

Report on

**Sustainable
Development**

Goal 17



**PARTNERSHIP
FOR THE GOALS**



SDG-17 Partnerships for the Goals

Swami Rama Himalayan University demonstrates a comprehensive and integrated approach to development. By consciously weaving a strong web of Partnership for the Goals—from local communities to national industry leaders and international academic institutions—SRHU multiplies its impact. It has created a holistic, scalable, and powerful model, proving that a higher education institution can act as a primary catalyst for building a sustainable, resilient, and equitable future for all.

- **Livelihood and Resilience:** Through its Rural Development Institute (RDI), SRHU has empowered over 5,000 farmers, fostering economic resilience and sustainable livelihoods, illustrating Partnership for the Goals in practice.
- **Environmental Stewardship:** SRHU leads by example with campus sustainability initiatives, including a 1,500 KW rooftop solar plant, biogas systems, and advanced rainwater harvesting, significantly reducing its environmental footprint while demonstrating Partnership for the Goals through sustainable resource management.

17.1 Research into Partnership for the Goals

Swami Rama Himalayan University's research portfolio highlights a deep commitment to addressing global challenges through interdisciplinary collaboration and partnership for the goals. The university's Scopus-indexed publications demonstrate a significant focus on sustainable urban development, smart city solutions, and public health resilience, particularly in response to the COVID-19 pandemic. Research themes extend to critical economic and environmental issues, including the principles of a circular economy, sustainable finance, and green management practices. By exploring topics from advanced IoT monitoring systems and AI-driven fraud detection to transforming livelihoods and managing hydrological extremes, SRHU's scholars are actively building a robust, evidence-based foundation that reinforces partnership for the goals. This diverse body of work underscores a strategic focus on creating and sharing knowledge to foster partnership for the goals, driving sustainable and equitable progress.

For more details, please visit [SRHU Research and Publication](#)

Scopus Indexed Publications for Partnership for the Goals				
S.No	Paper Title	Authors	Journal / Book Name	Year
1	The Human Side of Sustainability: Behavioural Economics in Climate Action and Neutrality	Trivedi, A.; Juyal, S.A.; Kandpal, V.	Climate Change Management	2025
2	Strategic Integration of Green Human Resource Management and Circular Economy Principles for Sustainable Change Management	Trivedi, A.; Trivedi, N.	Approaches to Global Sustainability Markets and Governance	2025
3	Analysis of Smart City Solutions for Sustainable Urban Growth in India	Kaur, G.; Mishra, A.; Kumar, P.; Kapoor, G.	1st Int. Conf. on Advances in Computer Science Electrical Electronics and Communication Technologies (Ce2ct)	2025
4	Urban Health Resilience: Strategies for Strengthening Public Health Systems in Response to Urbanization Challenges	Mathur, M.; Wani, V.J.; Basu, R.; Verma, A.; Singh, S.	Indian Journal of Community Medicine	2024



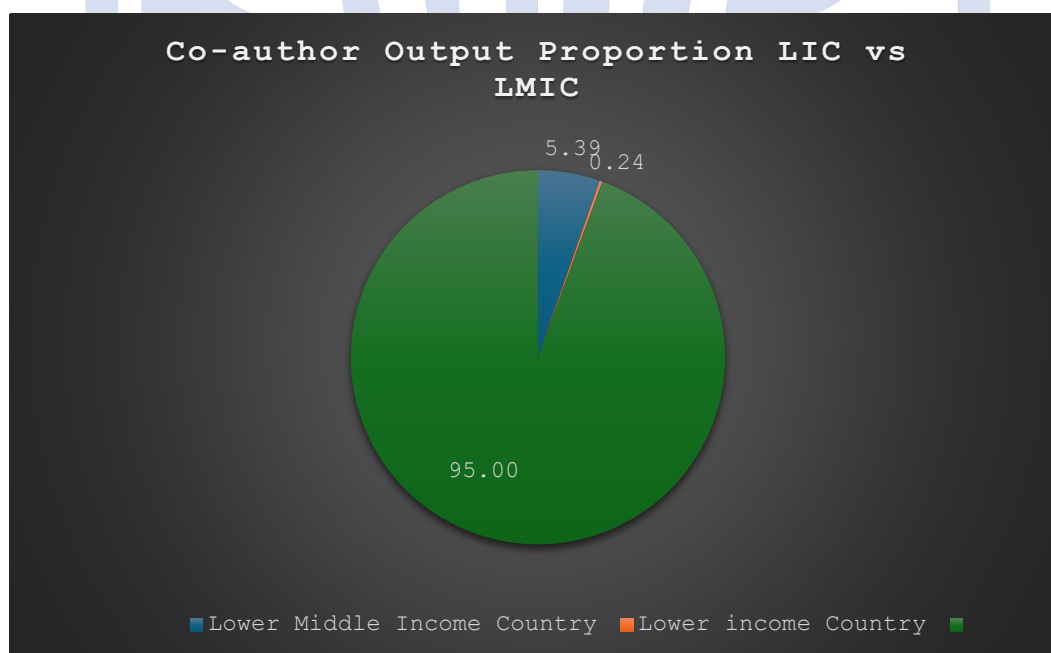
5	Green chemistry revolutionizing sustainability in the food industry: A comprehensive review and call to action	Gupta, A.K.; Boruah, T.; Ghosh, P.; Vijay, K.; Rustagi, S.	Sustainable Chemistry and Pharmacy	2024
6	Integrating circular economy in smart cities: Challenges and pathways to sustainable urban development	Trivedi, A.; Trivedi, N.	Smart Cities and Circular Economy: The Future of Sustainable Urban Development	2024
7	Nepal Publications on Covid-19: A Scientometric Analysis of Research Output, 2020-2023	Bansal, J.; Bhatia, N.; Gupta, B.M.; Singh, Y.	Journal of Indian Library Association	2024
8	Green human resource management and environmental performance: mediating role of green innovation – a study from an emerging country	Rana, G.; Arya, V.	Foresight	2024
9	Impact of Financial Inclusion for Achieving Sustainable Development for Removing Poverty in all Forms: A Review Study from India	Rana, G.; Sharma, R.; Sharma, B.	Sustainable Finance	2024
10	Intelligent IoT-Enabled Real-Time Monitoring System for Logistics Management	Joshi, P.; Singh, V.; Thapliyal, N.; Bhatt, A.; Mahur, M.	Int. Conf. on Computing Sciences and Communications (ICCS)	2024
11	Node MCU and Lily Pad based Relay Protection System For Laboratory Micro-Grid	Malik, S.; Jain, S.; Tiwari, P.; Yamsani, N.; Al-Farouni, M.H.	Int. Conf. on Smart Devices (ICSD)	2024
12	United Nations Sustainable Development Goals in the Context of Hydrological Extremes	Uniyal, A.; Kaushik, N.; Uniyal, H.P.	Water Sustainability and Hydrological Extremes	2024
13	Probiotics in Aquaculture	Chandra, S.; Joshi, N.	Handbook of Aquatic Microbiology	2024
14	Optimization of Deep Learning-Based Model for Identification of Credit Card Frauds	Palivela, H.; Rishiwal, V.; Bhushan, S.; Kumar, P.; Yadav, M.	IEEE Access	2024
15	Hattrick of H-deficient phenotypes at a tertiary care health center in India	Dhiman, Y.; Khatiwada, B.; Raturi, M.; Nautiyal, R.; Rawat, H.	Iraqi Journal of Hematology	2024
16	A critical review on green approaches in shape and size evolution of metal nanoparticles and their environmental applications	Kumari, M.; Pandey, S.; Giri, V.P.; Nautiyal, C.S.; Mishra, A.	Environmental Nanotechnology Monitoring and Management	2023
17	COVID-19 associated mucormycosis: A bibliometric analysis of Indian research based on Scopus	Dayal, D.; Gupta, B.M.; Bansal, J.; Singh, Y.	Iberoamerican Journal of Science Measurement and Communication	2023
18	Applications of Soil Bacterial Community in Carbon Sequestration: An Accost Towards Advanced Eco-sustainability	Prakash, V.; Varma, R.K.; Vishwakarma, K.; Tripathi, D.K.; Sharma, S.V.	Microorganisms for Sustainability	2021
19	Yartsagunbu: Transforming people's livelihoods in the Western Himalaya	Yadav, P.K.; Saha, S.; Mishra, A.K.; Dasgupta, S.; Shrestha, U.B.	ORYX	2019



17.1.1 Proportion of Output co-authored with Low or Lower-middle Income Countries

The university's publication records do show direct evidence of such collaborations, reflecting SRHU's commitment to partnership for the goals. For example, research from SRHU's Himalayan Institute of Medical Sciences includes publications co-authored with researchers from institutions in other lower-middle-income countries, such as the International Medical Faculty at Osh State University in Kyrgyzstan. It is also important to note that India itself is classified as a lower-middle-income country by the World Bank. Therefore, SRHU's entire research output contributes to the global research from this economic group, and its international collaborations (such as those with institutions in Japan or the USA) represent partnership for the goals between a lower-middle-income country and high-income countries.

Proportion of Output Co-authored with Low or Lower-middle Income Countries				
S. No.	Category		No of Document	%
1	Lower Middle-Income Country (LMIC)		111	5.39
2	Lower Income Country		5	0.24
	Others			95.00



