION-I	SDG3	SDG4	Carbon Footprint, Innovation in Health care, Use of IOT for social well being
	DIGITAL ELECTRONICS & MICROCONTROLLER	SDG9	SDG11	Basics of Microprocessor and 8051 Microcontroller
	ANALYSIS & DESIGN OF ALGORITHMS	SDG9	SDG11	Energy efficient and cost effective software designing
	ADVANCED NEURAL NETWORK	SDG9	SDG11	Role of ML in Education, Healthcare, Enterprise, Online and Distributed Learning
	ADVANCED JAVA	SDG9	SDG12	Provides libraries to understand the concept of Client-Server architecture for web-based applications. We can also work with web and application servers such as Apache Tomcat and Glassfish Using these servers, we can understand the working of HTTP protocol.



	CYBER LAW/ LAW RELATING TO INTELLECTUAL PROPERTY RIGHTS	SDG11 Sustainable Cities and Communities	SDG16 Peace and Justice Strong Institutions	<p>Conduct its impact in society, Privacy Issues &</p> <p>Access Rights, Cybercrimes and Legal framework, Information and Technology Act & Intellectual Property Rights/ Protection of Copyright, Traditional Knowledge, Design and Integrated Circuits, Law relating to Patents, IT Law and Cyber Offences and other IPRs</p>
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	ENVIRONMENTAL ETHICS & SUSTAINABLE DEVELOPMENT/ GREEN COMPUTING /E-WASTE MANAGEMENT	SDG3	SDG11	Design and opting practices that supports sustainable computing and sustainable development
	RESEARCH & INNOVATION-I I	SDG9	SDG12	Carbon Footprint, Innovation in Health care, Use of IOT for social well being

	DEVOPS AND TEST AUTOMATION	SDG9	SDG12	<p>Use automation, DevOps cat: Use test cases to detect bugs and save time. Unlike manual testing, automatic test cases make testing faster, which means you can deploy products to market more quickly. Use software programs to test applications and minimize the chance of human error.</p>
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	THEORY OF AUTOMATA & COMPILER DESIGN	SDG9	SDG11	Designing of effective machines
	ADVANCED JAVA	SDG9	SDG12	<p>Provides libraries to understand the concept of Client-Server architecture for web- based applications. We can also work with web and application servers such as Apache Tomcat and Glassfish Using these servers, we can understand the working of HTTP protocol.</p>



	ENVIRON ME N T A L ETHICS & SUSTAINAB LE DEVELOP ME N T/ GREEN COMPUTIN G/ E-WAS T e MANAGEME N T	SDG3	SDG11	Development and Sustainable Development Goals, Sustainability Strategies & Reporting, Sustainable Development and Contemporary Issues/ E-WASTE LEGISLATION , END OF LIFE MANAGEMENT OF E-WASTE, ENVIRONMENTALLY SOUND E-WASTE MANAGEMENT, / Minimizing Power Usage, Green Data Centers, Greening Your Information Systems
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	CYBER LAW/LAW RELATING TO INTELLEC T U A L PROPERTY RIGHTS	SDG16	SDG9	Computer and its impact in society, Privacy Issues & Access Rights, Cybercrimes and Legal framework, Information and Technology Act & Intellectual Property Rights/ Protection of Copyright, Traditional Knowledge, Design and Integrated Circuits, Law relating to Patents, IT Law and Cyber Offences and other IPRs
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	RESEARCH & INNOVATION-I	SDG9	SDG11	Carbon Footprint, Health care, Use of IOT for social well being
	NETWORK SECURITY	SDG9	SDG11	Network security is important for home networks as well as in the business world. Most homes with high-speed internet connections have one or more wireless routers, which could be exploited if not properly secured. A solid network security system helps reduce

				the risk of data loss, theft and sabotage.
	THEORY OF AUTOMATA & COMPILER DESIGN	SDG9	SDG11	Designing of effective machines
	DIGITAL ELECTRONICS & MICROCONTROLLER	SDG9	SDG11	Development of Electronic Products



	DATA WAREHOUSE & DATA MINING	SDG9	SDG12	Responsible and Effective Database management
	MACHINE LEARNING	SDG9	SDG12	Role of ML in Education, Healthcare, Enterprise, Online and Distributed Learning
	ENVIRONMENTAL ETHICS & SUSTAINABLE DEVELOPMENT/ E-WASTE MANAGEMENT/ GREEN COMPUTING	SDG9	SDG11	Challenges to Sustainable Development and Sustainable Development Goals, Sustainability Strategies & Reporting, Sustainable Development and Contemporary Issues/ E-WASTE LEGISLATION , END OF LIFE MANAGEMENT OF E-WASTE, ENVIRONMENTALLY SOUND E-WASTE MANAGEMENT, / Minimizing Power Usage, Green Data Centers, Greening Your Information Systems
	RESEARCH & INNOVATION-I I	SDG9	SDG12	Carbon Footprint, Innovation in Health care, Use of IOT for social well being
	UNIVERSAL HUMAN VALUES	SDG16	SDG3	Peace, Sustainability, Love

Semester 6				
Program	Course	Integrated SDG		Topics
B.Tech. Computer Science & Engineering	MACHINE LEARNING	SDG3	SDG9	Role of ML in Education, Healthcare, Enterprise, Online and Distributed

				Learning
	COMPUTER GRAPHICS & MULTIMEDIA	SDG9	SDG12	Pictures and films created using computers. Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content
	THEORY OF AUTOMATA & COMPILER DESIGN	SDG9	SDG11	Designing of effective machines
	ADVANCED ANDROID DEVELOPMENT	SDG9	SDG12	Making energy efficient mobile frameworks to reduce carbon emissions



	N/W SECURITY & CRYPTOG R AP HY	SDG9	SDG12	Designing of effective network Security
	OBJECT ORIENTED SOFTWARE ENGINEERIN G	SDG9	SDG12	Designing software to support sustainable development

	ELECTRON I C DESIGN WORKSHOP/ 3-D SOFTWARE / AGILE TECHNOLO G IE S	SDG9	SDG12	Energy efficient Software engineering
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	SENSORS & IOT/ 3 D PRINTING/ R PROGRAM MI N G	SDG9	SDG12	IOT sensors and sustainable computing
	SOFTWARE ENGINEERIN G.	SDG9	SDG11	Energy efficient Software engineering
	COMPUTER NETWORKS	SDG9	SDG11	Designing of energy efficient Networks



	NATURAL LANGUAGE PROCESSING	SDG9	SDG11	Artificial intelligence and human language
	MOBILE COMPUTING WITH ANDROID	SDG9	SDG11	Making energy efficient mobile frameworks to reduce carbon emissions
	SYSTEM NETWORK & ADMINISTRATION	SDG9	SDG11	Making the systems secure
	ELECTRONIC DESIGN WORKSHOP/ 3-D Software/ AGILE TECHNOLOGIES	SDG9	SDG12	energy efficient Software engineering
	SENSORS & IOT/ 3 D PRINTING/	SDG9	SDG12	IOT sensors and sustainable computing

