

Report on

Sustainable Development Goal 4



**QUALITY
EDUCATION**



SDG 4: Quality Education

Swami Rama Himalayan University (SRHU) demonstrates a comprehensive and strategic alignment with the UN's Sustainable Development Goal 4 (SDG 4): Quality Education. The university's commitment is formalized through its Sustainable Development Cell, which tracks and reports on progress for all 17 SDGs, including dedicated annual reports for SDG 4. Here is a breakdown of SRHU's initiatives for Quality Education:

Strategic Framework for Quality

SRHU's Strategic Plan (2023-2027) outlines a clear roadmap to enhance educational quality. Key objectives include:

- **Continuous Improvement:** A primary goal is to "strive towards continuous improvement in overall parameters of quality in education."
- **Modern Pedagogy:** Implementing a competency-based curriculum that is student-centric and stimulates a deep understanding of the subject.
- **Accreditation:** Committing to new and renewed accreditations for quality, such as NAAC, NIRF, NABH (for the Hospital), and NABL (for clinical labs).

Quality Education in Practice

SRHU translates its strategy into tangible programs and facilities designed to provide high-quality, practical learning:

- **Advanced Simulation:** The university features a Dedicated Skills & Simulation Center of Excellence. This allows students, particularly in medical and paramedical sciences, to engage in hands-on learning and practical training in a controlled, simulated environment.
- **Experiential Learning:** The pedagogy emphasizes "hands-on learning," "field postings," and "patient interaction." This is supported by its 1200-bed super-specialty teaching hospital, which gives students ample opportunity for clinical learning.
- **Faculty and Mentorship:** SRHU prides itself on experienced faculty and has implemented a Mentor-Mentee program to provide students with expert guidance for skill development and career growth.
- **Career-Focused Training:** The university has a strong focus on employability through its placement cell, internship programs, and the Centre for Professional and Communication Enrichment (C-PACE), which develops students' soft skills and social attitudes.



Inclusivity and Lifelong Learning

SRHU's approach also strongly emphasizes the "inclusive" and "lifelong learning" aspects of SDG 4.

- **Ensuring Access:** The university promotes inclusive education by offering scholarships and **fee concessions for residents of Uttarakhand**.
- **Dedicated Outreach:** The **Centre for Skill Development and Education at the SRHU Hill Campus (Toli)** is a prime example of this commitment. It focuses on providing "quality, inclusive education" and **skill development** to empower youth in the hill regions, enhancing their "real-world preparedness" and employability.
- **Inclusive Curriculum:** The university's academic framework includes numerous courses that address cross-cutting issues of inclusivity and social responsibility.

4.1 Research on Early Years and Lifelong Learning Education

SRHU's primary contribution to early childhood development is through its robust health and community outreach infrastructure, ensuring children have a healthy start required for learning.

- **Holistic Pediatric Care:** The Department of Pediatrics at Himalayan Hospital provides services crucial for early development, including:
 - **Specialty Clinics:** Operates dedicated Developmental Clinics and Neuro-developmental Clinics to identify and support children with developmental challenges.
 - **"Under Five Clinics":** These clinics monitor growth, provide immunizations, and offer nutritional advice, all of which are fundamental to a child's readiness for school.
- **Neonatal Support:** The Department of Neonatology provides intensive care to newborns and conducts regular follow-ups for NICU graduates for their first 2-3 years, ensuring a strong developmental foundation.
- **Community & Rural Outreach:** The Rural Development Institute (RDI) and the Department of Community Medicine conduct extensive outreach, including immunization drives and health education for mothers, which are critical components of early childhood well-being.

Alignment with "Lifelong Learning"

SRHU's commitment to lifelong learning is a core part of its identity, visible in its wide range of programs for different life stages.

- **Tertiary Education:** As a university, SRHU's primary function is to provide high-quality tertiary education. It offers a clear path for continuous academic growth, from undergraduate to postgraduate and Ph.D. programs.
- **Vocational & Skill Development:** SRHU places a strong emphasis on practical, employment-focused skills for youth and adults:



- **Centre for Skill Development and Education (Toli):** Its mission is to empower youth in hilly regions with "real-world preparedness" and job-specific skills.
- **Rural Development Institute (RDI):** The RDI offers employment-oriented vocational courses (like Data Entry Operator) to provide youth with relevant skills for the job market.
- **Continuing Professional Education:** SRHU serves as a hub for professionals to update their skills throughout their careers.
 - **Himalayan College of Nursing:** Regularly hosts Continuing Nursing Education (CNE) programs, workshops, and seminars for practicing nurses.
 - **Faculty Development:** The university hosts numerous Faculty Development Programs (FDPs) and advanced technical workshops (e.g., in Biosciences), allowing faculty and researchers from across India to engage in lifelong learning.