Proportion of Output Co-authored with Low or Lower-middle Income Countries

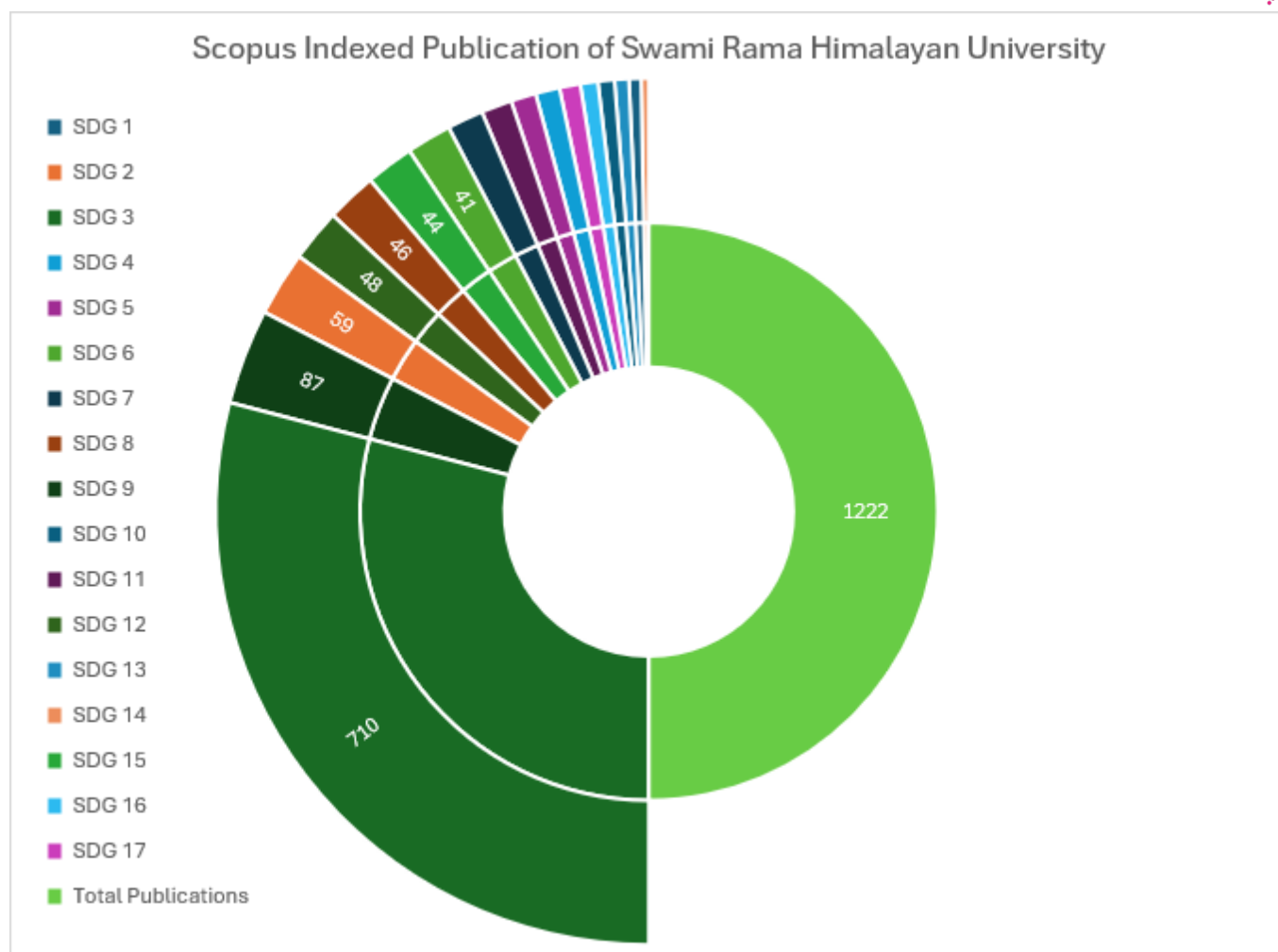


17.1.2 Partnerships for the Goals: Scopus Indexed Publications

The university demonstrates a substantial and broad commitment to sustainable development, evidenced by a total research output of publications spanning all 17 SDGs, reflecting SRHU's dedication to partnership for the goals. This extensive portfolio highlights significant research concentrations in key areas, with the most prolific contributions falling under SDG 12 (Responsible Consumption), SDG 8 (Decent Work), SDG 15 (Life on Land), and SDG 6 (Clean Water). This output is not just voluminous but also diverse, addressing complex issues from industry and innovation (SDG 9) to health (SDG 3) and sustainable cities (SDG 11), and it demonstrates SRHU's commitment to fostering partnership for the goals through both national and international collaborations. The research, led predominantly by authors from India, also includes vital international partnerships, with collaborations extending to researchers in other lower-middle-income countries like Nepal, as well as high-income countries, further reinforcing partnership for the goals. This comprehensive body of work underscores a deep institutional focus on generating actionable knowledge to address global challenges from a local, national, and international perspective.

Evidence: [SRHU Research and Publication](#)

Scopus Indexed Publication of Swami Rama Himalayan University		
SDG No.	SDG Goal	Scopus Indexed Publication
SDG 1	No Poverty	11
SDG 2	Zero Hunger	59
SDG 3	Good Health and Well -Being	710
SDG 4	Quality Education	22
SDG 5	Gender Equality	23
SDG 6	Clean Water and Sanitation	41
SDG 7	Affordable and Clean Energy	33
SDG 8	Decent Work and Economic Growth	46
SDG 9	Industry, Innovation, and Infrastructure	87
SDG 10	Reduce Inequalities	15
SDG 11	Sustainable Cities and Communities	28
SDG 12	Responsible Consumption and Production	48
SDG 13	Climate Action	13
SDG 14	Life Below Water	7
SDG 15	Life on Land	44
SDG 16	Peace, Justice and Strong Institution	16
SDG 17	Partnership for the Goals	19
Total Publications		1222



17.2 Relationships to Support the Goals

Swami Rama Himalayan University actively gathers and implements international SDG best practices through its robust network of partnership for the goals. The university's Clinical Trial Centre, for example, coordinates national and international trials, ensuring its research data complies with global regulatory standards, reflecting SRHU's commitment to partnership for the goals. SRHU promotes best practices directly via MoUs with international academic institutions, such as Laurea University, which facilitate joint research, workshops, and faculty/student exchanges for knowledge transfer. Furthermore, the university fosters critical cross-sectoral dialogue by hosting high-level events like its "Forum on Sustainable Development" (held in reference to the G-20 summit) and through its formal collaborations with government (ICMR, National Jal Jeevan Mission), industry (PHD Chamber of Commerce), and NGOs (The Hans Foundation), demonstrating a clear focus on partnership for the goals to align regional objectives with global progress.



17.2.1 Relationships with Regional NGOs and Government for SDG policy

The university's Rural Development Institute (RDI) has provided technical and operational support to the State Government of Uttarakhand and the Ministry of Panchayati Raj to formulate region-specific development plans and bridge gaps in national schemes, exemplifying SRHU's commitment to partnership for the goals. Furthermore, SRHU acts as a designated Key Resource Centre (KRC) and Sector Partner for the National Jal Jeevan Mission. In this national capacity, it directly shapes strategy by training government officials, engineers, and panchayats across 31 states, enabling adaptive management of India's water policies and reinforcing partnership for the goals. The university also monitors national health programs on behalf of the regional government and holds collaborations with the ICMR to disseminate national bioethics guidelines, directly influencing policy and practice.

SDG-17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.2	Relationships to support the goals			
Indicator	17.2.1	Relationships with regional NGOs and government for SDG policy Have direct involvement in, or input into, national government or regional non-government organisations, SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management	Yes	NGO - Rural Development Institute Sector Partner for National Jal Jeevan Mission https://srhu.edu.in/wp-content/uploads/2025/09/81-MoU-A-The%20HANS%20Foundation.pdf https://srhu.edu.in/wp-content/uploads/2025/09/101-LOI-E-TATA%20Strive%20Google.pdf	Yes



Swami Rama Himalayan University (SRHU), through its Rural Development Institute (RDI), actively fosters multi-stakeholder partnerships to advance inclusive education, health, nutrition, sustainable livelihoods, and gender equality. These initiatives exemplify SDG 17 (Partnerships for the Goals) by linking government bodies, NGOs, community organizations, and academic programs to address local and national development challenges.

On National & Regional Policy Development

- **National Jal Jeevan Mission (JJM):** The promoting society of the university Himalayan Institute Hospital Trust (HIHT) is a designated **Key Resource Centre (KRC)** by the Ministry of Jal Shakti. It outlines its national responsibility for training officials and stakeholders, directly influencing the implementation and strategy of India's water policy.

For more information, please visit, [Sector Partner for National Jal Jeevan Mission](#)



Public Evidence: <https://garhwalpost.in/hiht-furthers-goals-of-national-jal-jeevan-mission/>

- **Rural Development Institute (RDI) & Govt. Support:** This page describes the RDI's objectives and its long-term work in the hinterlands of Uttarakhand, providing technical support and implementing programs in partnership with the government and community organizations. For more information, please visit [NGO - Rural Development Institute](#)

17.2.2 Cross Sectoral Dialogue about SDGs

SRHU excels at fostering cross-sectoral dialogue by serving as a central convener for government, industry, and civil society, demonstrating a strong commitment to partnership for the goals. The university actively partners with government bodies like the Ministry of Jal Shakti, acting as a Key Resource Centre for the National Jal Jeevan Mission, where it trains state officials and stakeholders, translating national policy into practice, reflecting SRHU's focus on partnership for the goals. The University bridges academia and industry through MoUs and joint events with bodies like the PHD Chamber of Commerce and Industry (PHDCCI), hosting conclaves to create dialogue on healthcare, policy, and sustainability. Simultaneously, its Rural Development Institute (RDI) works directly with civil society, partnering with major NGOs like The Hans Foundation and local community groups to implement on-the-ground solutions for health, water, and livelihood (SDGs 1, 3, and 6), ensuring that expertise is pooled for maximum impact, further reinforcing partnership for the goals.

SDG17: Partnerships for the Goals

Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.2	Relationships to support the goals			
Indicator	17.2.2	Cross sectoral dialogue about SDGs Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs	Yes	Women Empowerment through Science and Technology	Yes



Workshop on 'Women Empowerment through Science and Technology'

Dialogue with Government and Academia

SRHU hosted the "Forum on Sustainable Development" under the G-20 banner. It confirms the participation of Dr. K.K. Pant, Director of the Indian Institute of Technology, Roorkee (IITR), alongside SRHU's leadership, for a collaborative discussion on sustainability at SRHU.

Evidence Link: [Dialogue with Government and Academia](#)



Dialogue with NGOs (Civil Society)

Social Development for Communities (SDC) Foundation details its partnership with SRHU to create a "plastic free" campus. It describes the establishment of a "Plastic Bank" on campus and confirms the active collaboration between the NGO and the university's Vice-Chancellor to achieve "zero plastic waste."

Evidence Link: [Click Here](#)

S. No.	Name of Seminars/Conference/Workshop	Date
1	CME on Management of Ph like ALL with MRD	22-Jun-24
2	Basic/Rigid Bronchoscopy	15 Jun to 16-Jun-2024
3	CME on Chronic Otitis Media with Meningitis	15-Jun-24
4	Workshop on Scopus as a citation tool and Research Evaluation Indices	14-Jun-24
5	Curriculum Implementation Support Program (CISP-III) workshop	12 Jun to 13-Jun-2024
6	CME on Microbial sprint and diagnostic stewardship	08-Jun-24
7	CME Clinical Review on Back Pain	01-Jun-24
8	NBA & NAAC Strategic Preparation for Enhancing Quality of Education (ICT-17)"	27 May to 31 May 2024
9	Cadaveric Workshop on Primary Knee arthroplasty	29-May-24
10	CME on Neurological Emergencies	25-May-24
11	Workshop on Integrated Management of Neonatal and childhood Illness	22-May-24
12	Workshop on Essential Newborn Care/Facility Based newborn Care	21-May-24
13	Clinical Trial Day/ Workshop on Good Clinical Practice	20-May-24
14	Still Birth Prevention : Saving Unborn lives	18-May-24
15	CME on CROHN'S DISEASE – HARD TO DIAGNOSE AND HARDER TO MANAGE	18-May-24
16	Workshop on Basic Statistical Methods in Medical Research	17 May to 18 May 2024
17	CME on Approach to a case of alleged sexual assault	11-May-24
18	Seminar on Innovating for a Sustainable Future	11-May-24
19	Workshop on “Rorschach Ink Blot Test Exner Method of Administration, Scoring and Interpretation”	09 May to 11 May 2024
20	Probodhan a CME & Workshop on Internal & External Quality Control in diagnostic Laboratory	10-May-24
21	Covid-19 Vaccination learnings for RI strengthening and orientation on MRelimination, VPD & AEFI surveillance	07-May-24
22	Cadaveric Workshop on Adult Hip Reconstruction	05-May-24
23	Pediatric Acute Care Nursing workshop held on 4th May 2024	04-May-24
24	CME on Surgical Intervention in Gastroesophageal Reflux Disease.	04-May-24
25	UKUSCON 2024	27 Apr to 28 Apr 2024
26	CDR Review of maternal mortality reporting in our institute	27-Apr-24