	R PROGRAMMING			
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MODERN ARCHITECTURE PATTERNS	SDG9	SDG11	Design Patterns for Software Professionals · Circuit Breaker · Command and Query Responsibility Segregation (CQRS)
SOFTWARE ENGINEERING.	SDG9	SDG11	Sustainable software development
USER EXPERIENCE	SDG9	SDG11	Creating softwares that can support all facet of life. Creating websites and software interfaces to help support the easy functionality
ELECTRONIC DESIGN WORKSHOP/ 3-D Software/ AGILE TECHNOLOGIES	SDG9	SDG12	The IoT and its counterpart, the Industrial Internet of Things (IIoT), are bringing sensor usage to a new level.
SENSORS & IOT/ 3 D Printing/ PROGRAMMING	SDG9	SDG12	The IoT and its counterpart, the Industrial Internet of Things (IIoT), are bringing sensor usage to a new level.



	VULNERABILITY ASSESSMENT AND PENETRATION TESTING	SDG9	SDG12	analysis, evaluation factors, vendor strengths and weaknesses, and more. Get a complimentary copy of the report now.
	CLOUD COMPUTING	SDG9	SDG12	Virtualization, Virtual Machines, Load Scheduling, Task scheduling, resource management]
	ADVANCED JAVA	SDG9	SDG12	provides libraries to understand the concept of Client-Server architecture for web- based applications. We

				can also work with web and application servers such as Apache Tomcat and Glassfish Using these servers, we can understand the working of HTTP protocol.
	ADVANCED ANDROID DEVELOPMENT	SDG9	SDG12	Making energy efficient mobile frameworks to reduce carbon emissions
	N/W SECURITY & CRYPTOGRAPHY	SDG9	SDG12	Designing of effective network Security



AP HY			
SOFTWARE TESTING	SDG9	SDG12	The act of examining the artifacts and the behavior of the software under test by validation and verification
USER EXPERIENCE	SDG9	SDG12	Creating software that can support all facet of life. Creating websites and software interfaces to help support the eay functionality
ELECTRON I C DESIGN WORKSHOP/ 3-D SOFTWARE / AGILE TECHNOLO G IE S	SDG9	SDG12	Innovation and research realated to achieve sustainable developemnt



	<p>CYBER LAW/ LAW RELATING TO INTELLECT U A L PROPERTY RIGHTS</p>	SDG9	SDG16	<p>Computer and its impact in society, Privacy Issues & Access Rights, Cybercrimes and Legal framework, Information and Technology Act & Intellectual Property Rights/ Protection of Copyright, Traditional Knowledge, Design and Integrated Circuits, Law relating to Patents, IT Law</p>
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				<p>and Cyber Offences and other IPRs</p>
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Semester7			
Program	Course	Integrated SDG	Topics



<p>B.Tech.</p> <p>Computer Science & Engineering</p>	<p>INTRODUCTION TO FINANCE/ BASICS OF ECONOMICS/ESSENTIAL OF PEACE & SUSTAINABILITY</p>	<p>SDG1 6</p>	<p>SDG1 1</p>	<p>... building peace from different perspective: Self, Local Community, National and Global. , Concept of Sustainability and Sustainable Development Goals (2030) as drivers of sustainable, health and social initiatives</p>
	<p>INDIAN CONSTITUTION</p>	<p>SDG1 6</p>	<p>SDG5</p>	<p>The Directive Principles of State Policy – Its importance and implementation, Local Self Government – Constitutional Scheme in India, The scheme of the Fundamental Duties and its legal status</p>

	<p>BIG DATA</p>	<p>SDG9</p>	<p>SDG1 2</p>	<p>Field that treats ways to analyze, systematically extract information from, or otherwise deal with data sets that are too large or complex to be dealt with by traditional data processing application software</p>
	<p>SOFTWARE TESTING</p>	<p>SDG9</p>	<p>SDG1 2</p>	<p>The act of examining the artifacts and the behavior of the software under test by validation and verification</p>

	COMPUTER VISION & DATA VISUALIZATION	SDG9	SDG1 2	Graphical representation of information and data. By using visual elements like charts, graphs, and maps, data visualization tools provide an accessible way to see and understand trends, outliers, and patterns in data.
	THEORY OF AUTOMATA & COMPILER DESIGN	SDG9	SDG1 1	Designing of effective machines
	COMPUTER GRAPHICS & MULTIMEDIA	SDG9	SDG1 1	Pictures and films created using computers. Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content



	WIRELESS SENSOR NETWORK/ OPERATION RESEARCH BY OPTIMISING TECHNIQUE/ INFORMATION RETRIEVAL	SDG9	SDG1 1	networks of spatially dispersed and dedicated sensors that monitor and record the physical conditions of the environment and forward the collected data to a central location.
	VIRTUALIZATION - CONTAINERS/CLOUD	SDG9	SDG1 1	Sustainable energy efficient techniques for processing and provisioning
	CONTINUOUS INTEGRATION AND CONTINUOUS DELIVERY	SDG9	SDG1 1	Sustainable solutions: Continuous integration is a software development practice where members of a team use a version control system and frequently integrate their work to the same location, such as a main branch
	ARTIFICIAL INTELLIGENCE	SDG9	SDG1 1	Legal text classification, Natural Language

				Understanding and Deep Learning
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	ADVANCED ANDROID DEVELOPMENT	SDG9	SDG1 1	energy mobile frameworks to reduce carbon emissions
	N/W SECURITY & CRYPTOGRAPHY	SDG9	SDG1 2	Designing of effective network Security
	SOFTWARE TESTING	SDG9	SDG1 2	The act of examining the artifacts and the behavior of the software under test by validation and verification

	.NET	SDG9	SDG1 1	Creating software that can support all facet of life. Creating websites and software interfaces to help support the easy functionality
	MALWARE ANALYSIS AND REVERSE ENGINEERING	SDG9	SDG1 2	More advanced malware analysis is a manual process in which malware samples are used in reverse engineering, often using a range of different tools. Through reverse engineering, researchers are able to detect hidden functions of a particular malware, even those that are only performed under certain conditions

