

## **17.4**

### **Education in SDGs**

#### **17.4.1 Education for SDGs commitment to meaningful education**

#### **MRIIRS weblink to SDG17**

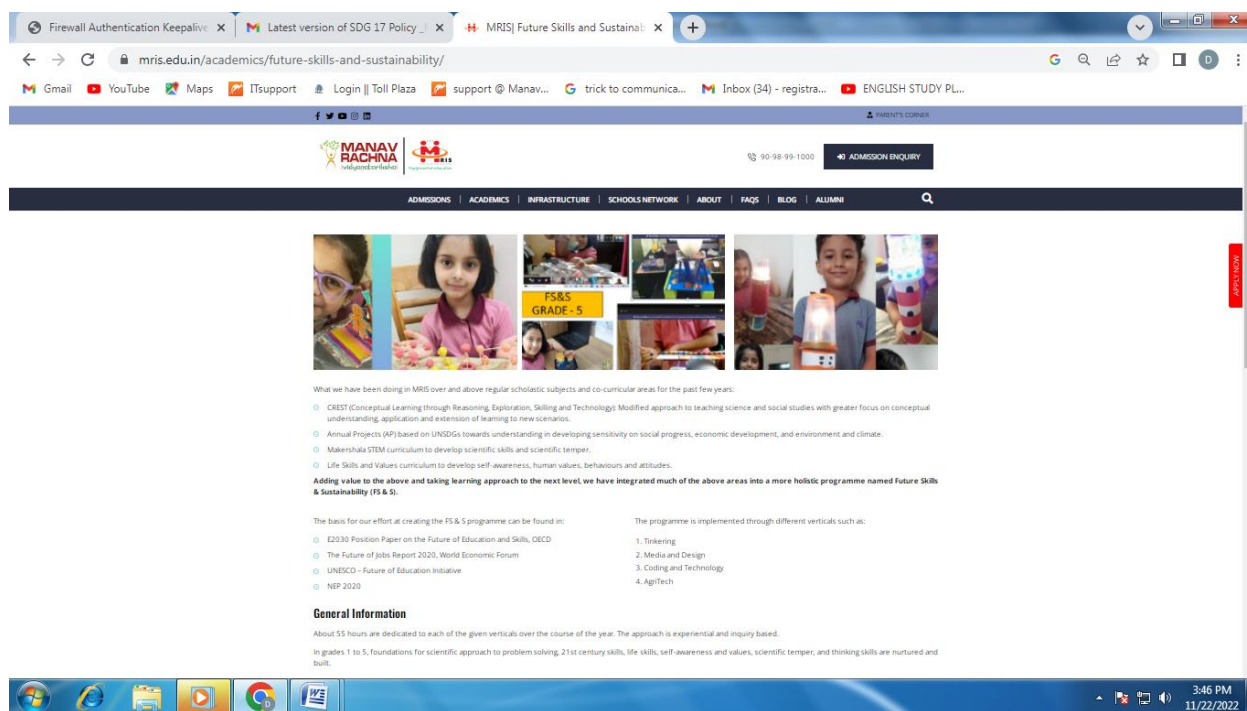
<https://mriirs.edu.in/sdg17-partnerships-for-the-goals/>

### **Education for SDGs commitment to meaningful Education**

The University has integrated a meaningful education with a focus on SDGs across all the Bachelor's and Master's programmes. It is also widely integrated as a part of the curriculum through a programme called – "RUSH". As a part of the RUSH programme, faculty members and coordinators from different programmes integrates the various course curriculum content with the needs of the school students with a focus on various SDGs after a detailed scoping. In addition to this, the schools of Manav Rachna have completely integrated their entire curricula to all SDGs. Further, across the University, Environmental Studies is being offered for all students. Moreover, across all the curricula, sustainability is included as a key component. At a higher education level, meaningful, practitioner perspectives on sustainability are introduced through various educational perspectives. Details of these programmes are highlighted in the evidence section.

- ✓ **Schools of Manav Rachna** have integrated sustainability as a core component of all educational programmes.

As a part of the integration process, over and above the curricula, the schools have initiated the following modes –



- CREST (Conceptual Learning through Reasoning, Exploration, Skilling and Technology):  
Modified approach to teaching science and social studies with greater focus on conceptual understanding, application and extension of learning to new scenarios.
- Annual Projects (AP) based on UNSDGs towards understanding in developing sensitivity on social progress, economic development, and environment and climate.
- Makershala STEM curriculum to develop scientific skills and scientific temper.
- Life Skills and Values curriculum to develop self-awareness, human values, behavior and attitudes.
- Launch of a holistic programme called – “Future Skills and Sustainability”

Through each of the above modes, a focus on SDG is being built as a part of the learning paradigm in the MR educational institutions. Moreover, various educational extensional

activities are also conducted to impart a SDG centric education in all Manav Rachna Educational Institutions.