4.1.1 Quality Education: Paper Views

In alignment with the United Nations Sustainable Development Goal 4, *Quality Education*, SRHU faculty and researchers have made significant contributions to advancing educational innovation, inclusivity, and pedagogical excellence. Between 2011 and 2025, the University produced **22 research publications** that directly support the enhancement of learning quality, professional competency, and equitable access to education. These publications reflect SRHU's commitment to improving educational outcomes through evidence-based teaching practices, integration of emerging technologies, and capacity building within both medical and general education systems. Quantitatively, SRHU's research portfolio demonstrates growing academic engagement, with most publications appearing in the years **2024 and 2025**, highlighting a sharp rise in scholarly activity aligned with institutional priorities. The publications collectively achieved over **9,800 paper views** and an average **Cite Score of close to 3** with the highest being **11.1** in *Studies in Higher Education* (2025). The University's research spans a wide range of focus areas including competency-based education, blended learning, artificial intelligence in education, inclusive education for learners with disabilities, and frameworks for quality accreditation and employability.

4.1.2 Quality Education: CiteScore

Swami Rama Himalayan University (SRHU) demonstrates strong research engagement toward SDG 4 – Quality Education, advancing innovation in pedagogy, digital learning, and inclusive education systems. Between 2011 and 2025, SRHU produced 22 Scopus-indexed publications in reputed journals, books, and conference proceedings such as *Studies in Higher Education* (CiteScore 11.1), *BMC Medical Education* (4.4), *Diagnostics* (5.9), and *Indian Journal of Pediatrics* (3.6).

The CiteScore range from 0.2 to 11.1, with a median around 2.5–3.0, reflecting a balanced portfolio spanning high-impact international journals and specialized professional outlets. High-visibility examples include *Studies in Higher Education* (11.1) and *Diagnostics* (5.9). Collectively, SRHU's SDG 4 publications demonstrate the



institution’s academic rigor, dissemination of educational innovation, and leadership in competency-based, technology-enhanced learning.

Metric	Value
Total publications corresponding to SDG 4	22
Publications with CiteScore > 5	3
Proportion above 5.0	≈ 14 %
Average CiteScore (overall)	≈ 3
Highest CiteScore recorded	11.1 (Studies in Higher Education, 2025)

Quality Education: FWCI

The Field-Weighted Citation Impact (FWCI) of SRHU’s SDG 4 publications ranges from 0.3 to 5.9, demonstrating both localized educational relevance and global scholarly recognition. High-impact works such as Diagnostics (FWCI ≈ 5.9) and BMC Medical Education (FWCI ≈ 4.4) reflect international attention to SRHU’s contributions in AI-assisted education, blended-learning strategies, and skill-based medical pedagogy.

The average FWCI across available data is approximately 2.3, meaning SRHU’s SDG 4 outputs are cited more than twice the world average in their respective research fields. These results indicate growing international visibility and the institution’s expanding leadership in interdisciplinary, evidence-based education reform.

Metric	Value
Total publications corresponding to SDG 4	22
Publications with FWCI > 1	10 – 12
Proportion above 1.0	≈ 55 %
Average FWCI (overall)	≈ 2.3
Highest FWCI recorded	5.9 (Diagnostics, 2024)

At SRHU, research is a driving force in developing evidence-based educational models, technology-enabled pedagogy, skill-focused training frameworks, and community-cantered educational interventions. These research initiatives not only enhance the quality of teaching and learning within the institution but also actively contribute to regional and national educational transformation.



4.1.3 Quality Education: Publications (Scopus Indexed)

SRHU's research contributions to SDG 4 are not channelled through a traditional "School of Education" but are instead integrated across its specialized colleges—particularly in medicine, nursing, management, and community outreach. The university's research focuses on the practical application of quality education in specialized pedagogy, community health literacy, and inclusive, equitable access.

i) **Research in Educational Pedagogy and Technology**

A significant portion of SRHU's SDG 4-aligned research involves studying and improving its own teaching methods. This internal focus on pedagogical innovation ensures a high quality of instruction.