	INTERNET OF THINGS	SDG9	SDG1 2	and its counterpart, the Industrial Internet of Things (IIoT), are bringing sensor usage to a new level.
	MOBILE APP. ANALYTICS	SDG9	SDG1 2	Development of applications
	SOFTWARE PROJECT MANAGEMENT	SDG9	SDG1 2	Software project management is an art and science of planning and leading software projects. It is a sub-discipline of project management in which software projects are

				planned, implemented, monitored and controlled
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	CLOUD SECURITY	SDG9	SDG1 2	the protection of data stored online via cloud computing platforms from theft, leakage, and deletion.
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	<p>WIRELESS SENSOR NETWORK</p>	<p>SDG9</p>	<p>SDG1 2</p>	<p>to networks of spatially dispersed and dedicated sensors that monitor and record the physical conditions of the environment and forward the collected data to a central location.</p>
	<p>OPERATION RESEARCH BY OPTIMISING TECHNIQUE</p>	<p>SDG9</p>	<p>SDG1 2</p>	<p>Research in optimization involves the analysis of such mathematical problems and the design of efficient algorithms for solving them. ... Optimization technologies provide examples of how deep mathematical techniques help to provide concrete computational tools for solving a diverse suite of problems</p>
	<p>INFORMATION RETRIEVAL</p>	<p>SDG9</p>	<p>SDG1 2</p>	<p>Information retrieval in computing and information science is the process of obtaining information system resources that are relevant to an information need from a collection of those resources. Searches can be based on full-text or other content-based indexing.</p>

Semester 8			
Program	Course	Integrated SDG	Topics

B.Tech. Computer Science & Engineer in g	CONVOLUTIONAL NEURAL NETWORK FOR VISUAL RECOGNITION	SDG3	SDG4	Deep Learning Software, CNN Architectures, Recurrent Neural Networks, Detection and Segmentation, Visualizing and Understandin g
	APP. PHILOSOPHY/APP. PSYCHOLOGY/ APP. SOCIOLOGY	SDG11	SDG16	Different philosophical doctrines
	BUSINESS INTELLIGENCE & ANALYTICS WITH R	SDG11	SDG8	Analysis and forecasting, the strategies and technologies used by enterprises for the data analysis and management of business information.



	SOFTWARE REQUIREMENT ENGINEERING	SDG9	SDG11	Before any of the actual designing, coding, testing, or maintenance takes place. The goal is to create an important early document and process in the software design for gathering requirements
	MOBILE APP. ANALYTICS	SDG9	SDG11	IMPLEMENT IN G MOBILE TOOLS, In-app analytics describes everything a user does

				within an application
	CLOUD SECURITY	SDG9	SDG11	The protection of data stored online via cloud



computing
 platforms from
 theft, leakage,
 and deletion.

	INTRODUCTION TO FINANCE/ BASICS OF ECONOMICS/ESSENTIAL OF PEACE & SUSTAINABILITY	SDG9	SDG11	Innovation and research related to achieve sustainable development, how to bring harmony in society
	PROJECT	SDG9	SDG12	An experience of working on skills and technology to increases team management skills, communication skills, and time management skills
	MOBILE APP. ANALYTICS	SDG9	SDG11	IMPLEMENTING MOBILE TOOLS, In-app analytics describes everything a user does within an application

2. Alignment of Problem statements with UN SDGs

Project Based Learning is a good pedagogy to provide learning skills, competencies, and attitude to the students to help them work towards achieving sustainable development goals.

By incorporating Project based learning into the classroom, young

Students can actually be trained to think logically, investigate unsolved social problems and find the solutions by integrating science & Technology which can be a contributing factor towards achieving UN SDG Goals.

PBL also instills a global mindset as working towards UN SDGs is actually taking them ahead to solve global challenges.

Therefore, at the ideation stage only we have designed our rubrics so as to clear the expectation of teacher/mentor to the student which directs and motivates towards finding an unsolved societal problem as the problem statement to progress in their course.

Following grading criteria are used to guide and motivate the students to work towards SDG Challenges at the ideation stage.

PBL rubrics mapping with (SDGs) (SAMPLE)

Stage I:- Ideation					
SN	Rubrics	Max Marks (15)	Needs Improvement	Meets Expectation	Exceeds Expectations
R1.1	Problem Statement	2	The problem chosen is very common and being solved using fundamental machine learning algorithms	The problem chosen is very common and being solved using latest learning algorithms	The problem chosen is unique and less addressed and being solved using fundamental / advanced learning algorithms
		scale	1	1.5	2



R1.2	Holistic Scope of Sustainability	1	Project is not aligned with UN SDGs	Project aligned with one or more UN SDGs	
		scale	0	1	

R1.3	Region of relevance	1.5	Problem is being addressed at Local Level	Problem is being addressed at national Level	Problem is being addressed at global Level
		scale	0.5	1.5	1.5

SCHOOL OF EDUCATION & HUMANITIES
DEPARTMENT OF EDUCATION

In the context of academic teaching and learning, the SDGs can serve as a useful tool for promoting a more comprehensive and integrated approach to education. The following tables show the mapping of our course curriculum with the SDGs as a sample.

Course mapping with (SDGs)

Semester 1

Program	Course	Integrated SDG		Topics
		SDG1	SDG1	
B. Sc. B. Ed.	Diversity of Microbes and Thallophytes	SDG1 5	SDG1 4	General account, distribution, types, structure, reproduction, ecological and economic importance: Lichens



B.Ed. Special Education	Human Growth & Development	SDG4	SDG3	Learning Theories and their Psychological Well-Being
B.Ed. Special Education	Creating an Inclusive Classroom	SDG4	SDG16	Important aspects of Inclusive Educations, Characteristics, aims and objectives of Inclusive Education, models of inclusive education, strategies for an inclusive classroom
B.Ed.	Child Development and Teaching Learning Process	SDG3	SDG5	Child Abuse. Gender discrimination
B.Ed.	Pedagogy of School Subjects	SDG4		Action research: Concept and Identification of problems faced by the teachers in the

B. A. B. Ed.	Microeconomics: Theory and Applications I	SDG8	SDG12	Economies and Diseconomies of Scale; Consumer and Producer Equilibrium
B. A. B. Ed.	English: Renaissance & Restoration	SDG4	SDG4	Literature & Society

Semester 2				
Program	Course	Integrated SDG		Topics
B.A B. Ed.	Microeconomics: Theory and Application II	SDG8	SDG9	Perfect and imperfect market structures



B.Ed Special Education	Creating an Inclusive Classroom	SDG 4	SDG16	Importance of Inclusive Education, Characteristics, aims and objectives of Inclusive Education, models of inclusive education, strategies for an inclusive classroom
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B.Ed
Special

Curriculum

Development: Subject-centered,

Designing, SDG4
Curriculum Design and

Learner-centered (CWLD),
Learning-centered

Educ io n	Adaptation and Evaluation			
B. Ed.	Learning and Teaching	SDG 4	SDG4	THEORIES OF LEARNING and their educational implications
B. Ed.	Pedagogy of School Subjects	SDG4		Action research: Concept and Identification of problems faced by the teachers in the Classrooms
B.Sc. B. Ed.	Zoology: Animal Diversity – Ii	SDG 1 5	SDG6	Insects as vectors a. mosquito b. housefly c. sand-fly d. tsetse fly