27	Curriculum Implementation Support Program (CISP-III) workshop	26 Apr to 27 Apr 2024
28	National Seminar on Beyond the :Emerging Technologies and AI in Focus	26-Apr-24
29	Workshop on IP and the Sustainable Development Goals: Building our common future with Innovation and Creativity	26-Apr-24
30	A Cadaveric workshop on Spine endoscopy	26-Apr-24
31	Forensic Nurse: The Empowered Caregivers	26-Apr-24
32	Basic Course in Medical Education (BCME)	23 Apr to 25 Apr 2024
33	CME Exploring Participatory Techniques in Health Research: Bridging Theory with Practice	20-Apr-24
34	CGR Shock in Emergency Department	13-Apr-24
35	National Conference on Anitimicrobial Resistance-(AMR)- Research Priorities and Action Plan	5th Apr to 6th Apr 2024
36	CME Oral Hygiene Practices: A Neglected Habit.	06-Apr-24
37	Curriculum Implementation Support Program (CISP-III) workshop	02 Apr to 03-Apr-2024
38	Conference on Forensic Medicine	29 March to 30 March 2024
39	Workshop on Women's Empowerment in Uttarakhand Through Science and Technology	29 March to 30 March 2024
40	A workshop on Open and laparoscopic knotting, suturing and dry vascular anastomosis was conducted by 'Johnson and Johnson Institute on wheels	07 to 08-Mar-2024
41	WORKSHOP ON CANCER AWARENESS AMONG CHILDREN	15-Feb-24
42	Workshop on Building Better Evidence Through Robust Research Methodology cum Granting Writing	9th – 10th February 2024
43	Research Methodology & Biostatistics	02-Feb-2024 to 03-Feb-2024
44	Curriculum Implementation Support Program (CISP-III) workshop	19-Jan - 2024 to 20-Jan-2024
45	Basic Course in Medical Education	16-Jan - 2024 to 18-Jan-2024
46	National Conference on Environment, Water, Agriculture, Sustainability, and Health (EWASH-2023); Strategizing a Greener Futurr & %th Annual Meet of STE	22nd- 23rd December, 2023
47	Cadaveric Workshop on Spine Endoscopy	01-Dec-23
48	Cadaveric Workshops on Shoulder arthroscopy	24-Nov-2023 to 25-Nov-2023
49	Cadaveric Workshops on knee preservation and complex ligament repair Knee Preservation	19-Nov-23
50	Advanced Neonatal Resuscitation workshop	19-Nov-23
51	Shaping the future of breast care: Trends & insights for tomorrow	'15-Nov-2023



52	Basic Life Support CPR training program	23-Oct-23
53	Virtual Labs Workshop by IIT Delhi	18-Oct-23
54	Compassionate Communities: Together for palliative care (Workshop)	14-Oct-23
55	Curriculum Implementation Support Program (CISP-III) workshop	21-Sep-2023 to 22-Sep-2023
56	Basic Course in Medical Education	18-Sep- 2023 to 20-Sep-2023
57	Basic Life Support CPR workshop	08-Sep-23
58	Workshop on strategies for effective clinical teaching	28-Aug-23
59	Curriculum Implementation Support Program (CISP-III) workshop	24-Aug-2023 to 25- Aug-2023
60	Basic Course in Medical Education	21-Aug-2023 to 23- Aug-2023
61	Workshop Mid-Term RSACP 2023	23-Jul-23
62	Workshop on Neonatal Transport	21-Jul-23
63	Total Knee Arthroplasty	16-Jul-23
64	Cadaveric workshop on Orthopaedic oncology	01-Jul-2023 to 02-Jul-2023
65	Handx device intended to facilitate repair and or removal of Organs and soft tissue during laparoscopic procedures through tissue manipulation and mobilization, i.e stitching and Grasping, Cutting and Coagulation using the Handx	18-Jul-2023 to 19-Jul-2023





17.2.3 International Collaboration Data Gathering for SDG

Swami Rama Himalayan University (SRHU) gathers international data and promotes best practices for the SDGs primarily through its formal network of global academic partnerships, participation in international research consortia, and by hosting international forums.

These collaborations facilitate a direct exchange of knowledge, data, and innovative practices between SRHU's faculty and their global peers.

SDG-17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.2	Relationships to support the goals			
Indicator	17.2.3	International collaboration data gathering for SDG Participate in international collaboration on gathering or measuring data for the SDGs	Yes	Recognitions & Affiliations - SRHU MOUs & Agreements - SRHU	Yes

1. International Academic Partnerships (MoUs)

SRHU has signed Memorandums of Understanding (MoUs) with numerous international universities. These agreements are the primary mechanism for "sharing knowledge & best practices," and they facilitate:

- **Joint Research:** Collaborating on research in fields like biomedical science.
- **Faculty & Student Exchange:** Allowing faculty and students to travel, observe, and implement best practices from partner institutions.
- **Collaborative Academic Activities:** Developing program curriculum aligned with global standards.

Public Evidence Links:

- University of Tsukuba, Japan: An MoU for cooperation in research and education. The Himalayan College of Nursing (HCN) utilizes this for faculty/student exchanges.

Evidence: [University of Tsukuba, Japan](#)



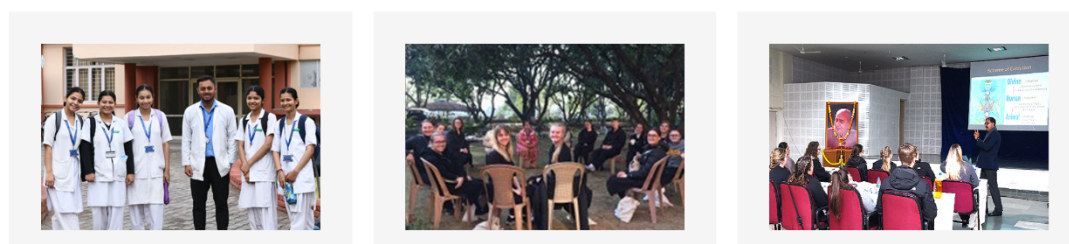
- University of Wisconsin Oshkosh (USA): A collaboration for academic and cultural exchange, where U.S. students visit SRHU for community health and yoga experiences, directly sharing best practices.

Evidence: [University of Wisconsin Oshkosh \(USA\)](#)

COLLABORATIONS

University of Wisconsin Oshkosh (USA)

Himalayan College of Nursing, Swami Rama Himalayan University (SRHU), collaborates with the University of Wisconsin Oshkosh (USA) for academic and cultural exchange. As part of this partnership, students from Wisconsin visit SRHU for short-term observational community and yoga experiences. During their stay, students participate in various community and hospital-based activities, including health education on chronic diseases, health promotion in rural areas. They also attend sessions on holistic health under the "Science of Joyful Living" program and engage in academic exchange with SRHU nursing students.



Collaboration with University of Wisconsin Oshkosh (USA)

- Rostock University, Germany & Laurea University, Finland: SRHU's "Recognitions & Affiliations" page lists these MoUs for research, R&D, and "sharing knowledge & best practices."

Evidence: [MoU-Between-Rostock-SRHU.pdf](#)

2. Participation in International Consortia

SRHU is part of international groups focused on solving specific global challenges, which involves pooling and analysing international data for the SDGs.

- Global Consortium for Breast Cancer in Young Women (GCBCYW): SRHU's Research Consortium is a member of this international organization. This group develops "collaborative solutions" to a global health problem (SDG 3), requiring the collection and sharing of international data.

Evidence: [GCBCYW SRHU 02-07-2022 for print.docx](#)



Global Consortium for Breast Cancer in Young Women

The Global Consortium for Breast Cancer in Young Women (GCBCYW) is a growing international organization that resides at the heart of issues germane to breast cancer in young women of all backgrounds. GCBCYW is fulfilling the strategic goals of the participating cancer institutions, universities, and affiliate organizations by developing collaborative solutions to address the growing incidents of breast cancer in young women in many parts of the world.

Vision: Fight against breast cancer in young women while working together with leading cancer institutions and other organizations around the globe.

Mission: Develop a cellular understanding of breast cancer through cutting-edge translational research, shared academic programs and promoting awareness and education for early detection and self-breast care.

GCBCYW's international partners in the fight against breast cancer in young women include:

Cancer Research Institute, Himalayan Institute of Medical Sciences, Swami Rama Himalayan University, Dehradun, India
Lisbon Academic Medical Centre, Lisbon, Portugal
Graduate School of Medicine and Faculty of Medicine Kyoto University, Kyoto, Japan
Advanced Centre for Treatment, Research and Education in Cancer, Tata Memorial Centre, Mumbai, India
Rajiv Gandhi Cancer Institute and Research Centre, New Delhi, India
Hospital General Universitario Gregorio Marañón, Universidad Complutense, Madrid, Spain
Team Shan, Huntsville, Canada
Young Survival Coalition, New York City, United States

Background and the purpose

Over the decades, cancer medicine has come a long way and made substantial advances in early diagnosis of women breast cancer, allowing effective intervention and treatment. These gains, however, do not fully address breast cancer in young women under the age of 40. This younger group of women are experiencing a rise in breast cancer, including in countries like India, United States, Japan, and Portugal. In general, the prognosis of breast cancer in young women ("BCYW") is more dangerous compared to older patients—both pre- and postmenopausal. This elevated risk is likely the result of our limited understanding of the underlying pathobiology of BCYW and upstream causative factors. The younger women are generally excluded from breast cancer public screening programs, except for about 12-15% of high-risk breast cancer in young women cases with suspected predisposed genes.

As opposed to breast cancer in other age groups, BCYW patients pose unique challenges in the context of treatment decision-making, prognosis, survivorship, treatment-associated fertility issues, and career, emotional, economic, and social connectivity. In response, Prof. Rakesh Kumar, the principal founder, and colleagues realized that the scientific knowledge and general public awareness of breast cancer in young women will benefit immensely by adopting a global collaborative approach. For this reason, they established GCBCYW, which functions as a multidisciplinary team of leading medical and surgical oncologists, cancer biologists, genomics experts, outreach non-governmental organizations, and social awareness activists, to provide innovative solutions to some of the core challenges, if not all, faced by young women with breast cancer globally.