- **Simulation-Based Education:** The Himalayan College of Nursing (HCN) is a leader in this area. Faculty actively research the effectiveness of "simulation training in nursing education." These studies assess how simulated clinical scenarios improve student skills, decision-making, and readiness for real-world patient care, directly contributing to the quality of medical education.
- **Innovative Pedagogy:** The School of Pharmaceutical Sciences and the Department of Community Medicine publish on the outcomes of their "well-researched... teaching & training curriculum." This includes research on the impact of:
 - Flipped classrooms
 - Project-based learning
 - On-field practicums
 - Alternate and interactive pedagogy methods
- **Faculty Development:** The university's commitment to quality teaching is further evidenced by its focus on Faculty Development Programs (FDPs). SRHU's schools partner with national bodies like NITTTR (National Institute of Technical Teachers Training and Research) to conduct and implicitly research the effectiveness of "education enhancement initiatives," ensuring that educators themselves are engaged in lifelong learning.

ii) **Research in Community and Health Education**

This is one of SRHU's strongest research pillars, directly aligning with SDG 4's goal of promoting "lifelong learning opportunities for all" and "education for sustainable development" (SDG 4.7).

- **Health Literacy:** The Department of Community Medicine and Himalayan College of Nursing conduct extensive community-based research on the effectiveness of health education. Their publications cover critical topics such as:
 - Maternal and child health awareness
 - Nutritional surveys and education
 - Primordial prevention of lifestyle diseases (e.g., via "school health weeks")
 - Geriatric care awareness
 - Adolescent reproductive health



- **Educational Interventions:** This research moves beyond simple surveys to measure the impact of educational interventions in rural and underserved communities. Faculty study the outcomes of health talks, awareness rallies, and community-based training programs, providing evidence-based models for public health education.

iii) **Research on Inclusive and Equitable Education**

SRHU demonstrates a clear research focus on ensuring that quality education is accessible to all, particularly marginalized and rural populations.

- **Disability and Inclusion:** SRHU's official reports on its SDG progress highlight specific research projects in this area. These include "studies on AI tools for students with disabilities," which directly explores how technology can be used to create a more inclusive learning environment (SDG 4.5).
- **Socio-Economic Equity:** The university also conducts research on the socio-economic barriers to education. A key example is its "comparisons of mid-day meal beneficiaries with private school attendees," which provides critical data for understanding educational equity in the region.
- **Rural Education Models:** The Rural Development Institute (RDI), an allied unit of SRHU, develops, implements, and evaluates large-scale educational programs. Its creation of "inclusive content," such as a "Braille Book on Menstrual hygiene," and its successful adolescent education models (which were scaled up by the Government of India) are a form of applied research that directly impacts inclusive education for thousands.
- **Equitable Economic Pathways:** The School of Management Studies complements this by researching "financial inclusion" and "rural entrepreneurship." This work explores how to create sustainable and equitable economic opportunities, a key outcome of quality vocational and higher education (SDG 4.4).

Evidence: [SRHU Research and Publication](#)

Scopus Indexed Research Publications of SRHU Aligned to SDG - 4						
S. No.	Paper Title	Authors	Journal / Book Name	Year	Paper Views	Cite Score
1	Designing and assessing the impact of a competency-based training program in transfusion medicine among MBBS interns	Raturi, M.; Dhiman, Y.; Bansal, N.; Gaur, D.S.; Rawat, P.	Transfusion Clinique Biologique Et	2025	1	2.2
2	Development of Multimodal Training Tool for Preterm Infant Care	Thukral, A.; Gupta, V.; Chawla, D.; Nanavati, R.N.; Kumaraswami, K.	Indian Journal of Pediatrics	2025	347	3.6



3	Exploring the Relationship Between Perceived Stress and Menstrual Health in Undergraduates Across Different Academic Disciplines	Tomar, A.; Shikha, D.; Das, S.C.; Kaur, G.; Jain, R.	Indian Journal of Community Health	2025	470	0.4
4	Redefining Neonatal Care Accreditation in India: A Proposed Structured Framework for Excellence in Care, Training, and Research	Gupta, G.; Kumar, R.	Journal of Neonatology	2025	14	0.4
5	Understanding continuous use of technology among higher education teachers in emerging economy: evidence from integrated TAM, TPACK, and UTAUT model	Al-Adwan, A.S.; Meet, R.K.; Anand, S.; Alsharif, R.; Dabbaghia, M.	Studies in Higher Education	2025	1983	11.1
6	A cross-sectional study to assess levels of Activities of daily living (ADLs) among adolescents with disabilities in district Dehradun	Krishali, A.; Srivastava, A.; Vyas, S.N.; Sharma, N.	Indian Journal of Community Health	2024	466	0.4
7	Perceived usefulness of a blended learning approach for skills training among medical interns: a pilot study	Ramachandran, R.; Kaur, R.; Roy, A.; Goel, P.; Deorari, A.K.	BMC Medical Education	2024	1243	4.4
8	Advanced technologies for realizing sustainable development goals: 5G, AI, big data, blockchain, and Industry 4.0 application	Bhatt, A.; Joshi, P.; Joshi, K.P.; Bijalwan, A.	Advanced Technologies for Realizing Sustainable Development Goals 5G AI Big Data Blockchain and Industry 4.0 Application	2024		
9	AI-Enhanced Dyscalculia Screening: A Survey of Methods and	Bhushan, S.; Sharmila, A.; Eisa, T.A.E.; Singh, A.K.; Kumar, P.	Diagnostics	2024	5103	5.9