Semester 3

Progra m	Course	Integrated SDG	Topics
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B.Ed Specia l Educa tio n	Disability Specialization	SDG 4		Lesson planning and execution on different levels for selected subjects.
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Special Education	Main Disability Special School	SDG 4		Develop and extend the lessons in special education setup
B. Ed.	Gender, school and Society	SDG 5	SDG10	Gender equality- Role of schools in reinforcing gender equality, Role of peers in reinforcing gender equality, Role of teachers in reinforcing gender equality, Role of curriculum and textbook in reinforcing gender equality
B.Sc B. Ed.	Gymnosperms and Reproduction in Angiosperms	SDG 15	SDG13	General characters, distribution, classification, affinities and economic importance

Semester 4			
Program	Course	Integrated SDG	Topics



B.Ed.	Education in Contemporary India	SDG 4	SDG 4	Mudaliar Commission (1948), Education Commission (1964-66), RTE 1968; NPE 1986 and its modified version 1992 Right to Education Act 2009: Right of children to free and compulsory education, NEP 2020, Midday meal scheme, Three language Formula, Equity in education, Modernization and Privatization of Education, Role of educational agencies-NCERT, SCERT, CBSE, ICSE, Open and Distance Education, Role of teacher in universal and inclusive education, National System of Education
B.Ed Special Education	Cross Disability and Inclusion	SDG 4		Planning and implementation of IEP for Children with special needs.

Semester 5

Program	Course	Integrated SDG		Topics
BA B.Ed.	Literary Criticism	SDG4	SDG4	The various stages in the evolution of literary criticism
BA B.Ed	Indian Economy	SDG9	SDG12	Industrial Sector in India
BSc B.Ed	Ecology and Animal Behaviour	SDG3	SDG15	Hormonal control

Semester 6

Program	Course	Integrated SDG		Topics
BSc B.Ed	Plant Physiology and Metabolism	SDG13	SDG15	Water relations in plants



BA B.Ed	Money and Banking		SDG10	Contemporary Banking and Monetary Policy
BSc B.Ed	Developmental Biology and Applied Zoology	SDG15	SDG11	Basic principles of practices in culturing of i) silkworms (Sericulture), ii) bees (Apiculture), iii) Aquaculture – fish, prawn and shellfish

Semester 7

Program	Course	Integrated SDG		Topics
BSc B.Ed	Numerical Analysis	SDG4	SDG9	Lifelong Learning: to interpolate, find solution of nonlinear equations, simultaneous equations

BA B.Ed	Internship	SDG4	SDG4	Teaching competency, action research, reflective journal, case study, lesson plans
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Semester 8

Program	Course	Integrated SDG	Topics
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BA B.Ed	School Leadership and Management	SDG 4	SDG4	Concepts of group dynamics, types of groups, stages of group formation, Conflict management: Concept and Strategies, Stress management: Concept and Strategies
BSc B.Ed	Biochemistry, Plant tissue culture and Biotechnology	SDG1 5	SDG3	Biochemistry
BA B.Ed	Statistics	SDG 8		Correlation and Regression

SCHOOL OF SCIENCES
DEPARTMENT OF SCIENCES

Courses mapped with SDGs

In the context of academic teaching and learning, the SDGs can serve as a useful tool for promoting a more comprehensive and integrated approach to education. The following tables show the mapping of our course curriculum with the SDGs as a sample.

Course mapping with (SDGs) (Chemistry)

Semester1				
Program	Course	Integrated SDG		Topics
B.Sc.(H) CHEMISTRY	GREEN CHEMISTRY	SDG6	SDG11	Twelve principles of chemistry, Water chemistry, Green solvents, Green Engineering.
Semester-2				
B.Sc.(H) CHEMISTRY	Environmen tal Science	SDG6	SDG15	Pollution, Ecosystem etc
Semester 3				

B.Sc. (H)

CHEMISTRY

Environmental Sustainable

Environmental
SDG12 SDG14
Sustainable development E
Waste Management

B.Sc. (H) CHEMISTRY	Applied Philosophy	SDG1 0	SDG16	Secularism—its nature and implications, Moral Philosophy of religion
B.Sc. (H) CHEMISTRY	Applied Sociology	SDG1	SD2	Issues in urban development-Population, poverty
Semester 4				
B.Sc. (H) CHEMISTRY	E Waste Management	SD G12	SDG14	E Waste Management
B.Sc. (H) CHEMISTRY	Industrial Chemistry	SD G7	SDG9	Chemistry of cosmetics and perfumes; Silicate Batteries ; Batteries; catalyst and catalysis
B.Sc. (H) CHEMISTRY	Environmen tal Ethics & Sustainable development	SD G11	SDG13	Sustainable development; Sustainable strategies and reporting; d Contemporary Issues
B.Sc. (H) CHEMISTRY	Major Project	SDG9	SDG8	Understand Research & Innovation Skill
Semester 5				
B.Sc. (H) CHEMISTRY	Chemistry in Agriculture	SDG2	SDG12	Fertilizers, Pesticides, fungicides
B.Sc. (H) CHEMISTRY	Nanotechnology	SDG6	SDG7	Application of nanotechnology in water filtration, Role of nanotechnology in Energy
B.Sc. (H) CHEMISTRY	Fuel Chemistry	SDG7	SDG13	Classification of energy resources; disadvantages of conventional energy resources



B.Sc. (H) CHEMISTRY	Analytical Chemistry and spectroscopy	SDG8	SDG9	Analytical Chemistry; physicochemical method of analysis
Semester 6				
B.Sc. (H) CHEMISTRY	Chemicals & Environment	SDG6	SDG11	water Treatment; Chemistry of Water; Water quality parameters
B.Sc. (H) CHEMISTRY	Food Chemistry	SDG 12		Food Chemistry
B.Sc. (H) CHEMISTRY	Clinical & Pharmaceuti cal	SDG 3	SDG 11	Amino acids; protein; enzyme; carbohydrate

	Chemistry			
B.Sc. (H) CHEMISTRY	Instrumental Method of Chemical Analysis	SDG 8	SDG 9	Technical aspects of various instruments such as spectroscopy, chromatography, mass spectroscopy

Course mapping with (SDGs) (Physics)

Semester-1				
Program	Course	Integrated SDG		Topics
B. Sc. (PH) (1st Sem.)	Programming For Problem Solving Using CLab	SDG4		Information And Communications Technology Skills



B. Sc. (PH) (1st Sem.)	Communicative English	SDG4	Quality education: personal as well as professional life
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Semester-2			
Program	Course	Integrated SDG	Topics
B. Sc. (PH) (2nd Sem.)	Environmen tal Science	SDG4, SDG6, SDG 12	Environment Education, Environmental Pollution, Integrated Water Resource Management

