

Academic Year 2022-23

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, several courses pertaining to sustainable environment are 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 –

- a) 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.

- b) Annual Projects (AP) based on UNSDGs towards understanding in developing sensitivity on social progress, economic development, and environment and climate.
- c) Makershala STEM curriculum to develop scientific skills and scientific temper.
- d) Life Skills and Values curriculum to develop self-awareness, human values, behavior and attitudes.
- e) 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



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

https://manavrachna.edu.in/wp-content/uploads/2022/06/booklet_Liberal-arts_Year2019_2020_25022021.pdf

Contents	Page Nos.
Vision and Mission of the Department	1
About the Department	1
Programme Educational Objectives and Programme Outcomes/Programme Specific Outcomes	2-4
Semester System and Choice Based Credit System	5-6
Study Scheme-BCA	7-13
Course Contents in Detail	14-95
Appendix A: List of courses having relevance to the Local/Regional, National and Global Development needs.	96-98
Appendix B: List of courses having focus on Employability, Entrepreneurship and Skill Development	99
Appendix C: List of courses and proposed activities relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	100

https://manavrachna.edu.in/wp-content/uploads/2022/06/booklet_Liberal-arts_Year2019_2020_25022021.pdf

Semester I
MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES (MIRRS)
(Deemed to be University under Section 2 of the UGC Act 1956)
BLA-DS-101 (CH-2028): Environmental Studies

Periods/week Credits L: 3 T: 1 4 Maximum marks: 100
 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 pollution and disaster management, etc.

PART A

Unit-1: Nature of Environmental Studies

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

Unit-2: Natural Resources

Renewable vs. 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-systems: 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

14

[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 (MIRRS)
(Deemed to be University under section 2 of the UGC Act 1956)

BLA-DS-205: Art and Sustainability

Periods/week Credits L: 3 T: 1 4 Max. Marks: 100
 Continuous Assessment: 100
 Duration of Examination: 2 Hrs. End Semester Exam: 100

Prerequisites: NA

Course Type: Core

Course Outcomes

The objectives of this 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 components 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 Art Historical 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

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

[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)

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 CH 202B	✓			
Art, Sustainability and Healing		✓	✓	
Art and Sustainability		✓	✓	

https://manavrachna.edu.in/wp-content/uploads/2022/06/booklet_Liberal-arts_Year2019_2020_25022021.pdf

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.

• **List of the specific courses in the university on sustainability**

Course Title	Course Code	Programme (s) in which Course is offered	Mandatory/ Elective
Environmental Studies	CH-202B	Common in All Programmes of MRIIRS Except B.Tech	Mandatory
Renewable Energy and Energy Harvesting	BPH-OE-001	Open Elective Course For All Programmes of MRIIRS	Elective
Green Technology	BT-OE-001	Open Elective Course For All Programmes of MRIIRS	Elective
Green Energy Resources	BEE-OE-004	Open Elective Course For All Programmes of MRIIRS	Elective
Solar Technology	BEC-OE-003	Open Elective Course For All Programmes of MRIIRS	Elective
Art and Sustainability	BLA-DS-205	B.A Liberal Arts	Mandatory
Engineering Materials for Sustainability	BCE-DS-523	B.Tech-Civil Engineering	Mandatory
Development Communication & Sustainable Development Goals	BJMC(I)-DS-402	B.A Journalism and Mass Communication	Mandatory
Environment Biotechnology	BBT-DS-602	B.Tech- Biotechnology; M.Sc-Microbiology	Mandatory
Environment Biotechnology Lab	BBT-DS-652	B.Tech- Biotechnology; M.Sc-Microbiology	Mandatory
Advanced Environmental Biotechnology	M-BT-202	M.Tech - Biotechnology	Mandatory
Advanced Environmental Biotechnology Lab	M-BT-252	M.Tech - Biotechnology	Mandatory
Environmental Engineering	BCE-DS-602	B.Tech-Civil Engineering	Mandatory
Environmental Engineering Lab	BCE-DS-652	B.Tech-Civil Engineering	Mandatory
Environmental Systems	BCE-DS-624	B.Tech-Civil Engineering	Mandatory
Environmental Impact Assessment	MCE-303	M.Tech- Civil Engineering	Mandatory
Indian Economic and Social Environment	BCOM-DS-105	B.Com (Hons)	Mandatory
Design Elements & Principles of Our Environment	351.109B	B.Sc-Interior Design	Mandatory
Environment & Development Economics	MECO-DS-204	M.A. Economics	Mandatory
Difference and inequality in society	BLA-DS-502	B.A Liberal Arts	Mandatory
Design Elements & Principles of Our Environment	BID-DS-101	B.Sc-Interior Design	Mandatory
Living Green	351.309B	B.Sc-Interior Design	Mandatory
Green And Intelligent Buildings	AR-607A	Bachelor of Architecture	Mandatory
Renewable Energy Resources &	BME-DS-625	B.Tech-Mechanical Engineering	Mandatory