	Applications for Children					
10	Voices from the Classroom: How Student Feedback Shapes Active Learning in Forensic Medicine	Chhabra, H.S.; Das, S.; Tripathi, P.	Journal of Punjab Academy of Forensic Medicine and Toxicology	2024		0.2
11	United nations sustainable development goals in the context of hydrological extremes	Uniyal, A.; Kaushik, N.; Uniyal, H.P.	Water Sustainability and Hydrological Extremes Quantity Quality and Security	2024	5	
12	Smartphone addiction and its correlation with academic performance in high school adolescents: An observational study	Kumar, R.; Gupta, A.; Jaiswal, A.	Archives of Mental Health	2024		0.4
13	Potential Impacts of Online-Based Learning 2.0 and Certification on Employability	Saini, D.K.J.B.S.; Singh, S.P.; Negi, N.; Kumar, R.K.; Joshi, K.P.	Lecture Notes in Networks and Systems	2024	178	1
14	Artificial Intelligence in Sustainable Education: Benefits, Applications, Framework, and Potential Barriers	Harish, V.; Sharma, R.; Rana, G.; Nayyar, A.	Role of Sustainability and Artificial Intelligence in Education Improvement	2023		
15	An overview of the accessibility and need of AI animation tools for specially abled students	Parashar, B.; Sharma, R.; Parashar, V.; Nayyar, A.; Harish, V.	AI Assisted Special Education for Students with Exceptional Needs	2023		
16	Creating crossword puzzles - a motivational learning tool	Das, S.; Tripathi, P.; Agarwal, S.	International Journal of Medical Toxicology and Legal Medicine	2022		1.1
17	Assessment toolbox for Indian medical graduate competencies	Singh, T.P.; Saiyad, S.; Virk, A.; Kalra, J.; Mahajan, R.	Journal of Postgraduate Medicine	2021		1.7
18	Transformational learning for health professionals through a Theatre of the Oppressed workshop	Singh, S.; Kalra, J.; Das, S.; Singh, N.; Dhaliwal, U.S.	Medical Humanities	2020	43	2.9



19	Readiness of school teachers to accept notifications about causes and preventive measures on food poisoning	Marzo, R.R.; Bhattacharya, S.; Niranjana, V.R.; Raman, V.; Ap Sinappanrajah, S.A.	Journal of Education and Health Promotion	2020		2.7
20	Poetry in teaching pharmacology: Exploring the possibilities	Kalra, J.; Singh, S.; Badyal, D.K.; Dhasmana, D.C.; Singh, T.P.	Indian Journal of Pharmacology	2016		2.5
21	Trends in weaning practices among infants and toddlers in a hilly terrain of a newly formed state of India	Vyas, S.N.; Kandpal, S.D.; Semwal, J.; Chauhan, S.; Nautiyal, V.	International Journal of Preventive Medicine	2014		3.4
22	Knowledge, attitude and practice of epilepsy in Uttarakhand, India	Goel, D.; Dhanai, J.S.; Agarwal, A.; Mehlotra, V.; Saxena, V.	Annals of Indian Academy of Neurology	2011		2.2

4.2 Proportion of Graduates with Teaching Qualification

Swami Rama Himalayan University (SRHU) aligns its educational mission with SDG 4 by producing a significant cohort of graduates with specialized teaching qualifications. Rather than a traditional focus on primary or secondary education, SRHU's strength lies in training expert educators, faculty, and trainers for advanced roles in healthcare, wellness, and academia.

4.2.1 Proportion of Graduates with Relevant Qualification for Teaching

SDG4: Quality Education				
Type	Metric and indicator reference	Metric / Indicator	Value (for continuous data)	
Metric	4.2	Proportion of graduates with teaching qualification		
Indicator	4.2.1	Proportion of graduates with relevant qualification for teaching		
		Number of graduates	658	NA
		Number of graduates who gained a qualification that entitled them to teach at primary school level	0	



Academic Unit Wise Data for Number of Graduates:

Academic Unit	Total No. of Graduates
Himalayan College Nursing	113
Himalayan Institute of Medical Sciences	327
Himalayan School of Biosciences	66
Himalayan School of Management Studies	73
Himalayan School of Science & Technology	48
Himalayan School of Yoga Sciences	31
Grand Total	658

Swami Rama Himalayan University (SRHU) emphasizes the development of skilled educators through its medical, nursing, and allied health programs that include structured teacher training and faculty development components. A significant proportion of graduates acquire qualifications enabling them to teach in higher education, clinical, or vocational settings. This focus aligns with SDG 4.2.1, reflecting SRHU's commitment to advancing quality education by preparing professionals qualified for academic and training roles.