Our Team

 Rakesh Kumar, PhD Emeritus Distinguished Professor Cancer Research Institute Himalayan Institute of Medical Sciences, SRHU, India Scientific Director - GCBCYW	 Luis Costa, MD, PhD Professor and Director of Medical Oncology Principal Investigator - Institute of Molecular Medicine Lisbon Academic Medical Centre, Portugal Scientific Director - GCBCYW
 Sant Saini, MBBS, MS Professor and Director Cancer Research Institute Himalayan Institute of Medical Sciences, SRHU, India Scientific Co-Director - GCBCYW	 Sudeep Gupta, MBBS, MD, DM Professor and Director Advanced Centre for Treatment, Research and Education in Cancer Tata Memorial Centre, India Scientific Co-Director - GCBCYW
 Masakazu Toli, MD, PhD Professor - Breast Surgery Graduate School of Medicine and Faculty of Medicine Kyoto University, Japan Scientific Co-Director - GCBCYW	 Tadashi Ito, MD, PhD Professor and Dean Graduate School of Medicine and Faculty of Medicine Kyoto University, Japan Scientific Co-Director - GCBCYW
 Miguel Martín Jiménez, MD, PhD Head of Medical Oncology, Hospital General Universitario Gregorio Marañón Universidad Complutense, Madrid, Spain Scientific Co-Director - GCBCYW	 Vishali Zameer, MBBS, MCh Senior Consultant and Unit Chief Rajiv Gandhi Cancer Institute & Research Centre, India Scientific Co-Director - GCBCYW

Global Consortium for Breast Cancer in Young Women (GCBCYW)

Name of the Institution	Title of Agreements/MoUs/ License Deeds	Category	Department	Date of Execution	Date of Termination	Evidence
Laurea University of Applied Sciences, Finland	To share knowledge and best practices, promote student innovation and entrepreneurship, faculty and student exchange, developing joint degree programs in future, R & D activities etc. Between Laurea and SRHU.	MoU	Reg. Office	09-02-2016	remain in-force till indefinite period by giving notice by either party	MoU Laurea University and SRHU.pdf
GCBCYW	MEMORANDUM OF UNDERSTANDING (MoU) for establishing a Global Consortium for Breast Cancer in Young Women (GCBCYW) between (1) Cancer Research Institute (CRI), Swami Rama Himalayan University (SRHU), Dehradun, India (2) Lisbon Academic Medical Centre -North Lisbon University Hospital	MoU	CRI	23/09/2022	22/09/2027	(MoU) for establishing a Global Consortium for Breast Cancer in Young Women



	Centre, Lisbon, Portugal (3) Graduate School of Medicine and Faculty of Medicine Kyoto University, Kyoto, Japan (4) Advanced Centre for Treatment, Research and Education in Cancer (ACTREC), Tata Memorial Centre, Mumbai, India (5) Rajiv Gandhi Cancer Institute and Research Centre (RGCIRC), New Delhi, India					
American Heart Association	To provide training in the areas of Basic life support and Advanced Cardiac Life Support in collaboration with the American Heart Association.	MOU	CMS Office	15-12-2023	15-12-2026	MoU with American Heart Institute

3. Hosting International Conferences

The university actively hosts large-scale international conferences that serve as vital platforms for global collaboration and knowledge exchange. These events bring together leading experts, researchers, and practitioners from around the world to share cutting-edge findings, discuss emerging trends, and promote best practices within specialized fields. By facilitating such academic and professional engagement, the university strengthens its global presence, fosters innovation, and contributes significantly to the advancement of research and education on an international scale.

Evidence: [List of International Conferences- Annual Report 2023-24-](#)

17.2.4 Collaboration for SDG Best Practice

SRHU has actively pursued collaborations for best practices in alignment with Indicator 17.2.4, emphasizing international and regional partnerships for sustainable development. Through MoUs with national and global institutions, SRHU has built a strong linkage network supporting SDG initiatives. Key collaborations include CSIR-IHBT (2023) for Himalayan livelihood and ecology, PHDCCI (2024) for industry-academia synergy and sustainability, and SDC Foundation (2022) for citizen-centric environmental initiatives. The MoU with the University of Tsukuba, Japan (2024) enhances SRHU's global outreach and exchange of research best practices. These partnerships reflect SRHU's commitment to developing replicable models of good practice across sectors and geographies. Moving ahead, SRHU aims to document outcomes from each collaboration to strengthen transparency and institutional learning for SDG integration.



SDG17: Partnerships for the Goals

Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence ¹	Public (Yes/No)
Metric	17.2	Relationships to support the goals			
Indicator	17.2.4	Collaboration for SDG best practice Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs	Yes	SRHU: MoU's & Collaborations	Yes

SRHU actively promotes knowledge sharing through faculty participation in international and national academic forums. Faculty members from various schools regularly present research papers and case studies at international conferences, showcasing SRHU's innovations in healthcare, technology, management, and sustainability. These engagements provide platforms for sharing institutional best practices, learning from global peers, and aligning research with the UN Sustainable Development Goals. Presentations at conferences in countries such as Japan, Finland, Malaysia, and the UAE have strengthened SRHU's global visibility and academic collaboration.

Partner Organization / Institution	Country	Purpose of Collaboration
Laurea University of Applied Sciences	Finland	MoU to share knowledge, promote student innovation and entrepreneurship, and facilitate faculty/student exchange. MoU Laurea University and SRHU.pdf
Perdana University	Malaysia	MoU to establish, promote, and develop cooperation and collaboration in research, education, and training programs. MoU Perdana University
Global Consortium for Breast Cancer in Young Women (GCBCYW)	Portugal & Japan	MoU between SRHU's Cancer Research Institute and partners including Lisbon Academic Medical Centre, Portugal, and the Graduate School of Medicine, Kyoto University, Japan. MoU GCBCYW
Tsukuba University	Japan	MoU to provide a framework for the future development of cooperation. MoU Tsukuba, Japan
American Heart Association	USA	MoU to provide training in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS). MoU-AHA
Life Cell International Pvt. Ltd. (LCIPL)	International	Agreement to provide a large range of diagnostic and pathology services. MoU- LCIPL
Parexel International Clinical Research Pvt. Ltd. (PICRPL)	International	A Clinical Trial Agreement with the university. MoU-PICRPL
International Medical Services (IMS)	International	MoU for providing financial support for a Ph.D. student. MoU-IMS



17.2.5 Collaboration with NGOs for SDGs

Swami Rama Himalayan University (SRHU) actively partners with non-governmental organizations (NGOs) and grassroots organizations to achieve its global development objectives.

SDG17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.2	Relationships to support the goals			
Indicator	17.2.5	Collaboration with NGOs for SDGs Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources			
		Student volunteering programmes	Yes	NSS Student Participation	Yes
		Research programmes	Yes	Cambridge Global Health Partnerships	
		Development of educational resources	Yes	Training Programme - Jal Jeevan Mission	

These collaborations are central to the university's mission and are implemented through several key channels, including student engagement, joint research, and extensive capacity-building programs.

Here's how SRHU collaborates with NGOs and other partners in the areas you specified:

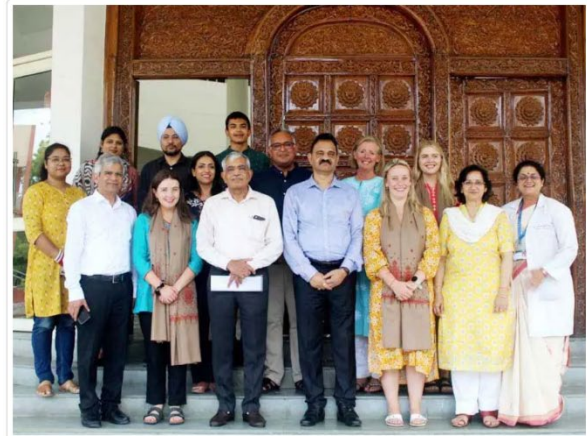
Student Volunteering Programmes

Student volunteering and community outreach are formally integrated into the university's structure, often in direct collaboration with non-government organizations.

The university's extension and outreach activities are conducted in collaboration with government and non-government organizations, engaging students through bodies like the National Service Scheme (NSS).

Research Programmes

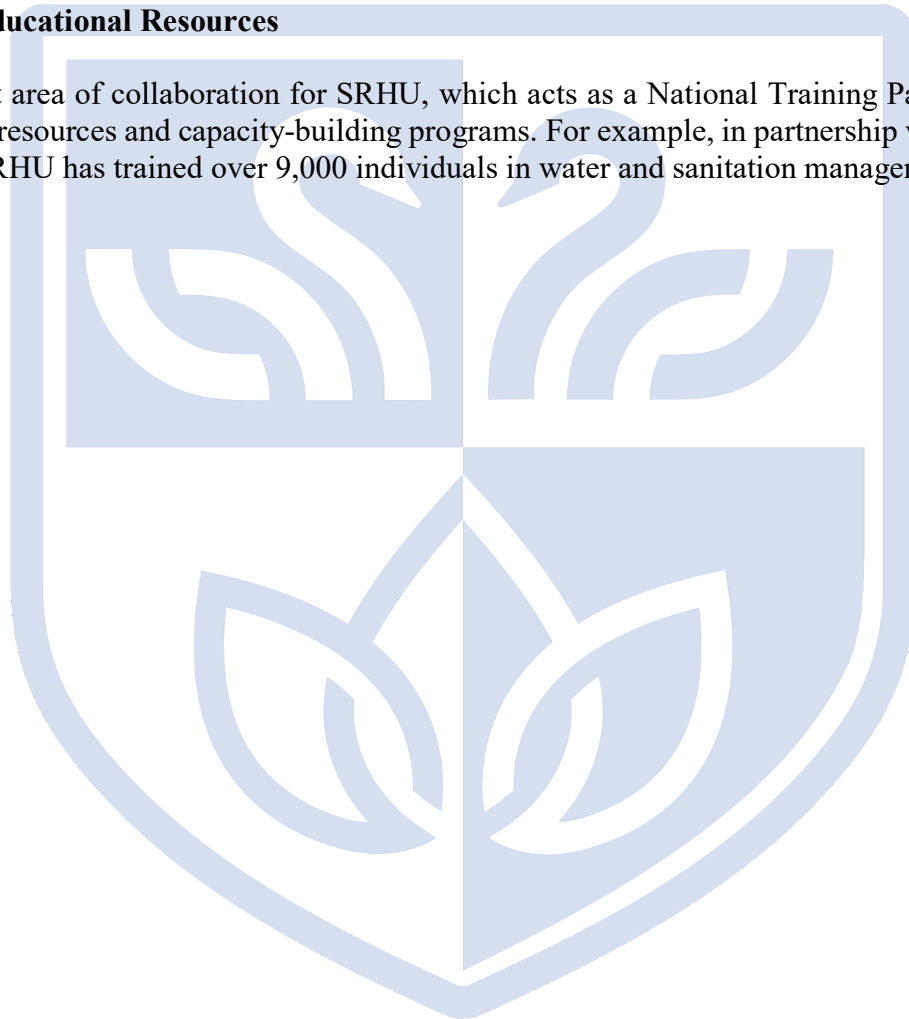
SRHU engages in joint research initiatives with its partners to address major global challenges in health care research like [Cambridge Global Health Partnerships](#) to strengthen healthcare research, development and advance education.



Cambridge Global Health Partnership Event

Development of Educational Resources

This is a significant area of collaboration for SRHU, which acts as a National Training Partner to develop and deliver educational resources and capacity-building programs. For example, in partnership with the **National Jal Jeevan Mission**, SRHU has trained over 9,000 individuals in water and sanitation management.





17.3 Publication of SDG Reports

SRHU's Commitment to Global Goals through Transparency and Collaboration

Swami Rama Himalayan University's (SRHU) initiative to publish comprehensive reports on all its sustainable development activities is more than an exercise in record-keeping. It is a strategic action that embodies the spirit of global partnership and cooperation. By systematically documenting and sharing its initiatives—from public health to environmental conservation—the university actively participates in a worldwide exchange of knowledge, positioning itself as a "hub of knowledge dissemination".