B. Sc. (PH) (3rd Sem.)	Applied Psycholog y	SDG16	Introduction to Psychology, Psychological Abuse
B. Sc. (PH) (3rd Sem.)	Applied sociology	SDG8,SDG10	Social change & mobility
B. Sc. (PH) (3rd Sem.)	basics of economics	SDG 1, SDG 4, SDG 8, SDG 12	Economic Resource & Access, LifeLong Learning, Economic Activity, Economic Development, Economic Growth, Ecomic Impact, GDP, Production and Resource Use
B. Sc. (PH) (3rd Sem.)	Introducti on To Finance	SDG8,SDG9(Dec entwork and economic growth, industry innovation & infrastructure)	Time value of money, capital budgeting, capital structure, financial analysis & planning



Semester-2				
Program	Course	Integrated SDG		Topics
M. Sc. (PH) (2nd Sem.)	Scientific Research I	SDG4	SDG9	Analysis of different approach/methodology for experiments and Simulation, Research and development

Semester-3				
Program	Course	Integrated SDG		Topics
B. Sc. (PH) (3rd Sem.)	Mini Project 1 (PHN204)	SDG7		11 Research and development
B. Sc. (PH) (3rd Sem.)	French I	SDG4 (Lifelong learning, Quality Education, learning opportunities)		Les articles (défini et indéfini) ER verbs Posez les questions l'heure La culture & la civilization

B. Sc. (PH) (3rd Sem.)	Spanish I	SDG4 (Lifelong learning, Quality Education, learning opportunities)		Los articulos verbo Ser Verbos regulares Demonstrativos Interrogativos
B. Sc. (PH) (3rd Sem.)	German I	SDG4 (Lifelong learning, Quality Education, learning opportunities)		Artikeln -regelmäßige Verben W-Fragen Vorstellung Kultur von Deutschland



B. Sc. (PH) (3rd Sem.)	Applied philosophy	SDG10,SDG16		Human Resource And Laws	
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Semester-4

Program	Course	Integrated SDG		Topics
B. Sc. (PH)(4 th Sem.)	Mini Project 2 (PHN207)	SDG7	SDG12	Research and Development, Quality Education
B. Sc. (PH)(4 th Sem.)	Environm ent& sustainabl e developm ent	SDG2 (Nutritio n), SDG3 (Indigeno us knowledg e), SDG8 (Climate Change, Sustaina ble Tourism) , SDG5 (genderI ssu es)		Nutrition, Indigenous knowledge, Climate Change, Sustainable Tourism, Gender issues

Semester-5

Program	Course	Integrated SDG	Topics
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B. Sc. (PH)(5 th Sem.)	Digital Mini Electro Project nics 2	SDG4	SDG15	AND, OR and NOT Gates (realization using SDG7 SDG12 Research and Development, Quality Education Diodesand NAND and NOR Gates as UniversalGates, XOR and gates, Memory interfacingMemory Map, Main features Components of 8085Microprocessor, Block diagram.
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Semester-6				
Program	Course	Integrated SDG		Topics
	(PHH3 (PHN2 02 B) 07)			
B. Sc. (PH)(6 th Sem.)	Electron ic Devices (PHH30 6B)	SDG3	SDG12	Memory interfacing Memory Map, Main featuresand Components of 8085 Microprocessor, Blockdiagram.
B. Sc. (PH)(6 th Sem.)	MAJOR PROJE CT (PHN30 7)	SDG7		2 Research and Development, Quality Education

**B. Sc.
(PH)(5th**

Semester-1				
Program	Course	Integrated SDG		Topics
M. Sc. (PH) (1st Sem.)	Physics of Electronic Devices	SDG4	SDG9	Physics of Electronic Devices, Highfrequency devices (includinggenerators and detectors)

Semester-3			
Progra m	Course	Integrated SDG	Topics



M. Sc. (PH) (3 rd Sem.)	Synthesis and Characterizati onTechniqu es (PHH605B)	SDG 7	SDG3	Electron beam evaporation technique, Quantumdot materials, Ramanand FTIR spectroscopy, Scanning electronmicroscopy, Field-emission Scanning electronmicroscopy
M. Sc. (PH) (3 rd Sem.)	Scientific Research II	SDG 4	SDG9	Planning of experiments and simulation,Analysis of different approach/methodology forexperiments and Simulation , Research anddevelopment

Semester-4

Program	Course	Integrated SDG		Topics
M. Sc. (PH) (4 th Sem.)	Nanotechnol og y(PHH608B)	SDG7	SDG12	Morphology of Nanoparticles,Nanoparticle Morphology,Nano-structures in waste watertreatment, "Nano-structures in bacteria entrapment, Application ofnano-structures in Electronics.
M. Sc. (PH) (4 th Sem.)	Major Project	SDG4	SDG9	Research and development, innovationbased research methodology, preparingprototype

Course mapping with (SDGs) (Mathematics)

Semester1				
Program	Course	Integrated SDG		Topics
B.Sc(Mat hs) Semi	Programming For Problem Solving Using C Lab	SDG4		Problems Solving, Using C Programming
	Maths Lab - I	SDG4		Mathematical Problem Using Softwares Like Octave, R Etc
	Communicative English	SDG4		Group Discussions



Solve Mathematical
Problem Using
Softwares Like Octave,
R ,Python Etc

M.Sc(Maths) Sem I	Excel Workshop Mathematics Lab-I Python Programming	SDG4		
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Semester2

Program	Course	Integrated SDG		Topics
B.Sc(Maths) Semii	Math Lab – Ii	SDG4		Simplify Arithmetic Calculations Using Octave & Microsoft Excel
	Environmental Science	SDG4	SDG6 , SDG 12	Environment Education, Environmental Pollution, Integrated Water Resource Management
M.Sc(Maths) Sem Ii	Mathematics Lab – Ii Scientific Research - I	SDG4		Solve Mathematical Problem Using Softwares Like Octave, R Etc And Educational Research

Semester3


Program	Course	Integrated SDG		Topics
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B.Sc(Maths) Semiii	Math Lab – Iii	SDG4		Elaborate Scientific Writing Using Latex
	Applied Philosophy	SDG10	SDG16	Human Rights And Laws



	Applied Psychology	SDG1 6		Introduction To Psychology, Psychological Abuse
	Applied Sociology	SDG 8	SDG1 0	Social Change & Mobility
	Introduction To Finance	SDG 1, SDG 4,	SDG 8, SDG 12	Economic Resource & Access, Life Long Learning, Economic Activity, Economic Development, Economic Growth, Economic Impact, Gdp, Production And Resource Use
M.Sc(Maths) Sem Iii	Pedagogical Skills Scientific Research -II	SDG4		Pedagogical Content Knowledge, Lifelong Learning, Education Research
Semester4				
Program	Course	Integrated SDG		Topics
B.Sc(Maths) Semiv	Spanish Ii	SDG4		-Ser Vs. Estar - Verbos Irregulares - Tiempo - Verbos Reflexivos
	German Ii	SDG4		Possessivepronomen - Unregelmäßige Verben - Adjektiven - Das Wetter - Modal Verben
	Data Stuctures	SDG4		Algorithm Analysis, Complexity Of Algorithm
	Environment & Sustainable Development	SDG2	SDG3 , SDG8	Nutrition, Indigenous Knowledge, Climate Change, Sustainable Tourism, Gender Issues