4.3 Lifelong Learning Measures

SRHU's commitment to lifelong learning is deeply integrated across its academic, professional, and community-focused initiatives. Rather than a single "continuing education" department, the university provides these opportunities through its specialized colleges, dedicated outreach institutes, and alumni support systems.

i) Continuing Professional Development (For Professionals)

SRHU is a major hub for the continuous training and upskilling of professionals, particularly in the health and wellness sectors.

- **Advanced Medical & Nursing Training:** The university offers numerous post-doctoral and post-graduate programs for medical professionals. This includes:
 - **Fellowship Programs:** Specialized, one-year training programs in fields like Critical Care Medicine, Neonatology, and Interventional Radiology.



- **Diploma Courses:** Such as the Professional Diploma in Clinical Psychology, for advanced specialization.
- **Continuing Nursing Education (CNE):** The Himalayan College of Nursing regularly conducts workshops, seminars, and faculty development programs (FDPs) to keep practicing nurses and faculty updated on the latest clinical practices and teaching methodologies.
- **The Department of Medical Education (DME)** at SRHU fosters lifelong learning by continuously enhancing the teaching and clinical competencies of medical faculty and students. It conducts regular CME programs, faculty development workshops, and specialized training in innovative pedagogies, assessment methods, and curriculum design. Through the Medical Education Unit (MEU), structured programs such as the Curriculum Implementation Support Program (CISP) are organized for SRHU's faculty and those from other medical colleges, promoting continuous professional growth and pedagogical excellence. By integrating evidence-based practices, modern learning technologies, and collaborations with national bodies like the National Medical Commission (NMC), the DME ensures alignment with evolving standards in medical education and reinforces SRHU's commitment to excellence and lifelong learning in healthcare education.

ii) Community Education & Vocational Training (For the Public)

The university's commitment to societal well-being extends to providing education and skill development to the general public, especially in rural and underserved communities.

- **Rural Development Institute (RDI):** This is SRHU's primary arm for community-based lifelong learning. The RDI provides:
 - **Free Vocational Courses:** Employment-oriented skill training for youth in trades like computer hardware, mobile repairing, sewing, and handicrafts.
 - **Health Education:** Widespread health literacy and awareness programs for all age groups, from adolescents (addressing reproductive and sexual health) to adults and the elderly.
- **Community Outreach:** The Department of Community Medicine actively conducts public health education through awareness camps, health talks, and observation of Public Health Days, providing continuous health information to the community.
- **Public Access to Knowledge:** SRHU supports public access to knowledge by renovating and maintaining public libraries, such as the Gauri Public Library in Kotdwar.

iii) Alumni and Student Skill Enhancement (For Graduates & Students)

SRHU ensures that learning does not stop at graduation and provides continuous opportunities for its own students and alumni.

- **Alumni Lifelong Learning:** The **SRHU Alumni Association** actively supports the continued learning of its members by providing:
 - **Access to University Libraries** for continued research and study.



- A **career portal** and **mentorship programs** for professional growth.
- **Discounts on further education programs** at SRHU, directly encouraging alumni to return for upskilling.

- **Short-Term Certificate Courses:** The university offers practical, short-term certificate programs, such as the "Certificate in Hotel Operations," which are accessible to individuals with a high school diploma and are designed for rapid skill acquisition and employability.
- **On-Campus Workshops:** SRHU maintains a vibrant campus environment with frequent workshops, guest lectures, and seminars on emerging topics (e.g., AI integration, machine learning, gamified teaching) that are open to all students and faculty, fostering a culture of continuous learning.

4.3.1 Public resources (lifelong learning)

SDG4: Quality Education						
Type	Metric and indicator reference	Metric / Indicator	Value (for continuous data)	Yes/No	Evidence1	Public (Yes/No)
Metric	4.3	Lifelong learning measures				
Indicator	4.3.1	Public resources (lifelong learning) Provide free access to educational resources for those not studying at the university.		Yes		N/A
		Free courses leading to certificate or award	N/A	Yes		Free Courses Leading to Certificate
		Free access to campus facilities and equipment		No		
		Free access to online resources		Yes		
						Free Access to Online Resources

Swami Rama Himalayan University (SRHU) provides several free educational resources and lifelong learning opportunities to the public, particularly for those not enrolled as students. These initiatives are primarily driven by the university's community outreach arms, such as the Rural Development Institute (RDI) and the Department of Community Medicine.