A Platform for Knowledge Exchange

The publication of these reports is a core component of SRHU's strategy to "promote innovation and support global development objectives". This commitment to transparency serves several key functions in building alliances:

- **Bridging Knowledge Gaps:** By sharing its research findings and practical results, SRHU helps "bridge knowledge gaps and inform policy-making", providing a valuable resource for other institutions.
- **Fostering Collaboration:** Making these reports public "foster[s] cross-border collaborations" and strengthens "knowledge exchange networks". It signals a readiness to engage with academic institutions, industries, governments, and international organizations.
- **Providing Scalable Models:** The reports demonstrate how SRHU integrates its academic and research efforts to create "scalable models for addressing global challenges". This allows other organizations to learn from and adapt the university's successful initiatives.

Driving Policy and Accountability

The act of publishing is a powerful tool for driving policy coherence. It ensures that the university "actively aligns its internal policies and strategies with global objectives". By "integrating development goals into academic frameworks" and making these efforts public, SRHU holds itself accountable and demonstrates a clear, strategic commitment to sustainable development.

SRHU's publication of its development reports is not a passive final step. It is an active mechanism for **"fostering knowledge exchange, addressing critical challenges, and creating a sustainable future"**. It is this very act of sharing that transforms the university's individual achievements into a collective resource, strengthening the global community's capacity to build a "sustainable, equitable future".



SDG17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.3	Publication of SDG reports			
Indicator	17.3.1	Publication of SDG reports - per SDG Publish progress against SDG1, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-1-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.2	Publication of SDG reports - per SDG Publish progress against SDG2, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-2-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.3	Publication of SDG reports - per SDG Publish progress against SDG3, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-3-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.4	Publication of SDG reports - per SDG Publish progress against SDG4, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-4-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.5	Publication of SDG reports - per SDG Publish progress against SDG5, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-5-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.6	Publication of SDG reports - per SDG Publish progress against SDG6, either individually or within an annual report	Yes		
		overall report	Yes		Yes



		separate report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-6-2023-24.pdf	
Indicator	17.3.7	Publication of SDG reports - per SDG Publish progress against SDG7, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-7-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.8	Publication of SDG reports - per SDG Publish progress against SDG8, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-8-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.9	Publication of SDG reports - per SDG Publish progress against SDG9, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-9-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.10	Publication of SDG reports - per SDG Publish progress against SDG10, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-10-2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.11	Publication of SDG reports - per SDG Publish progress against SDG11, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/wp-content/uploads/2025/11/SDG-Report-Goal-11-2023-24.pdf	Yes
		separate report	Yes		



Indicator	17.3.12	Publication of SDG reports - per SDG Publish progress against SDG12, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/ wp- content/uploads/2025/11/SDG- Report-Goal-12- 2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.13	Publication of SDG reports - per SDG Publish progress against SDG13, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/ wp- content/uploads/2025/11/SDG- Report-Goal-13- 2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.14	Publication of SDG reports - per SDG Publish progress against SDG14, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/ wp- content/uploads/2025/11/SDG- Report-Goal-14- 2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.15	Publication of SDG reports - per SDG Publish progress against SDG15, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/ wp- content/uploads/2025/11/SDG- Report-Goal-15- 2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.16	Publication of SDG reports - per SDG Publish progress against SDG16, either individually or within an annual report	Yes		
		overall report	Yes	https://srhu.edu.in/ wp- content/uploads/2025/11/SDG- Report-Goal-16- 2023-24.pdf	Yes
		separate report	Yes		
Indicator	17.3.17	Publication of SDG reports - per SDG Publish progress against SDG17, either individually or within an annual report	Yes		
		overall report	Yes		Yes



		separate report	Yes	https://srhu.edu.in/sdg/#	
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17.4 Education for the SDG's

Education through Partnership: The SRHU Model for Global Goals

At Swami Rama Himalayan University (SRHU), education for sustainable development is not a separate subject but the foundational principle of its entire academic ecosystem. The university's model is built on the understanding that today's complex global challenges—from public health to climate change—cannot be solved by any single entity.

This philosophy transforms education from a passive transfer of information into an active, collaborative engine for change. SRHU achieves this by "engaging with academic institutions, industries, governments, and international organizations" to create a holistic learning environment.

A Curriculum Designed by and for the Community

SRHU's academic programs are not designed in a vacuum. The curricula are "thoughtfully designed to address pressing global and national health priorities," a direct result of collaborative needs assessment with governments, healthcare institutions, and non-governmental organizations.

This approach ensures that education is relevant and responsive. For instance, SRHU mandates a core course on 'Environmental Studies' for all undergraduate programs, embedding a foundational understanding of sustainability and climate action from day one. This integration of "sustainability principles into academic curricula" equips students with the specific knowledge needed to address real-world challenges.

Education as a Tool for Capacity Building

The university extends its educational mission far beyond its campus walls, acting as a "National Training Partner" for key government programs. This is where education and partnership become one.

A prime example is SRHU's deep involvement in the **National Jal Jeevan Mission**. The university leverages its academic expertise to act as a partner, "training over 9000 individuals" in vital skills like springshed management, rainwater harvesting, and sanitation.

In this model, SRHU's faculty and students do not just *study* sustainable water management; they actively "collaborate with local NGOs," "train local communities," and help implement solutions. This "holistic approach integrates grassroots involvement, academic expertise, and governmental support," turning education into a scalable tool for national development.

Fostering a Global Exchange of Knowledge

SRHU's strategy is explicitly global, built on "MoUs with global institutions," "joint academic programs," and "faculty-student exchanges." This ensures that its educational framework is constantly enriched by international perspectives and best practices.

By hosting "International Faculty," the university "introduces to the students' best practices that they have learnt outside the country," fostering a culture of global citizenship. These "strategic alliances" and "collaborative



efforts" are central to SRHU's mission, enabling it to "leverage collective expertise and resources" to tackle complex issues.

By "integrating academic, research, and community outreach" with a robust network of partners, SRHU has created an educational model that is itself an act of partnership. It prepares students not just to be successful individuals, but to be effective collaborators in a globally connected world.

17.4.1 Education for SDGs Commitment to Meaningful Education

Swami Rama Himalayan University (SRHU) has established a clear and deliberate commitment to embedding education for sustainable development across its entire academic framework, ensuring it is relevant and accessible to all students, regardless of their specific discipline.

The cornerstone of this university-wide commitment is the mandated Core Course on 'Environmental Studies' for all undergraduate programs. This policy ensures that every student, whether in medicine, paramedical sciences, engineering, or management, receives a foundational education in environmental sustainability and ecological principles.

This single course is part of a broader, integrated strategy. The university's curricula are explicitly thoughtfully designed to address pressing global and national health priorities, which include "environmental sustainability," "global healthcare challenges," and "the effects of climate change". This is achieved by incorporating "interdisciplinary subjects", "value-added programs", and specific "capacity building programs on sustainability" that help students understand complex global challenges.

This approach confirms the university's high-level policy to incorporate SDG principles into its curriculum, moving beyond theoretical knowledge to provide students with the practical understanding needed to contribute to a sustainable future.

SDG17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.4	Education for the SDGs			
Indicator	17.4.1	Education for SDGs commitment to meaningful education Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students			
		education integrated across full curriculum	Yes	Course Mapping with SDG Goals	Yes
		mandatory education for all	Yes		
		optional education for all	Yes		



Education for Sustainable Development: University-Wide Integration

The following table provides specific examples of how SRHU implements this commitment across different levels of its curriculum:

Type of Education	Example(s)	Relevance to All Students
University-Wide Mandatory Course	Core Course: 'Environmental Studies'	This course is mandated for all undergraduate programs across all disciplines, providing a common, foundational understanding of sustainability to every student at the university.
Integrated Courses	Even within highly specialized courses, sustainability is an explicit component: 1. BPT (Physiotherapy): Environmental Science - I & II 2. BMLT (Lab Technology): Environmental Science - I	This demonstrates that sustainability education is not isolated but is integrated as a relevant component even in applied health science courses.
Interdisciplinary & Value-Added Learning	The university offers "interdisciplinary subjects", "value-added programs", and "capacity building courses on sustainability".	These courses allow students from different fields to collaborate and gain a multi-faceted understanding of sustainable development challenges and solutions.
High-Level Curriculum Philosophy	Curricula are designed to address "pressing global and national priorities," including "environmental sustainability" and "climate change".	This top-down strategic alignment ensures that sustainable development is not an add-on but a core part of the university's educational design philosophy.

Building a Foundation for Global Partnership through Mandatory Education

Swami Rama Himalayan University (SRHU) has institutionalized its commitment to sustainable development by ensuring that all students receive a mandatory, foundational education in key global challenges. This approach is a core part of its strategy to actively align its internal policies and strategies with global objectives. By mandating this education, SRHU is not just teaching students; it is creating a common language and a shared knowledge base essential for effective, interdisciplinary partnership.

Swami Rama Himalayan University (SRHU) provides optional education for all students, aligning this strategy with the principles of fostering global partnerships and cooperation.



Eco Club Activity on Lifestyle for Environment



Fostering Specialized Partnerships through Optional Education

Beyond the mandatory baseline of environmental education, Swami Rama Himalayan University (SRHU) cultivates a rich ecosystem of optional learning opportunities. This strategy is central to its mission of building a collaborative "multi-stakeholder" environment.

By offering a diverse range of electives, skill and capability enhancement courses, value-added programs, and interdisciplinary subjects, the university empowers students to become specialized partners. This approach allows students from any discipline—be it medicine, engineering, or management—to leverage collective expertise and foster global citizenship.

These optional pathways are not just courses; they are invitations for students to join "joint projects" and "industry-academia" alliances, transforming them from learners into active collaborators for solving global challenges.

Evidence of Optional Educational Opportunities for All

Type of Optional Education	Evidence	Role in Fostering Partnership
Interdisciplinary Curriculum	The university offers a diverse range of electives, skill and capability enhancement courses, value-added programs, and interdisciplinary subjects designed to address pressing global priorities, including "environmental sustainability," "community health programs," "global healthcare challenges," and "the effects of climate change."	This optional curriculum breaks down academic silos. It encourages students from different fields (e.g., medicine and engineering) to collaborate on shared challenges, building the interdisciplinary trust and understanding necessary for effective joint projects."
Specialized Thematic Courses	SRHU has a quantifiable commitment to specialized, optional learning. For example, 153 courses are strategically aligned with poverty reduction and 58 courses are specifically designed to align with responsible consumption.	By offering a deep menu of specialized, optional courses, SRHU enables students to become experts in specific global challenges. This prepares them to be valuable, knowledgeable partners in "multi-stakeholder" initiatives with governments, NGOs, and industry.
Innovation & Skill-Building Hubs	The Centre for Innovation & Entrepreneurship (CIE) is an optional hub that empowers students with the resources, mentorship, and opportunities to build solutions. It runs "Workshops & Boot Camps" for students across disciplines and actively works to connect academia with industry and investors.	The CIE functions as a direct "industry-academia" partnership. It is an optional space where students from all backgrounds can foster innovation and collaborate directly with industry leaders and experienced entrepreneurs, turning education into a joint venture for sustainable development.