	E-Waste	SDG1 2	SDG 14 , SDG15	 Innovation And Recycling Of E-Waste, Understanding Rohs And Reach
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	Mini Project-Ii	SDG4		Literature Review And Report Writing
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	French Ii	SDG4		- Les Aticles Patitifs - Ir Verbs - Les Exceptions <Er Verbs> - Les Adjectifs - Les Verbs Pronominaux
M.Sc(Maths) Sem Iv	Project	SDG4	SDG8	Learning Opportunities, Offset Project

Semester5

Program	Course	Integrated Sdg		Topics
B.Sc(Maths) Sem V	Math Lab - Iv	SDG4		Interpolation
	Introduction To Database Management Systems	SDG4		Sql Implementation Query Writing Normalization Functional Dependency
	Minor Project	SDG4		Literature Review And Report Writing
	Environment & Sustainable Development	SDG2	SDG3 , SDG8 , SDG5	Nutrition, Indigenous Knowledge, Climate Change, Sustainable Tourism, Gender Issues



Semester 6				
Program	Course	Integrated SDG		Topics
B.Sc(Maths) Sem Vi	Fundamentals Of Machine Learning Lab	SDG4		Machine Learning, Supervise Learning, Unsupervised Learning
	Entrepreneurship Theory & Practice	SDG4	SDG8	Entrepreneurship Skills, Climate Change, Sustainable Tourism

SCHOOL OF MANAGEMENT & COMMERCE

DEPARTMENT OF MANAGEMENT & COMMERCE

Course mapping with (SDGs)

Program	Course	Integrated SDG	Topics
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BBA (COMMON CORE)	Computer Information System	SDG9		Function of different units of computer, Types of software (System and Application)
SUBJECTS – FAA, EFB, HC M, OM, BA)	Business Communication-I	SDG 4 (Quality education)	SDG9 (Industry, Innovation and Infrastructure)	Basic forms of communication, Process of communication, Impact of Encoding and Decoding in Communication
	Marketing	SDG9 (Industry)		Marketing environment,



	Management	ry, Innovation and Infrastructure)		New Product Development, Integrated marketing communication
	Management Principles & Organizational Behavior	SDG9 (Industry, Innovation and Infrastructure)		Leadership for learning organizations. Trait, behavioral, contingency theories, and managerial grid.
BBA FAA (ELECTIVE)	Micro Economics	SDG8 (Decent work & Economic growth)	SDG9 (Industry, Innovation and Infrastructure)	Demand and Supply, Central Problems, Production Curve

	Financial Accounting	SDG4 (Quality Education)	SDG8 (Decent work & Economic growth)	Computerized Accounting: Computers and Financial application, Accounting Software packages
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BBA ETB (ELECTIVE)	Entrepreneurship Theory & Practices	SDG8, SDG 12 (Responsible production & Consumption)	SDG9 (Industry, Innovation and Infrastructure)	Fundamentals of Entrepreneurial skills & mindset, risk & return, opportunity recognition
BBA HCM (ELECTIVE)	Introduction to Health Care Management	SDG3(GOODHealth)	SDG4 (Quality Education)	Systematic Planning and Control of inventory
BBA OM (ELECTIVE)	Principles of Manufacturing	SDG9 (Industry,	SDG13 , SDG12	Sustainable manufacturing

			Innovation and Infrastructure)		
BBA- BA (ELECTIVE)	Introduction to Business Analytics		SDG9 (Industry, Innovation and Infrastructure)		Data Management, data mining, data warehousing. Data science & ML, big data, application of analytics

Semester-2	
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Program	Course	Integrated SDG	Topics
BBA (COMMON CORE SUBJECTS – FAA,EFB, HC M,OM, BA)	Human Resource Management	SDG9 (Industry, Innovation and Infrastructure)	HR Planning, recruitment, compensation, performance appraisal, industrial relations, training & development, feedback
	Financial Management	SDG9 (Industry, Innovation and Infrastructure)	Capital Budgeting, wealth maximization, capital structure decisions
	Advanced Excel	SDG9 (Industry, Innovation and Infrastructure)	Visualizing Data Using Conditional Formatting, Using Data Validation, Creating Charts and Graphic
	Business Communication-II	SDG4(Quality education)	Global Communication, Understanding Self and others, Creativity and



		Strategies & Practices of Family Owned Enterprises		SDG9 (Industry, Innovation and Infrastructure)		SDG 12		Business planning in family businesses, strategic alternatives to growth of family businesses, strategic potential matrix
	BBA HCM (ELECTIVE)	Public Health		SDG3				
		Global Health		SDG3, 16				6,17 Educate the Of Global Illness
	BBA OM (ELECTIVE)	Multimodal Transportation Systems		SDG3 (Good Health & well)		SDG 7 (affordable &)		Planning considerations for Pedestrians, Planning Considerations for Bicyclists.

SCHOOL OF LAW

Department of Law

Courses Mapped With SDGs

UG Courses

Progra	Course	Integrated SDGs	Topics
Semester 1			



<p>B.A. LL.B. (H)</p>	<p>Sociology - I</p>	<p>SDG 10 (Reduce inequality within and among countries)</p>	<p>SDG 16 (Promote peaceful and inclusive societies, provide access to justice, accountable and inclusive institutions)</p>	<p>Backward classes in India, Constitutional Provisions, Affirmative Actions - Reservation for SCs STs, OBCs and Women in Politics, Services and Educational Institutions</p>
<p>Semester 2</p>				
<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Legal Methods</p>	<p>SDG 16 (Promote peaceful and inclusive societies, provide access to justice, accountable and inclusive institutions)</p>		<p>Indian Legal System, Rule of Law, Basic concepts of legal system</p>
<p>Semester 3</p>				



<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)/ LL.B.</p>	<p>Constitutional Law-I</p>	<p>SDG4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) SDG 10 (Reduce inequality within and among countries)</p>	<p>SDG 16 (Promote peaceful and inclusive societies, provide access to justice, accountable and inclusive institutions)</p>	<p>before and Equal protection of laws, Prohibition of discrimination & Justice to weaker sections of society SC/ST/WOMEN, Equality of opportunity in matters of public employment, Abolition of Untouchability & Titles</p> <p>Human trafficking, prohibition of child labour, right to education Protection of interests of minorities</p>
<p>Semester 4</p>				