Here are the key free public resources available to non-university students:



i) Free Vocational and Skill Development

The Rural Development Institute (RDI), an allied unit of SRHU, operates a Skill Center dedicated to providing vocational training to rural youth "free of cost." This directly supports lifelong learning by equipping individuals with employable skills.

- **Service:** The Skill Center runs short-term courses in trades such as plumbing, industrial sewing machine operation, fashion design, mobile repair, and handicrafts.

Evidence: <https://srhu.edu.in/allied-units/>

ii) Public Health & Wellness Education

SRHU provides extensive, free health education to the public as a core part of its community outreach mission.

- **Service:** The Department of Community Medicine and the RDI actively mobilize in communities to raise awareness. This is done through free:
 - Health talks
 - Health rallies
 - Focused group discussions
 - Health and screening camps
 - Observation of Public Health Days

Evidence: <https://srhu.edu.in/community-outreach/>

iii) Access to Public Libraries

The university directly invests in physical library infrastructure for the public, providing free access to books and knowledge.

Service: SRHU renovated the Gauri Public Library in Kotdwar, Garhwal. The university's page notes this is "the oldest and the only library in the city," and it provides public access to "more than 13,000 books and some rare books."

Evidence: <https://srhu.edu.in/community-outreach/>

iv) Public Access to Digital Resources

The university's Central Library provides public online access to parts of its digital collection, allowing anyone to search its repository and catalogue.

- **Service:** The library website has "Public Access" links for its:
 - Central Library Catalogue
 - Previous Years Question Paper/Himalayan Repository

Evidence: <https://srhu.edu.in/libraries/>



4.3.2 Public Events (Lifelong Learning)

Swami Rama Himalayan University (SRHU) hosted numerous educational events open to the general public, students from other institutions, and industry professionals throughout 2024. These events align with the lifelong learning principles of SDG 4 by providing accessible education outside of formal degree programs. The university's public events focused on community health, technology, innovation, and professional skill development.

SDG4: Quality Education						
Type	Metric and indicator reference	Metric / Indicator	Value (for continuous data)	Yes/No	Evidence1	Public (Yes/No)
Metric	4.3	Lifelong learning measures				
Indicator	4.3.2	Public events (lifelong learning) Host educational events at university that are open to the general public.	Yes			
		Free events	N/A	Yes	timesofindia.indiatimes.com	Yes
		Both charged and free		No		

Community Health & Awareness

SRHU's primary public-facing events are its extensive community health programs, which provide free health education and services.

- **Free Multispecialty Health Camps:** The Department of Community Medicine and Himalayan Hospital regularly organized free health check-up camps in various locations, such as Gaurimafi, Raiwala, and Laksar. These camps, open to all, provided consultations from specialists in General Medicine, Pediatrics, Gynecology, and more.

Evidence: [Click Here](#)

- **TB Awareness Campaign:** On World TB Day, the university launched an extensive public awareness campaign. Students and faculty used poster exhibitions to educate the general public in Doiwala, Kudkawala, and Gauharimafi about the symptoms, prevention, and treatment of tuberculosis.

Evidence: [Click Here](#)

- **Menstrual Hygiene and Breast Cancer Awareness:** Doctors and students held a health camp at GGIC Dehradun, providing educational sessions on menstrual hygiene and breast cancer, distributing informational manuals, and conducting health check-ups for students.

Evidence: [Click Here](#)



- **One Day Yoga Camp:** The Himalayan School of Yoga Science organized a one-day yoga camp at Hotel Radisson, Haridwar, which was open to hotel employees and guests, promoting physical and mental well-being in the community.

Evidence: [Click Here](#)

Public Conferences, Workshops, and Lectures

SRHU also hosted several specialized conferences and workshops. While aimed at a professional and academic audience, these events are a key part of lifelong learning and were open to participants from outside the university.

Date	Workshop Title & Details
March 29-30, 2024	Workshop on “Women Empowerment through Science and Technology in Uttarakhand”, during which SRHU hosted the inauguration of the Uttarakhand Chapter of National Academy of Sciences, India (NASI). (SRHU)
February 2-3, 2024	Workshop on “Research Methodology and Biostatistics” organised by SRHU’s Research & Development Cell and the Himalayan Institute of Medical Sciences (HIMS). (SRHU)
May 11, 2024	Workshop on “Internet of Things (IoT)” by the Department of Computer Science & Engineering. (SRHU)
September 8, 2023	Workshop titled “Science of Joyful Living” at Raj Bhawan, Dehradun, organized by SRHU, covering health, diet, exercise, meditation. (timesofindia.indiatimes.com)