Evidence –

- <https://manavrachna.edu.in/rush-programs/>
- <https://mrisc.edu.in/academics/future-skills-and-sustainability/>

### ✓ **Curriculum, Programme and Courses with Emphasis on Sustainability As A Part of The Educational Programmes**

In the Preamble of the Liberal Arts Program of the University, Art and Sustainability component is mentioned as a one of the key objectives of the educational program. Along with that, there are wide variety of courses within the educational programmes which have integrated sustainability as a key component of the educational discourse within the University. Preamble of the programmes clearly mention sustainability as one of the objectives to be attained. Further courses across the programmes of the University are interconnected with sustainability.

#### **Preamble**

The programme BA Liberal Arts is adapted to an outcome based education system which would enable the students to acquire the capabilities to meet the demands of society and industry at regional, national and global level. The Programme Education Objectives (PEOs) of BA Liberal Arts are consistent with the Vision and Mission of the Department as well as the University, and aim to produce globally successful sociologists who are empowered to contribute to nation building through sound knowledge, research skills and research aptitude. The POs and PSOs address the PEOs and aim to produce human development professionals, social researchers and human resource management professionals with high professional and social ethics.

The curriculum exhibits the requisite balance among the fundamental, core and elective subjects. It creates a student talent pool that can serve the needs of industry and development sector needs of the national and global social research, social policy and social welfare arenas. Many courses are meant to meet the workforce needs of industry and development sectors. The course empowers the students on critical thinking and understanding, art and sustainability communication, social work, sustainable development practice, areas of arts, science and humanities through practical case studies at the national, regional and global level. The students of this programme are equipped to be employed in the development and social sector through a holistic learning of sustainability practices in real life decision making complemented by entrepreneurship skills. The issues of gender and social sustainability are also mainstreamed through the practical and experiential case study based pedagogies of the curriculum.

The design of curriculum is done in accordance with the predetermined Programme Education Objectives. The syllabus content of each course is meticulously created to develop thorough understanding and gain in-depth knowledge. A number of theory courses are accompanied with projects to inculcate the practical skills. In order to ensure the effectiveness of teaching-learning process and true implementation of the curriculum, the course outcomes of each course are developed to meet the programme outcomes and programme specific outcomes, which are also reflected in the Course Articulation Matrix. Course outcome and program outcome attainment is measured through direct and indirect tools including internal assessments, assignments, end semester examinations, dissertations, projects etc.

**Source –** [https://manavrachna.edu.in/wp-content/uploads/2022/06/booklet\\_Liberal-arts\\_Year2019\\_2020\\_25022021.pdf](https://manavrachna.edu.in/wp-content/uploads/2022/06/booklet_Liberal-arts_Year2019_2020_25022021.pdf)



MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES  
(Deemed to be University under section 3 of the UGC Act, 1956)

FACULTY OF BEHAVIORAL AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL AND POLITICAL STUDIES

**CURRICULUM  
AND  
SCHEME OF EXAMINATION**

**(BACHELOR OF LIBERAL ARTS)**

BATCH: 2019-22

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**Semester I**  
**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES (MRIIRS)**  
*(Deemed to be University under section 3 of the UGC Act 1956)*  
**BLA-DS-101 (CH-202B): Environmental Studies**

Periods/week Credits Maximum marks : 200  
 L: 3 T: 1 4 Continuous Assessment : 100  
 Duration of theory examination: 3hrs. End Semester Examination: 100

**Prerequisites:** NA  
**Course Type:** Foundation

**Course Outcomes**

By the end of course, students would be able to:

BLA-DS-101.1 Assess importance of natural resources and environment, and their major concerns  
 BLA-DS-101.2 Understand basic structure with issues of ecosystem with energy flows and biodiversity conservation  
 BLA-DS-101.3 Understand socioeconomic concern of environment including pollutions and disaster management, etc.

**PART A**

**Unit-1: Nature of Environmental Studies**

Definition, multidisciplinary scope and importance of environmental studies; need for public awareness.

**Unit-2: Natural Resources**

Renewable v/s non-renewable natural resources and associated problems; forest resources: use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effects on forest and tribal people; water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems; mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies; food resources: world food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies; energy resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies; land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification; role of an individual in conservation of natural resources; equitable use of resources for sustainable lifestyles.