17.4.2 Education for SDG's Specific Course on Sustainability

SDG17: Partnerships for the Goals			
Type	Metric and indicator reference	Metric / Indicator	Yes/No
Metric	17.4	Education for the SDGs	
Indicator	17.4.2	Education for SDGs specific courses on sustainability Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs.	Yes

Swami Rama Himalayan University (SRHU) has taken a significant step toward integrating sustainability and the United Nations Sustainable Development Goals (SDGs) into higher education through its initiative, Education for SDGs: Specific Courses on Sustainability. The university has offered **85** courses under different programs dedicated to sustainability—that aim to create awareness, build skills, and promote action-oriented learning in alignment with global sustainable development priorities. These courses are designed to cover multiple aspects of sustainability, including environmental conservation, renewable energy, responsible consumption, community development, and social equity. SRHU's approach is holistic: sustainability is not limited to classroom learning but is woven into the university's operations and community outreach. The campus itself models sustainability through practices such as solar energy generation, biogas production, water conservation, and waste management. In addition, SRHU's Rural Development Institute extends these efforts to nearby rural communities, focusing on livelihood generation, health, education, and empowerment of women and marginalized groups. The curriculum encourages interdisciplinary learning, practical engagement, and research-based projects to help students connect theory with real-world challenges. Through these initiatives, SRHU aims to nurture graduates who are environmentally conscious, socially responsible, and capable of contributing to sustainable development at both local and global levels.

The university's curricula are thoughtfully designed to address pressing global and national health priorities, which explicitly include:

- Environmental sustainability
- Community health programs
- Global healthcare challenges
- Diseases with epidemic and pandemic potential
- International health regulations
- The effects of climate change
- Poverty and access to safe water

By embedding these topics directly into specialized degrees, SRHU ensures that its graduates from public health leaders to microbiologists, are at the forefront of healthcare research and are fully equipped to collaborate with government, NGOs, and international bodies.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
1.	B.Sc Nursing	N-COMH (I) 310	UG	Community Health Nursing I including Environmental Science & Epidemiology - Theory	It focuses on health promotion, disease prevention, and community care. It includes Environmental Science and Epidemiology to understand health determinants, environmental impacts, and disease patterns for effective public health practice.
2.	Post Basic B.Sc. Nursing	PBN207	UG	Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
3.	BRT	EVS301	UG	Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
4.	BRIT	EVS301	UG	Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
5.	BMLT	EVS301	UG	Environmental Science	This course covers the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
6.	B.Optom.	EVS301	UG	Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
7.	BASLP	EVS301	UG	Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
8.	BOT	EVS301	UG	Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
9.	BBA	BBA 107	UG	Environment Studies	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
10.	BBA	BBA 104	UG	Management Concepts	It focuses on sustainable resource use, responsible production, and consumption. It integrates management principles with environmental stewardship, ethics, and innovation to promote sustainability and achieve long-term organizational and societal goals.
11.	B.Sc. (H) Biotechnology	BBTOE 112	UG	Principle of Management	Principles of Management focuses on planning, organizing, leading, and controlling organizational activities for effective decision-making and productivity. It aligns with SDG-12 by promoting sustainable management practices and responsible use of resources in business operations.
12.	B.Sc. (H) Biotechnology	AECC 111	UG	Environmental Science-I	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
13.	B.Sc. (H) Biotechnology	BBTSE 121	UG	Biofertilizers	Biofertilizers study beneficial microorganisms that enhance soil fertility and plant growth through natural nutrient cycles. It aligns with SDG-12 by promoting sustainable agriculture, reducing chemical fertilizer use, and encouraging responsible production practices.
14.	B.Sc. (H) Biotechnology	BBTC 233	UG	Chemistry-I	It introduces fundamental concepts of matter, chemical reactions, and their applications in daily life. It promotes sustainable chemical practices, reducing environmental pollution, and supporting climate action through green chemistry innovations.
15.	B.Sc. (H) Biotechnology	BBTOE 231	UG	Bioethics and Biosafety	This course focus on ethical principles, safety measures, and responsible conduct in biological research and biotechnology. It promotes sustainable scientific practices, protecting human and environmental health, and ensuring ethical innovation for global well-being.
16.	B.Sc. (H) Biotechnology	BBTSE 231	UG	Microbial Quality Control in Food and Pharmaceutical Industries	It focuses on detecting, preventing, and managing microbial contamination to ensure product safety and quality. It aligns with SDGs by promoting sustainable production, reducing waste, and minimizing environmental impact through eco-friendly quality assurance practices.
17.	B.Sc. (H) Biotechnology	AECC 231	UG	Environmental Sciences-II	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
					sustainable development for a balanced future.
18.	B.Sc. (H) Biotechnology	BBTOE 241	UG	Beverage biotechnology	It explores the microbial and biochemical processes involved in producing beverages like beer, wine, and juices. It aligns with SDGs by promoting sustainable production methods, reducing resource waste, and minimizing environmental impact in the beverage industry.
19.	B.Sc. (H) Biotechnology	BBTOE 242	UG	Biotechnology and Human Welfare	This course explores the application of biotechnological tools to improve health, agriculture, and industry. It aligns with SDGs by promoting sustainable biotechnological practices and developing solutions to address environmental and climate challenges.
20.	B.Sc. (H) Biotechnology	BBTSE 241	UG	Nano Biotechnology	The application of nanotechnology in biological systems for medicine, agriculture, and industry. It advances targeted drug delivery, diagnostics, and sustainable technologies, contributing to innovative solutions for health and environmental challenges.
21.	B.Sc. (H) Biotechnology	BBTC 501	UG	Animal Biotechnology & Developmental Biology	It explores genetic, cellular, and molecular techniques to study and improve animal health, reproduction, and productivity. It also examines developmental processes, contributing to sustainable agriculture, biomedical research, and conservation efforts.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
22.	B.Sc. (H) Biotechnology	BMBC 502	UG	Food Fermentation Techniques	It covers the use of microorganisms to transform raw ingredients into safe, nutritious, and flavourful food products. They promote sustainable food production, reduce waste, and support environmentally friendly practices.
23.	B.Sc. (H) Biotechnology	BBTC 502	UG	Industrial Biotechnology	It applies biological systems, organisms, and processes to produce chemicals, fuels, and materials sustainably. It promotes eco-friendly manufacturing, resource efficiency, and reduced environmental impact, supporting SDG goals.
24.	B.Sc. (H) Biotechnology	BBTC 503	UG	Environmental Biotechnology	This course focuses biological processes and organisms to address environmental challenges, such as pollution control, waste management, and ecosystem restoration. It supports sustainable resource use and climate-resilient environmental solutions.
25.	B.Sc. (H) Biotechnology	BBTE 501 B	UG	Bioprocess Engineering	This course explores Bioprocess Engineering, focusing on the design, optimization, and scale-up of biological production systems for sustainable industrial applications.
26.	B.Sc. (H) Biotechnology	BBTE 501 C	UG	Food Biotechnology	This course covers Food Biotechnology, exploring the use of microorganisms and enzymes to enhance food quality, safety, and sustainability.
27.	B.Sc. (H) Biotechnology	BTBC 601	UG	Biostatistics, Bioethics, Biosafety, IPR & Computers	This course focus on ethical principles, safety measures, and responsible conduct in biological research and biotechnology.
28.	B.Sc. (H) Biotechnology	BBTE 601 A	UG	Molecular Farming	This course explores molecular farming using genetically engineered plants to sustainably produce biomolecules like pharmaceuticals and enzymes



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
					advancing eco-efficient biomanufacturing in line with SDGs.
29.	B.Sc. (H) Biotechnology	BBTE 601 B	UG	Downstream Processing	This course covers Downstream Processing, focusing on the separation, purification, and recovery of bioproducts from complex mixtures. It emphasizes sustainable, efficient bioprocess design.
30.	B.Sc. (H) Biotechnology	BBTE 601 C	UG	Industrial Waste Management	This course focuses on Industrial Waste Management, emphasizing waste minimization, treatment, and resource recovery strategies for sustainable industry practices.
31.	B.Sc. (H) Microbiology	BMBC 111	UG	General Microbiology	This course introduces General Microbiology, covering microbial structure, function, diversity, and their roles in health, industry, and the environment, promoting sustainable applications.
32.	B.Sc. (H) Microbiology	BBTOE 112	UG	Principle of Management	Principles of Management focuses on planning, organizing, leading, and controlling organizational activities for effective decision-making and productivity. It aligns with SDG-12 by promoting sustainable management practices and responsible use of resources in business operations.
33.	B.Sc. (H) Microbiology	BMBSE 111	UG	Mushroom Farming	This course focuses on Mushroom Farming, covering cultivation methods, substrate formulation, and value-added processing to promote sustainable food production and waste utilization.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
34.	B.Sc. (H) Microbiology	AECC 111	UG	Environmental Science-I	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges.
35.	B.Sc. (H) Microbiology	BMBC 122	UG	Industrial Microbiology	This course explores Mushroom Farming, focusing on cultivation techniques, substrate preparation, and post-harvest management for sustainable food and income generation.
36.	B.Sc. (H) Microbiology	BBTSE 121	UG	Biofertilizers	Biofertilizers study beneficial microorganisms that enhance soil fertility and plant growth through natural nutrient cycles. It promotes sustainable agriculture, reducing chemical fertilizer use, and encouraging responsible production practices.
37.	B.Sc. (H) Microbiology	BMBC 231	UG	Food & Dairy Microbiology	This course covers Food & Dairy Microbiology, emphasizing the role of microorganisms in food production, preservation, and safety, fostering sustainable and hygienic practices.
38.	B.Sc. (H) Microbiology	BBTC 233	UG	Chemistry-I	It introduces fundamental concepts of matter, chemical reactions, and their applications in daily life, promoting sustainable chemical practices, reducing environmental pollution, and supporting climate action through green chemistry innovations.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
39.	B.Sc. (H) Microbiology	BBTOE 231	UG	Bioethics and Biosafety	This course focus on ethical principles, safety measures, and responsible conduct in biological research and biotechnology. It includes scientific practices, protecting human and environmental health, and ensuring ethical innovation for global well-being.
40.	B.Sc. (H) Microbiology	BBTSE 231	UG	Microbial Quality Control in Food and Pharmaceutical Industries	It focuses on detecting, preventing, and managing microbial contamination to ensure product safety and quality. It aligns with SDGs by promoting sustainable production, reducing waste, and minimizing environmental impact through eco-friendly quality assurance practices.
41.	B.Sc. (H) Microbiology	AECC 231	UG	Environmental Sciences-II	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development.
42.	B.Sc. (H) Microbiology	BBTOE 242	UG	Biotechnology and Human Welfare	This course explores the application of biotechnological tools to improve health, agriculture, and industry. It aligns with SDGs by promoting sustainable biotechnological practices and developing solutions to address environmental and climate challenges.
43.	B.Sc. (H) Microbiology	BBTSE 241	UG	Nano Biotechnology	The application of nanotechnology in biological systems for medicine, agriculture, and industry. It advances targeted drug delivery, diagnostics, and sustainable technologies, contributing to innovative solutions for health and environmental challenges.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
44.	B.Sc. (H) Microbiology	BMBC 502	UG	Food Fermentation Techniques	It covers the use of microorganisms to transform raw ingredients into safe, nutritious, and flavorful food products. They promote sustainable food production, reduce waste, and support environmentally friendly practices.
45.	B.Sc. (H) Microbiology	BMBC 503	UG	Industrial Microbiology	This course introduces Industrial Microbiology, focusing on the use of microorganisms in large-scale production of enzymes, biofuels, and pharmaceuticals, promoting sustainable bioprocessing.
46.	B.Sc. (H) Microbiology	BMBC 504	UG	Environmental Microbiology	This course covers Environmental Microbiology, examining the roles of microorganisms in ecosystems, bioremediation, and pollution control, fostering sustainable environmental management.
47.	B.Sc. (H) Microbiology	BMBE 501 B	UG	Food & Dairy Microbiology	This course covers Food & Dairy Microbiology, focusing on the role of microorganisms in food production, preservation, and safety, promoting sustainable and hygienic practices.
48.	B.Sc. (H) Microbiology	BMBE 501 C	UG	Microbiological Analysis of Air and Water	This course focuses on Microbiological Analysis of Air and Water, teaching techniques to detect, quantify, and control microbial contaminants, supporting safe, sustainable environmental management.
49.	B.Sc. (H) Microbiology	BBTC 601	UG	Biostatistics, Bioethics, Biosafety, IPR and Computers	This course focuses on ethical principles, safety measures, and responsible conduct in biological research and biotechnology.
50.	B.Sc. (H) Microbiology	BMBE 601 A	UG	Bio-fertilizers and Bio-pesticides	This course covers Bio-fertilizers and Bio-pesticides, exploring the use of beneficial microorganisms to enhance soil fertility and pest management sustainably.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
51.	B.Sc. (H) Microbiology	BMBE 601 C	UG	Mushroom Cultivation Technology	This course focuses on Mushroom Farming, covering cultivation methods, substrate formulation, and value-added processing to promote sustainable food production and waste utilization.
52.	Bachelor of Pharmacy	BP104T	UG	Pharmaceutical Inorganic Chemistry	This course covers Pharmaceutical Inorganic Chemistry, focusing on the chemistry, analysis, and applications of inorganic compounds in drug formulation and therapy, promoting sustainable and safe pharmaceutical practices.
53.	Bachelor of Pharmacy	BP202T	UG	Pharmaceutical Organic Chemistry I	This course covers the structure, reactions, and synthesis of organic compounds used in drug development, promoting sustainable and safe pharmaceutical practices.
54.	Bachelor of Pharmacy	BP206T	UG	Environmental Sciences	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
55.	Bachelor of Pharmacy	BP301T	UG	Pharmaceutical Organic Chemistry II	This course covers the structure, reactions, and synthesis of organic compounds used in drug development, promoting sustainable and safe pharmaceutical practices.
56.	B.Tech CSE	HST112	UG	Environmental Studies	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
					challenges and promote sustainable development for a balanced future.
57.	BCA	HS112T	UG	Environmental Studies	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges.
58.	B.Sc. Data Science	MD121T	UG	Environmental Studies	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development for a balanced future.
59.	B.Sc. Yoga Science and Holistic Health	BYS603	UG	Fundamentals of Environmental Science	This course explores the relationships between humans and the natural world. It covers ecological principles, environmental issues, sustainability, conservation, and the impact of human activities on ecosystems, address global environmental challenges and promote sustainable development.
60.	MSc Epidemiology	CMEC001	PG	Environmental and Occupational Epidemiology	This course covers Environmental and Occupational Epidemiology, focusing on the study of disease patterns related to environmental and workplace exposures, promoting health risk reduction.