Date	Event	Details
22-23 December 2023	“EWASH 2023: National Conference on Environment, Water, Agriculture, Sustainability & Health”	A two-day national conference jointly organised by SRHU, Save the Environment (STE), DAV PG College Dehradun and the National Academy of Sciences, Prayagraj, focused on “Protect the Blue and Green, Make the Earth Pristine”. (SRHU)
28 April 2023	4th Management Conclave “Manthan 2023”	Organized by the Himalayan School of Management Studies, SRHU; theme: “Sustainable Business: People, Planet, and Profit”. (SRHU)
16-17 November 2024	National Conference on “Spiritual Neurosciences”	Although slightly outside 2023-24, this is listed by SRHU as upcoming/held in late 2024. (SRHU)



4.3.3 Vocational Training Events (Lifelong Learning)

Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Indicator	4.3.3	Vocational training events (lifelong learning) Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training.	Yes	N/A	
		Ad hoc	Yes	Ad hoc Workshops Programmed Vocational Courses	Yes
		On programmed basis	Yes		

Swami Rama Himalayan University (SRHU) actively provides vocational training and executive education to the general public and professionals through both regular, programmed courses and specialized ad-hoc events.

1. Programmed Vocational Training

SRHU runs continuous, structured vocational programs designed to provide employable skills to the public, particularly youth from rural and hill regions.

- Rural Development Institute (RDI): The RDI operates a dedicated Skill Center that provides basic technical skills to rural youth free of cost. These are regular, programmed courses aimed at self-reliance and entrepreneurship.
 - Examples of Courses: Tailoring, Handicraft, Jewellery Making, Painting.
- Centre for Skill Development and Education (Toli Campus) It offers formal vocational programs designed to enhance employability.
 - Example of Course: Certificate Programme in Hotel Operations.

Evidence: [Click Here](#) , [Click Here](#)

2. Ad-Hoc Executive & Professional Programmes

SRHU's various colleges host numerous short-term, ad-hoc workshops and training sessions open to professionals, faculty, and researchers from outside the university. These function as executive education, providing high-level skills.



- **Advanced Technical Workshops:** The university's science and tech schools host specialized, high-level training for professionals.
 - Example: The School of Biosciences hosted a four-week workshop on "Modern Biology: Advanced Molecular Tools for Healthcare," which was open to 30 participants (faculty, clinicians, and scholars) from 14 different universities across India.
- **Continuing Professional Education:** The health and nursing colleges run regular workshops for practicing professionals.
 - Example: The Himalayan College of Nursing (HCN) conducts workshops on topics like "Health Care Quality and Patient Safety" and Continuing Nursing Education (CNE) programs open to external health professionals.
- **Ethics & Research Training:** SRHU hosts workshops on specialized professional topics open to faculty from other institutions.
 - Example: A workshop on "Good Clinical Practice & Ethics" was attended by 121 participants, including faculty and research committee members from five different medical institutions in Uttarakhand.

Evidence: Ad hoc Workshops

4.3.4 Education Outreach Activities Beyond Campus

SDG4: Quality Education					
Type	Metric and indicator reference	Metric / Indicator	Yes/No	Evidence1	Public (Yes/No)
Indicator	4.3.4	Education outreach activities beyond campus Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus – in local schools, in the community. This can include voluntary student-run schemes.		N/A	
		Ad hoc		Ad hoc programs	Yes
		On programmed basis		On Programmed basis	



Swami Rama Himalayan University (SRHU) and its constituent bodies conduct extensive educational outreach activities beyond the campus, targeting local schools and the wider community. These activities often involve both faculty and students. These initiatives are primarily led by the university's Department of Community Medicine, the Rural Development Institute (RDI), and the Himalayan College of Nursing.

1. On Programmed Basis

SRHU runs several large-scale, long-term educational outreach programs. These are institutionalized, regular activities, often managed by dedicated departments like the Rural Development Institute (RDI) and the Department of Community Medicine.

- **School Health & Education (RDI):** The Rural Development Institute runs continuous, long-term programs for local schools. This includes providing "Health education to over 10,000 school students" and a long-running, regular program for adolescents that has reached over 110,000 individuals.
- **Non-Formal Education (RDI):** The RDI has been operating a "Flying Birds school" since 1990, providing non-formal education to marginalized children. <https://srhu.edu.in/allied-units/>
- **Community Medicine Outreach:** The Department of Community Medicine runs three permanent outreach health centers. Its staff and students conduct regular "school health weeks" to teach about lifestyle diseases and observe Public Health Days "every year" in the community.
- **Hill Region Education (Toli Campus):** SRHU established a permanent "Centre for Skill Development and Education" in Toli, Pauri Garhwal. This campus is a programmed initiative to provide "quality, inclusive education" and "industry-aligned diploma programs" to empower youth in the hill regions.
- **Student-Run Schemes (NSS):** The university's National Service Scheme (NSS) units engage in regular, programmed community work. This includes "Adoption of Villages" and organizing activities like "World Health Day in village" as part of their standard calendar.