**Unit-3: Ecosystems**

Concept of ecosystem, structure and function of an ecosystem; producers, consumers and decomposers, energy flow in ecosystem; ecological succession; food chains, food webs and ecological pyramids; introduction, types, characteristic features, structure and function of different eco-system: forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

**Unit-4: Biodiversity and its Conservation**

Introduction, definition: genetic, species and ecosystem diversity; biogeographical classification of India; value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values; biodiversity at global, national and local levels; India as a mega-diversity nation, hot-spots of biodiversity; threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

**PART B**

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**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES (MRIIRS)**  
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**BLA-DS-205: Art and Sustainability**

Periods/week Credits

Max. Marks: 200

L: 3 T: 1 4

Continuous Assessment: 100

Duration of Examination: 2 Hrs

End Semester Exam: 100

Prerequisites: NA

Course Type: Core

**Course Outcomes**

The objectives of the course will be to:

**BLA-DS-205.1** Describe basic concepts related to art and sustainability.

**BLA-DS-205.2** Create and develop reflection, action and liberation component of art, sustainability

**BLA-DS-205.3** Demonstrate and determine the application of art in understanding, reflecting, assessing sustainability

**PART A**
**UNIT – I: Introduction to Art:**

- 1.1 What is Art?
- 1.2 What are the different forms and traditions of Art?
- 1.3 What is an Ecological Art History?

**Unit – II Foundations of Art and Sustainability**

- 2.1 Definitions of Art and Sustainability
- 2.2 How are Art and Sustainability connected?

**Unit-III Concepts of Reflection, Action and Liberation Component of Art and Sustainability**

- 2.1 Definitions of reflection, action and liberation component of Art and Sustainability

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**Appendix C: List of courses and proposed activities relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability**

|                                  | Environment and Sustainability | Professional Ethics | Human Values | Gender Equality |
|----------------------------------|--------------------------------|---------------------|--------------|-----------------|
| Environmental Studies<br>CH 202B | ✓                              |                     |              |                 |
| Art, Sustainability and Healing  |                                | ✓                   | ✓            |                 |
| Art and Sustainability           |                                | ✓                   | ✓            |                 |
|                                  |                                |                     |              |                 |

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Educational Programmes with Context of Sustainability during January 2020 – June 2022

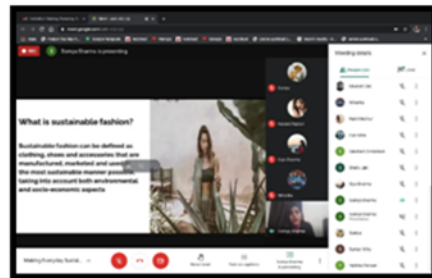
Curriculum of each course of MRIIRS across all the faculties encompassing Engineering, Technology, Natural Sciences, Humanities, Arts, Social, Sports and Health Sciences are being categorically designed to address SDG 3, 5, 8. The University has established a special Centre on Peace and Sustainability which is working with all Departments of MRIIRS to address the SDGs -3,5,6,8, 11,12,15 and 16. Apart from the curriculum, special courses like Art and Sustainability are being implemented in the Faculty of Behavioural and Social Sciences with an interdisciplinary connection with all other departments of the University with the larger objective of addressing a Liberal Arts and Science centric education being in sync with the National Education Policy 2020. Through these courses, the institution is addressing to the 9% of the total SDG score within the domain of SDG 17. Moreover, special courses on – “Essentials of Peace and Sustainability” are conducted with the support of UNESCO. Special Elective course like – “Art and Sustainability” is being offered for all students of the University. All school programs and curricula are being aligned to the SDGs.

**“Inner Peace through Inner Technology”** by IT Wing of Rajyoga Education and Research Foundation on **19<sup>th</sup> February 2020**, for faculty and students. B.K. Sonika, a Rajyoga teacher and trainer under the domain of the Om Shanti Retreat Center (ORC), Gurugram was the speaker for the session.

- The aim of the session was to create awareness to live and work in a balanced, stress-free and positive way.



## WORKSHOP : MAKING EVERYDAY SUSTAINABLE



A workshop involved participation of students beyond our university and covering around **80 participants** from universities across India. The speaker of the workshop was Ms. Somya Sharma, Assistant Professor of Journalism and Mass Communication at MRIIRS.

The session was based upon the idea of sustainability and participants learned about:

- making use of sustainable and recycled fibre,
- utilising eco-friendly processes that save water
- minimise the discharge of effluents into nature and also
- start bringing up sustainable fashion into our lives.



**"Ek Din Aapke Naam"** was celebrated as a gratitude towards the house keeping Women staff.

It was dedicated to the Ladies Housekeeping staff to appreciate their perseverance to cope up with challenges of life by balancing their contribution in family making and raising their children along with their contribution to organization.