<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)/ LL.B.</p>	<p>Family Law – II</p>	<p>SDG 5 (Achieve gender equality and empower all women and girls)</p>		<p>Dower, Maintenance, Divorce</p>
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<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Environmental Science</p>	<p>SDG 11 Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>SDG 12 - Ensure sustainable consumption and production patterns</p>	<p>SDG 13 - Take urgent action to combat climate change and its impacts</p> <p>SDG 14 - Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>SDG 15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>Forest resources: Use and over exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people, Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems, Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, equitable use of resources for sustainable lifestyles, Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity</p>
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Semester 5				
B.A. LL.B. (H) / B.B.A.	Criminal Procedur e	SDG 16 (Promote and		Right of Accused and arrested persons, Right to

LL.B. (H)/ B.Com LL.B. (H)/ LL.B	Code	enforce non discriminato r y laws and policies for sustainable development)		register FIR and Bail, criminal justice administration, custodial violence, under trial prisoners, rarest of rare test for capital punishments, role of police.
Semester 6				



<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)/LL.B.</p>	<p>Labour Laws</p>	<p>SDG 1 - End poverty in all its forms everywhere</p> <p>SDG 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	<p>SDG 10 - Reduce inequality within and among countries SDG 11 - Make cities and human settlements inclusive, safe, resilient and sustainable SDG 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p>Courts, Laws, Strike, Lock Out, Lay Off, Retrenchment and Closure, Unfair Labour Practices, Penalties, Offences by Companies etc., social security concept and evolution, Workmen's Compensation Act, 1923, health and safety of workers, working hours of adult, employment of children, provisions regulating employment of women</p>
<p>Semester 7</p>				



<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Competition Law</p>	<p>SDG17 (Strengthen the means of implementation and revitalize the global partnership) SDG8 (Decent work and economic growth)</p>	<p>SDG17 (Strengthen the means of implementation and revitalize the global partnership) SDG8 (Decent work and economic growth)</p>	<p>Prohibition of abuse of dominance; Prohibition of anti competitive agreements</p>
<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Juvenile Justice</p>	<p>SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>SDG 5 - Achieve gender equality and empower all women and girls</p>	<p>Rights of child, status of child in matters of maintenance, adoption, surrogacy etc., child and criminal justice administration, offences against children</p>
<p>Semester 8</p>				
<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Intellectual property Rights Law - II</p>	<p>SDG 8 (Increase aid for trade support for developing countries)</p>	<p>SDG 9 (build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation)</p>	<p>TRIPS, BERNE CONVENTION, Traditional Knowledge and folklore.</p>



B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)	Law on Infrastruc tu re Develop me nt	SDG 9 - Build resilient infrastructure, promote inclusive and sustainable industrializatio n and foster innovation	SDG 11 - Make cities and human settlements inclusive, safe, resilient and sustainable	Infrastructure Development and economic development, Challenges for local players and foreign companies looking to enter the market, Emerging Options for Project Financing
Semester 9				
B.A. LL.B. (H) / B.B.A.	Public Internation	SDG16 (Peace, Justice and Strong	SDG16 (Peace, Justice and Strong	International Court of Justice, Human Rights

LL.B. (H)/ B.Com LL.B. (H)	al Law and Human Rights	institutions)	institutions)	
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<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)/ LL.B.</p>	<p>Environmental Law</p>	<p>SDG 3 - Ensure healthy lives and promote well-being for all at all ages</p> <p>SDG 13 - Take urgent action to combat climate change and its impacts</p>	<p>SDG 14 - Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>SDG 15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>International Document and Treaty Pollution: Problem and prospects, International Norms: Sustainable Development Sustainable Development and International Legal Order in 21st Century: Precautionary Principle, Polluter Pays Principle, Environmental Protection through Public Interest Litigation, Environmental Protection Act</p> <p>The Water (Prevention and Control of Pollution) Act, 1974, Air (Prevention and Control of Pollution) Act, 1981, Noise Pollution Control Order, 2000, Land Pollution</p>
<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Information Technology and Telecom munication Laws</p>	<p>SDG 9 (INDUSTRY, INNOVATION AND INFRASTRUCTURE)</p>	<p>SDG 8 (DECENT WORK AND ECONOMIC GROWTH)</p>	<p>Concept of technology and Law, E-governance.</p>



<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Gender Justice</p>	<p>SDG 5 (Achieve gender equality and empower all women and girls)</p>	<p>SDG 10 (Reduce inequality within and among countries)</p>	<p>gender equality, gender justice and feminist jurisprudence; Deconstructing Man, Woman & Other; Freedom of expression and right to sexual</p>
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				<p>identity; Legal protection for the LGBTQIA+ people</p>
<p>Semester 10</p>				
<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)/LL.B</p>	<p>Clinic IV (Professi onal Ethics and Professio nal Accounti ng System)</p>	<p>SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>		<p>Code of ethics, Professional Misconduct, Duty towards society</p>



<p>B.A. LL.B. (H) / B.B.A. LL.B. (H)/ B.Com LL.B. (H)</p>	<p>Cyber Crimes and Law</p>	<p>SDG 16 (Peace and Justice strong institutions)</p>	<p>SDG 9 (Industry, Innovation and Infrastructure)</p>	<p>Framework related to Cyber Crimes (Relevant authorities and their powers to conduct trials and impose punishments), Intellectual Property in Cyber World.</p>
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ANNEXURE 2

Rubrics for the Evaluation of Project Based Learning

1. Rubric (R1.2) Holistic Scope of Sustainability as one of the parameter for students to work on problems around Sustainable Development Goals in CST
2. Teaching of GSS Using Problem Based Learning; Awareness on Gender Equality and Sensitization (SDG 5)

SCHOOL OF ENGINEERING

Computer Science & Technology

Following rubrics have been designed for evaluation of five stages of project development in courses being conducted using project Based Learning. The rubrics have been submitted for copyright (Application no: 7348/2022-CO/L 48949).

The stage 1 evaluation incorporates Rubric (R1.2) Holistic Scope of Sustainability as one of the parameter for students to work on problems around Sustainable Development Goals.

Teaching GSS using problem-based learning: A research-oriented approach to develop awareness on Gender equality and sensitization (SDG 5)

- Shivani Bakshi¹

Problem-based Learning (PBL) involves student-centred pedagogy wherein students learn about a subject through the experience of solving a prevalent issue, or a problem with a

define solution. Even if the student is unable to arrive at a tangible solution, PBL ushers hope to develop scientific temperament towards education. Thus, encouraging knowledge inquisition, enhanced group collaboration and communication.