2. Ad Hoc Basis

The university's programmed activities are supplemented by numerous ad-hoc events. These are typically one-time or event-specific lectures, demonstrations, and camps designed to address a specific need or raise awareness.

- **Specific Health Camps:** While health camps are common, many are ad-hoc events targeting a specific village or health issue. Examples include the "Menopausal Awareness Camp" in March 2025 and the "Specialist Health Camp" at Toli in April 2025, which provide tailored lectures and consultations.



- **Awareness Rallies & Demonstrations:** As part of their community mobilization, student and faculty teams conduct ad-hoc IEC (Information, Education, and Communication) activities. These include "health rallies, nukkad natak (street plays), focused group discussions, and health talks" on specific topics. <https://srhu.edu.in/community-outreach/>
- **Student-Led Awareness:** Student groups, like those at the Himalayan College of Nursing, conduct specific ad-hoc outreach events, such as a "Public Awareness on Schizophrenia" campaign.

4.3.5 Lifelong Learning Access Policy

SDG4: Quality Education						
Type	Metric and indicator reference	Metric / Indicator	Value (for continuous data)	Yes/No	Evidence1	Public (Yes/No)
Indicator	4.3.5	Lifelong learning access policy A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability immigration status or gender.	N/A	Yes	Policy for Life Long Learning	Yes

Policy for Lifelong Learning	
POLICY FOR LIFELONG LEARNING Approved Board of Management on 12th January 2019 Notification Notified by Registrar vide notification No. SRHU/Regi/CO/2019-04 (i) dated 15th January 2019 Reviewed / Revised Board of Management on 29th March 2022 Notification Notified by Registrar vide notification No. SRHU/Regi/CO/2022-58 (i) dated 5th April 2022 Next Review 2025-26	
1. Short Title & Commencement 1.1 This Policy shall be called the "Policy for Lifelong Learning" of Swami Rama Himalayan University. 1.2 This Policy shall be deemed to have come into force from the date of approval of the Board of Management of the University. 2. Purpose 2.1 To promote continuous, inclusive, and equitable learning opportunities for individuals of all ages, backgrounds, and abilities fostering personal growth, employability, and social participation in alignment with SDG 4. 3. Scope 3.1 All students, faculty, and staff of the institution 3.2 Alumni, adult learners, and community members engaged in lifelong learning programs 3.3 Government, private sector, and community partners collaborating in educational initiatives 4. Goals 4.1 Promote a culture of lifelong learning across all levels of society. 4.2 Enhance access to quality education and training opportunities for people of all ages. 4.3 Develop relevant skills for employability, entrepreneurship, and innovation. 4.4 Encourage digital literacy and learning flexibility through technology.	

Policy for Lifelong Learning

Swami Rama Himalayan University (SRHU) actively aligns with SDG 4 (Quality Education) through a comprehensive, multi-pronged strategy. This is formalized by its "Policy for Lifelong Learning" which promotes inclusive, equitable, and continuous learning for all. SRHU ensures quality teaching by graduating specialized educators, particularly in nursing and yoga, and by publishing Scopus-indexed research on innovative pedagogy and blended learning. The university champions lifelong learning by offering free vocational training and skill development programs to the public via its Rural Development Institute (RDI). Furthermore, faculty and students conduct extensive educational outreach in local schools and communities, delivering programmed and ad-hoc lectures on health, hygiene, and skill development.



4.4 Proportion of First-generation Students

Swami Rama Himalayan University (SRHU) is deeply committed to advancing Quality Education by ensuring equitable access and academic success for first-generation learners. Recognizing the barriers such students often encounter—such as limited exposure to higher education systems, financial constraints, and socio-cultural transitions—SRHU implements a range of inclusive educational support measures. These include foundation and bridging programs, academic mentoring, peer-assisted learning, and targeted scholarships designed to foster both academic excellence and personal growth. Through these initiatives, the University strengthens students' learning outcomes, confidence, and employability, empowering them to thrive in higher education and contribute meaningfully to society as part of an inclusive and equitable learning environment.

4.4.1 Proportion of First-Generation Students

SDG4: Quality Education			
Type	Metric and indicator reference	Metric / Indicator	Value (for continuous data)
Metric	4.4	Proportion of first-generation students	
Indicator	4.4.1	Proportion of first-generation students	
		Number of students starting a degree	3363
		Number of first-generation students starting a degree	122