S.No.	Program Name	Course Code	UG/PG	Course Title	Course Description
61.	M.Sc. Nursing	MSN102B	PG	Community Health Nursing-I	This course covers Community Health Nursing-I, focusing on promoting health, disease prevention, and sustainable healthcare practices at the community level.
62.	M.Sc. Nursing	MSN-201B	PG	Community Health Nursing – II	This course covers Community Health Nursing-II, emphasizing advanced community-based care, health promotion, and sustainable nursing interventions.
63.	Master of Hospital Administration	MHA122	PG	Hospital Planning and Operations	This course covers Hospital Planning and Operations, focusing on the design, management, and sustainable operation of healthcare facilities to optimize resource use, reduce environmental impact, and enhance patient care.
64.	Master of Hospital Administration	MHA129	PG	Inventory and equipment management in Hospitals	This course covers Inventory and Equipment Management in Hospitals, focusing on efficient procurement, storage, and utilization of medical resources to minimize waste and promote sustainable healthcare practices.
65.	Master of Hospital Administration	MHA217	PG	Legal Implications in Hospital Administration	This course covers Legal Implications in Hospital Administration, focusing on healthcare laws, regulations, and compliance to ensure ethical, efficient, and sustainable hospital management.
66.	M.Sc. Microbiology	MMBT 301	PG	Pharmaceutical Microbiology	It covers the role of microorganisms in drug development, quality control, and production of pharmaceuticals, promoting safe and sustainable practices.
67.	M.Sc. Microbiology	MMBT 302	PG	Industrial Microbiology	This course explores Mushroom Farming, focusing on cultivation techniques, substrate preparation, and post-harvest management for sustainable food and income generation.



S.No.	Program Name	Course Code	UG/PG	Course Title	Course Description
68.	M.Sc. Microbiology	MMBT 303	PG	Food & Dairy Microbiology	This course covers Food & Dairy Microbiology, emphasizing the role of microorganisms in food production, preservation, and safety, fostering sustainable and hygienic practices aligned with SDGs.
69.	M.Sc. Microbiology	MMBE 301	PG	Microbial Technology	This course covers the application of microorganisms in industry, agriculture, and environmental management for sustainable production and pollution mitigation.
70.	M.Sc. Microbiology	MMBE 302	PG	Industrial Waste Management	This course focuses on Industrial Waste Management, emphasizing waste minimization, treatment, and resource recovery strategies for sustainable industry practices.
71.	M.Sc. Microbiology	MMBE 304	PG	Soil and Agriculture Microbiology	This course covers the role of microorganisms in soil fertility, crop productivity, and sustainable farming practices.
72.	M.Sc. Microbiology	MMBE 309	PG	Nano Biotechnology	The application of nanotechnology in biological systems for medicine, agriculture, and industry. It advances targeted drug delivery, diagnostics, and sustainable technologies, contributing to innovative solutions for health and environment.
73.	M.Sc. Microbiology	MMBE 310	PG	Bioprocess Technology	This course covers the use of biological systems for sustainable production of biochemicals, pharmaceuticals, and biofuels, promoting eco-efficient practices.
74.	M.Sc. Biotechnology	MBTT 303	PG	Food and Industrial Biotechnology	This course covers Food and Industrial Biotechnology, focusing on the application of biological processes and microorganisms to produce food, enzymes, and bio-based products.



S.No.	Program Name	Course Code	UG/PG	Course Title	Course Description
75.	M.Sc. Biotechnology	MBTE 302	PG	Advanced Environmental Biotechnology	This course covers Advanced Environmental Biotechnology, focusing on cutting-edge microbial and bioprocess strategies for pollution control, waste treatment, and ecosystem restoration, promoting sustainable solutions.
76.	M.Sc. Biotechnology	MBTE 305	PG	Agrobiotechnology	It covers the use of biotechnological tools to improve crop yield, resistance, and supporting eco-friendly agricultural practices
77.	M.Sc. Biotechnology	MBTE 306	PG	Metabolic Engineering	It covers the optimization of cellular pathways for enhanced production of biofuels, pharmaceuticals, and biochemical, promoting resource-efficient bioprocesses
78.	M.Sc. Biotechnology	MBTE 307	PG	Microbial Technology	This course covers the application of microorganisms in industry, agriculture, and environmental management for sustainable production and pollution mitigation.
79.	M.Sc. Biotechnology	MBTE 308	PG	Nanobiotechnology	This course focusing on the application of biotechnological tools to enhance crop productivity, pest resistance, and sustainable agriculture production.
80.	M.Sc. Biotechnology	MBTE 310	PG	Energy & Environment	This course covers sustainable energy production, environmental conservation, and the mitigation of climate impacts, promoting practices aligned with SDGs.
81.	M.Sc. Biotechnology	MBTE 311	PG	Synthetic Biology	This course focusing on the design and engineering of biological systems for innovative, sustainable applications in medicine, industry, and the environment.
82.	M.Sc. Biochemistry	MBCT 301	PG	Environmental Biochemistry & Toxicology	This course focusing on the biochemical impacts of pollutants and toxic substances on ecosystems and human health, promoting sustainable environmental management.



S.No.	Program Name	Course Code	UG/P G	Course Title	Course Description
83.	M.Sc. Biochemistry	MBCT 302	PG	Plant Biochemistry and Natural Product	This course focusing on the biochemical pathways, bioactive compounds, and their applications in medicine, agriculture, and industry.
84.	M.Sc. Biochemistry	MBCE 304	PG	Food Technology	It covers the processing, preservation, and innovation of safe and nutritious foods, promoting sustainable production and resource-efficient practices.
85.	M.Sc. Biochemistry	MBCE 308	PG	Industrial Biochemistry	This course covers Industrial Biochemistry, focusing on the application of biochemical processes and enzymes in large-scale production of pharmaceuticals, biofuels, and chemicals, promoting sustainable and eco-efficient industrial practices

Examples of Specific Degrees & Courses Addressing Global Goals

The following table details how specific degree programs at SRHU integrate sustainability and global development directly into their coursework, training students for collaborative action.

Degree Program	Specific Courses & Modules	How It Aligns with Partnership
MD Community Medicine	Conceptual (and applied) understanding of Public Health, Applied Epidemiology, Environmental Health, Primary Health Care system, National health Programs, Health Care Administration & Management, Public Health Legislations, International Health & Global Diseases surveillance, Health Policy planning & Health Economics	This degree is an engine for partnership, explicitly training physicians to lead, manage, and collaborate within national and international health systems.
MSC. Epidemiology	General Epidemiology and Basic Biostatistics, Introduction to Environmental, Occupational, Nutritional and Genetic Epidemiology; Demography & Population Studies, Risk assessment and risk management (including Public Health Surveillance & Monitoring), Health Care Planning and Management including Health Economics & Budgeting	This program trains specialists who can monitor, analyze, and manage public health crises—a critical function for collaboration with government and global health organizations.



B. Sc. Nursing	Community Health Nursing -I including Environmental Science & Epidemiology; Community Health Nursing - II Applied Nutrition and Dietetics	This curriculum directly connects nursing with community and environmental health, preparing nurses to be frontline partners in public health outreach and education.
B.Sc. (H) Microbiology	Environmental Microbiology, Medical Microbiology, Elective-Microbiological Analysis of Air and Water	This degree provides the technical expertise to monitor environmental health, a key component for partnerships in sanitation, water safety, and pollution control.
BPT (Physiotherapy)	Environmental science -1, Community medicine, Community Physiotherapy	By integrating community and environmental science, this program prepares therapists to work within communities, a key aspect of grassroots partnership.