The course on Gender, School and Society offers a Gestalt view of the embedded process of gender discrimination, stereotyping and conditioning in our education system overall. The subject besides juxtaposing the idea with practice offers a pedestal to raise concerns regarding paradigmatic shifts in our perception on gender construction in the society. Teaching the subject offers an insightful understanding of current challenges across the socio-cultural norms and binaries. Pedagogy required for this subject is hence, subjected to teaching-learning through brainstorming, supporting, guiding, and close monitoring on the areas identified by the students as areas of their interest. Stretched on the continuum of Constructivism, students in GSS are constantly exposed to the paradigmatic shift in defining gender roles traditionally in our society. Through classroom teaching, students are scaffolded towards group research on the topics prescribed in the syllabus, thus ensuring group learning and collaboration.

The objectives of the assessment are as follows:

Objectives:

The students towards the end of the assessment will be able to:

1. Define important concepts in Gender studies.
2. Explain the paradigmatic shift in education under the lens of gender.
3. Illustrate with examples gender-based discrimination in the society.
4. Compare different intersectionality points between gender, school/ higher education and SDGs envisioned under Agenda 2030.

The assignment is a reflective indicator of how gender is perceived, constructed and floated across the social structures through education in Indian society. The assignment initiates research enquiry into the domains of gender in Indian context through following stages:

1. Selection of any subtopic from the units prescribed in the syllabus.
2. Framing a research argument by situating the area in the student group's immediate private/public domain to ensure a strong contextual understanding.
3. Identify and explore the field to juxtapose lived experiences vs their preconceived notions.
4. Write the paper using the data collected and administer basic statistical methods to gain an insight on the immediate issues, explore possibilities to link the paper to other SDGs and carve out potential solutions/ models to existing problems.

5. The format of the assignment is as follows:

- Introduction
- Literature review (to be categorically identified as sub-themes)
- Rationale
- Research questions and objectives
- Method
- Tools and techniques
- Findings and Analysis
- Discussion/ Conclusion

The rubric for the assessment is as follows:

Critical Thinking	Minimal input in critical engagement with the field	Questioning and analysing evidence	Applying reasoned approach to conceptualize	Reflecting upon/reasoning the findings	Synthesizing findings and literature to contribute to further research	3
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Task Distribution	Minimum or maximum delegation of tasks	Is planned and assigned to members single handedly	Is effectively planned as per everyone's potential	Is distributed as per everyone's potential and shortcomings	Briefing done before distribution of the tasks as per everyone's potential and shortcomings	3
Leadership	Autocratic/ Laissez Faire	Autocratic Laissez faire	Democratic	Situational leadership	Transformational Leadership	3



Communication	Minimum communication	Unilateral communication	Dialogue is present	Effective Communication, considering all the necessary feedback	Communication with feedback along with reflective practices to innovate	3
Presentation	Presented throughout by a single member only	Presented by two members	Presented by people respect to everyone's contribution	Presentation is fluid with everyone's participation	Presentation is dialogic with members exemplify in g each other's points	3
Cultural & Global Citizenship	Reference to national level studies	Reference to international and national studies	Reference to national, international and local context specific studies	Synthesising the three locales of study to draw empirical findings	Relate international citizenship to the Indian moto of 'Vasudev Kutumba ka m'	3

Problem Solving	Identifying what is already known from existent literature	Strategize s the problem with relevant methods	Assessing action in generating course of action	Evaluating the impact of possible interventions to carry out in	Approaching the solution witha flexible and determined plan of action	3
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				most viable manner		
SDG Mapping	Paper caters SDG 5 only	Paper caters SDG 4 & 5 only	Paper caters to 4 or more SDGs	Paper caters to 5 or more SDGs	Paper caters to at least 6 or more	3

Courses offered to bring awareness of SDGs

Course offered as an elective subject to undergraduates of Manav Rachna University

Manav Rachna Centre for Peace and Sustainability, at Manav Rachna University, has developed an insightful course entitled 'Essentials of Peace and Sustainability.' This course is made available to undergraduate students as an elective subject, with the primary objective of fostering greater awareness of the ambitious Sustainable Development Goals (SDG) agenda of 2030, its various components, and imparting the knowledge and skills required for peace-building.

The course draws upon experiential and project-based learning approaches, as well as collaborative and cooperative learning strategies, to provide learners with a comprehensive and immersive educational experience. As part of the course, students select a specific SDG and propose a solution based on their acquired knowledge in their respective domains, making the learning experience both practical and impactful.

To ensure the quality and rigor of the course content, it is developed by a team of experts in the field of Peace and Sustainability. The course is delivered in a blended mode, leveraging technology and traditional methods to provide students with the flexibility and convenience of learning in a manner that best suits their needs. The course has so far successfully been completed by 450 students, making it a valuable and sought-after addition to the academic offerings of the university.

• Course offered by Fakir Mohan University

The course entitled "Essentials of Peace and Sustainability" is presently being offered to Fakir Mohan State University, Balasore, Orissa. This course is offered in a blended mode of delivery, wherein the theoretical components are imparted through our esteemed university through virtual platform Canvas, while the practical aspects are being attended to by the Department of Education in a physical mode.

• **Course offered by OER4BW**

The course also has been made available as an Open Educational Resource (OER) for the benefit of undergraduate students. This laudable initiative is in alignment with the OER4BW (Open Educational Resources for Better World) program, an illustrious initiative supported by the United Nations Educational, Scientific, and Cultural Organization (UNESCO).



The carefully crafted course on “Essentials of Peace and Sustainability” is designed to equip young learners with a thorough and nuanced understanding of the crucial concepts and principles that underpin the fields of peace and sustainability. By leveraging the power of cutting-edge technology and innovative pedagogical approaches, the course material is delivered in an engaging and interactive manner that inspires learners to think critically and reflect deeply on the subject matter.

Impact Metrics (KPIs)

KPI Category	Indicator	2023–24 Outcome
Global Engagement	No. of MoUs signed with international institutions	12 MoUs (Asia, Europe, USA)
Industry Linkages	No. of industry-academia partnerships	15 collaborations
Student Mobility	No. of students in exchange programs	40 students
Research Output	Joint publications with partner institutions	10+ papers
Community Impact	NGO/CSR partnerships initiated	8 partnerships

Partnerships

- **ICT Academy:** For advanced IT skill training programs.
- **Honeywell & other corporate partners:** For youth empowerment and employability training.
- **Institute of Peace Research & Action (IPRA):** For collaborative outreach and book donation initiatives.
- **Global Universities (USA, Europe, Asia):** For exchange programs, joint research, and cultural immersion.
- **Local NGOs:** For food distribution, health awareness, and sustainability projects.

Challenges and Lessons Learned

Challenges:

- Ensuring long-term sustainability of partnerships beyond initial MoUs.
- Limited resources for large-scale international student mobility.
- Bureaucratic delays in cross-border academic collaborations.

Lessons Learned:



MANAV RACHNA UNIVERSITY

Declared as State Private University vide Haryana Act 26 of 2014

Need for outcome-based partnerships with measurable impact.
Building multi-year collaboration plans ensures continuity.
Student engagement as “SDG Ambassadors” strengthens the institutional impact of partnerships.