17.4.3 Education for SDGs in the Wider Community

SDG17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.4	Education for the SDGs			
Indicator	17.4.3	Education for SDGs in the wider community Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people			
		Alumni	Yes	SRHU Alumni	Yes
		Local community	Yes	Skill Centre - RDI, SRHU	Yes
		Displaced people and refugees	Yes	Education for Marginalised - Flying Bird School	Yes

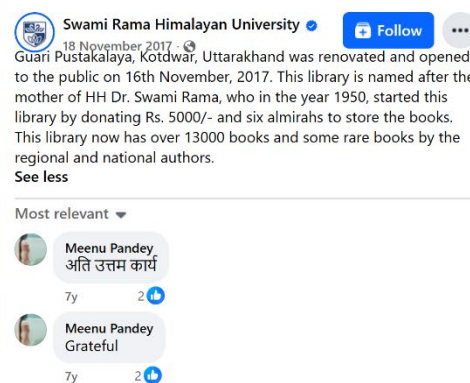
Swami Rama Himalayan University (SRHU) has a deep and long-standing commitment to providing dedicated outreach and educational activities for the wider community, including local residents and disaster-affected populations. This commitment is primarily actualized through its allied unit, the Rural Development Institute (RDI), as well as its Department of Community Medicine. These efforts are not just service delivery but are focused on education, skill-building, and capacity building to create sustainable development, aligning perfectly with a multi-stakeholder partnership approach.

Evidence: [Education for Wider Community](#)

Educational Outreach for Local Residents

SRHU, through its Rural Development Institute (RDI) and other departments, provides extensive educational opportunities to local community members across all age groups, from children to adults. The university's outreach efforts in public health education actively engage the community through IEC (Information, Education, and Communication) activities, including health talks, focused group discussions, quizzes, and health rallies, raising awareness on critical health issues. Targeting youth specifically, SRHU, through its Rural Development Institute (RDI) and other departments, provides extensive educational opportunities to local community members across all age groups, from children to adults. The university's outreach efforts in public health education actively engage the community through IEC (Information, Education, and Communication) activities, including health talks, focused group discussions, quizzes, and health rallies, raising awareness on critical health issues. Targeting youth specifically, SRHU has delivered school health education programs and adolescent education initiatives through specially developed content, demonstrating a substantial and measurable impact on community health literacy.

Literacy and Access to Knowledge: SRHU has brought mobile libraries, giving access to 68 Uttarakhand villages and renovated the Gauri Public Library in Kotdwar, the oldest and the only library in the city. For more information, please visit [Gauri Pustakalay, Kotdwar](#)



Inauguration of Gauri Pustakalaya

Education for Marginalized & Displaced People

The university's programs demonstrate a strong commitment to supporting the most vulnerable populations, including marginalized children and those affected by disasters. SRHU provides targeted assistance to children displaced by calamities, offering annual school support and financial aid to those who lost their parents in events such as the 2013 Uttarakhand disaster. In addition, the university has operated a "Flying Birds School" on its campus since 1990, providing non-formal education to marginalized children, including regular teaching, health check-ups, and mid-day meals, ensuring that education and basic welfare are accessible to all



Flying Bird School, SRHU for Marginalised Children

Evidence: Education for Marginalised - Flying Bird School

Skill Building & Capacity Building

A core part of SRHU's partnership strategy is to educate the community to become self-reliant. It helps develop entrepreneur skills of people to start their own business.

Free Vocational Training: The RDI's Skill Centre provides basic technical skills to the rural youth free of cost. This includes short-term educational courses on painting, jewellery making, tailoring and handicraft. For more information, please visit [Skill Centre - RDI, SRHU](#)

Training & Capacity Building

Training & Capacity Building

RDI has used lively, participatory methods to train various levels – grass root workers, supervisor level, managerial and professionals. As technical agency various primary as well as secondary stakeholders' capacities are enhanced. The training package offered ranges from one day orientation to 5 days' training. RDI's core areas of expertise include:

- Promoting Healthy Lifestyle
- Handicraft
- Industrial Sewing Machine Operation
- Plumbing
- Fashion Designing
- Computer Hardware
- Mobile Repairing

Education & Skill Development

Education and training is the backbone of RDI Activities. The focus has been to promote education across all age groups, through functional literacy and skill development, as well as set up of libraries.



Swami Ram Scholarship Programs ensure that bright and needy children continue their education through support of fee, uniform and Hygiene Kits. This is supported both by individuals and groups. Holistic workshops and camps are conducted to enable enhancement of their personalities. Activities like Nature walk, Astronomy, Self-Awareness workshops are regular features. Adolescent resource Center acts as a focal point for the youngsters.

Skill Centre

It is an initiative to promote vocational trainings among rural youth enabling them employment by exposure to vocational training. Students, youth, men and women, workers seeking certification of their skills acquired informally, other social and economically vulnerable

Brief of Skill Centre at Swami Rama Himalayan University

SRHU strengthens local capacity by training community leaders and stakeholders, including teachers, village heads, and frontline health workers, on critical social and public health issues. Through these initiatives, the university has enhanced awareness and practical skills among community representatives, fostering sustainable development at the grassroots level. Additionally, the Rural Development Institute (RDI) serves as a National Key Resource Centre for the Government of India's Jal Jeevan Mission, further demonstrating SRHU's role in building national-level capacity and supporting water and sanitation initiatives.



Educational Outreach to Alumni

SRHU actively fosters lifelong learning and continuous intellectual and professional growth among its graduates through the SRHU Alumni Association (SRHUAA). The association's mission is to build a dynamic platform for mentorship, networking, and knowledge sharing that strengthens the SRHU community and supports alumni success across diverse professional domains.

In collaboration with institutional bodies such as the Internal Quality Assurance Cell (IQAC) and the Board of Studies (BOS), SRHUAA plays a pivotal role in academic and quality enhancement initiatives by contributing alumni feedback for curriculum enrichment, policy formulation, and institutional development.

Key educational benefits and programs for alumni include:

- **Continuous Learning Opportunities:** Access to specialized workshops, seminars, and webinars featuring experts from academia and industry.
- **Mentorship Programs:** Structured mentorship initiatives connecting experienced alumni with recent graduates and current students for career guidance and personal development.
- **Professional Development Courses:** Short-term certification programs and skill enhancement modules designed to help alumni stay current with evolving industry trends.
- **Research and Innovation Collaboration:** Opportunities for alumni to participate in joint research projects, conferences, and innovation challenges with SRHU faculty and students.
- **Knowledge Sharing Forums:** Alumni-led talks, panel discussions, and online communities that encourage exchange of ideas, experiences, and best practices.

Evidence: [SRHU Alumni](#)

17.4.4 Sustainability Literacy

SDG17: Partnerships for the Goals					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Metric	17.4	Education for the SDGs			
	17.4.4	Sustainable Literacy This question explores how you evaluate your students' ability to learn and retain key concepts of sustainability. For 2025 we will not score this question but will use it to inform our decisions for 2026. Measure the sustainability literacy of students.	Yes	Academic Regulations - SRHU	Yes

Evidence: [Policy for Adoption of Sustainable Development Goals - SRHU](#)

SRHU is committed to fostering sustainability literacy as a core component of its academic philosophy, ensuring that students not only understand but also apply principles of sustainability in their professional and personal lives. The university recognizes that sustainability education is essential for developing responsible citizens who contribute to social equity, environmental stewardship, and economic resilience. To evaluate students' ability to learn, internalize, and retain key concepts of sustainability, SRHU aligns its assessment framework with the principles and objectives outlined in the National Education Policy (NEP 2020).



Approaches to Measuring Sustainability Literacy include:

- **Curriculum Integration:** Sustainability themes are embedded across programs through courses, case studies, and projects that address environmental ethics, sustainable development, and social responsibility.
- **Assessment Tools:** Periodic surveys, quizzes, and reflective assignments are conducted to measure students' conceptual understanding and attitudes toward sustainability issues.
- **Experiential Learning:** Students engage in community-based projects, green campus initiatives, and research activities that promote hands-on learning and practical application of sustainability concepts.
- **Feedback Mechanisms:** Inputs from faculty, alumni, and industry experts are analyzed by the Internal Quality Assurance Cell (IQAC) to refine teaching strategies and sustainability outcomes.
- **Co-curricular and Extension Activities:** Clubs, NSS, and institutional outreach programs promote awareness on topics such as waste management, renewable energy, water conservation, and social equity.

1. Core Literacy for All Students

The cornerstone of SRHU's strategy is ensuring that every student, regardless of their specialization, graduates with a fundamental understanding of environmental and social responsibility. To institutionalize this commitment, the university has introduced a mandatory Core Course on Environmental Studies for all undergraduate programs. This initiative establishes a universal baseline of sustainability literacy across the entire student body, enabling students to develop a deeper awareness of ecological balance, responsible resource management, and the broader implications of sustainable development in their personal and professional lives.

2. Specialized & Advanced Literacy

For students and faculty seeking deeper knowledge, SRHU provides specialized training and integrates sustainability into its core academic framework. The university offers specialized training programs in emerging areas such as sustainable development, creating opportunities for advanced learning beyond the mandatory coursework. Furthermore, SRHU's official academic policy ensures the incorporation of Sustainable Development Goal (SDG) principles across its curriculum, research, and community outreach initiatives. This commitment is reflected in programs such as Community Medicine and Environmental Microbiology, which emphasize sustainable public health practices, environmental stewardship, and the development of socially responsible professionals.

Evidence: [Click Here](#)

3. Public & Community Literacy

SRHU's most extensive efforts are focused on building sustainability literacy within the wider community, reflecting the university's commitment to partnership and knowledge sharing. Acting as a National Training Partner for key government programs through its allied institutes, SRHU has conducted large-scale capacity-building initiatives, training over 9,000 individuals in water and sanitation management. In collaboration with the National Jal Jeevan Mission, the university has provided focused environmental education to more than 7,300 participants, equipping them with critical sustainability skills such as springshed management, rainwater harvesting, and sanitation practices. This comprehensive approach ensures that sustainability literacy extends beyond the classroom, transforming knowledge into practical, actionable skills that benefit both the campus and the surrounding region. At the university level, student assessment in sustainability-related topics is carried out through a diverse range of methods, from formal academic examinations to practical, community-based evaluations, highlighting three main categories of evaluation aligned with SRHU's learning objectives, even though specific grading rubrics are not publicly listed.



Evaluation of Students' ability to learn and retain sustainability concepts:

At SRHU, students' ability to learn and retain sustainability concepts is evaluated through a combination of formal academic assessment, research-based evaluation, and practical/community-based assessment, ensuring that sustainability learning is both conceptually understood and practically applied.

1. Formal Academic Assessment: Students enrolled in sustainability-related courses are assessed through traditional academic structures. For the mandatory Environmental Studies course, evaluations include theoretical examinations (mid-term and final), internal assessments such as assignments, quizzes, or presentations, and practical work where applicable. Specialized degree programs integrate more advanced assessment: for example, MD Community Medicine evaluates Environmental Health and Public Health Legislations, MSc Epidemiology focuses on risk assessment and public health surveillance, and BSc Nursing assesses Environmental Science and Epidemiology through the Community Health Nursing module.

2. Research-Based Assessment: Students and faculty engaged in sustainability research, such as in waste management, water purification, or climate change, are evaluated on the quality of their research output, completion of project reports, publications, and the ability to achieve project objectives, including intramural funded projects.

3. Practical & Community-Based Assessment: Through outreach programs via the Rural Development Institute (RDI) and National Service Scheme (NSS), students are assessed on planning, managing, and executing real-world community projects such as sanitation drives, water management training, and public health awareness campaigns. Capacity-building efforts, such as training community members under the Jal Jeevan Mission, are evaluated based on effectiveness and skill adoption, while participation in health camps, school health education, and environmental awareness initiatives forms another layer of practical assessment.

This assessment is strictly followed as per the Academic Regulations of the University.

Evidence: [Academic Regulation - SRHU](#)