SDG- 17 PARTNERSHIPS FOR THE GOALS



Utilization			
Wind and Solar Energy System	BEE-DS-724	B.Tech-Electrical and Electronics Engineering	Mandatory
Hydrology & Water Resources Engineering	BCE-DS-603	B.Tech-Civil Engineering	Mandatory
Building Services - I (Water Supply & Sanitation)	AR-308A	Bachelor of Architecture	Mandatory
Groundwater Geology	BGE-DS-502	B.Sc (Hons) Geology	Mandatory
Groundwater Lab & Engineering Geology Lab	BGE-DS-552	B.Sc (Hons) Geology	Mandatory
Watershed Management	BGE-DS-601	B.Sc (Hons) Geology	Mandatory
Groundwater Geology	BGE-DS-651	B.Sc (Hons) Geology	Mandatory
Groundwater Exploration	MAG-DS-306	M.Sc Applied Geology	Mandatory
Research Innovation Catalyst - I	RIC-300	Common in All Programmes of MRIIRS	Mandatory
Research Innovation Catalyst - II	RIC-400	Common in All Programmes of MRIIRS	Mandatory
Research Innovation Catalyst - III	RIC-500	Common in All Programmes of MRIIRS	Mandatory
Research and Innovation Catalyst-IV	RIC (E) - 600	B.Tech- Biotechnology and Bachelor of Physiotherapy	Mandatory
Research Methodology and IPR	M-MC-100	M.Tech - Biotechnology, M.Tech ECE, M.Tech- Automation and Robotics, M.Tech Civil	Mandatory
English for Research Paper Writing	M-MC-002	M.Tech Computer Engineering & Networking	Mandatory
Research Methodology & Biostatistics (Theory)	BPT-DS-603	Bachelor of Physiotherapy	Mandatory
Biostatistics and Research Methodology	MPT 105	Master of Physiotherapy	Mandatory
Sequential Research Development	MPTM/N/S-DS-353	Master of Physiotherapy	Mandatory
Research Dissertation	MPTM/N/S-DS-451	Master of Physiotherapy	Mandatory
Statistics and Research methodology	BND-DS-502	B.Sc-Nutrition & Dietetics	Mandatory
Research Proposal Development	MND-DS-355	M.Sc- Nutrition & Dietetics	Mandatory
Business Research Methods	BBA-DS-402	Bachelor of Business Administration-General, Banking and Financial Markets, Digital Marketing	Mandatory
Communication Research	BJMC-DS-501	B.A Journalism and Mass Communication	Mandatory
Introduction to Research Techniques	BJMC(I)-DS-304	B.A Journalism and Mass Communication	Mandatory
Business Research Method	BCOM-DS-403	B.Com (Hons)	Mandatory
Introduction to Research Methodology	BAP-DS-203	BA (Hons.) Applied Psychology	Mandatory

Research Methodology (Practical)	BPSY-DS-452	BA (Hons.) Applied Psychology	Mandatory
Research Methods I	MPSY-DS-107	M.A. Applied Psychology	Mandatory
Research Methods II	MAP-DS-203	M.A. Applied Psychology	Mandatory
Advanced Research Methodology	MPSY-DS-301	M.A. Applied Psychology	Mandatory
Advanced Research Methodology (Practical)	MPSY-DS-351	M.A. Applied Psychology	Mandatory
Research Methodology (Dissertation)	AR-903A	Bachelor of Architecture	Mandatory
Research Design Histories	BDES-AN-304	Bachelor of Design	Mandatory
Advanced Research Methodologies	MECO-DS-301	M.A. Economics	Mandatory
Research Innovation & Catalyst-III	BGE-DS-504	B.Sc (Hons) Geology	Mandatory
Research Innovation & Catalyst-I	BGE-DS-305	B.Sc (Hons) Geology	Mandatory
Research Innovation & Catalyst-II	BGE-DS-404	B.Sc (Hons) Geology	Mandatory
Research Methodology	D-CW-001	Ph.D	Mandatory
Subject Based Research Method	Ph.D-CW-003	Ph.D	Mandatory
Research Publication and Ethics	Ph.D-CW-004	Ph.D	Mandatory
Project Phase-I	PROJ-XX-600	Common in All B. Tech Programmes of MRIIRS	Mandatory
Project Phase - II	PROJ-XX-700	Common in All B. Tech Programmes of MRIIRS	Mandatory
Summer Internship –I	PROJ-XX-300	Common in All B. Tech Programmes of MRIIRS	Mandatory
Summer Internship-II	PROJ-XX-500	Common in All B. Tech Programmes of MRIIRS	Mandatory
Summer Internship-III	PROJ-XX-800	Common in All B. Tech Programmes of MRIIRS	Mandatory
Minor Project Phase - I	PROJ-BT-600	B.Tech- Biotechnology	Mandatory
Minor Project Phase - II	PROJ-BT-700	B.Tech- Biotechnology	Mandatory
Mini Project with Seminar	CS-M-200	M.Tech Computer Engineering & Networking	Mandatory
Project based on a programming language	BCA-DS-652	Bachelor of Computer Applications	Mandatory
Major Project	MCA-DS-653	Master of Computer Applications	Mandatory
Project	MCA-DS-652	Master of Computer Applications	Mandatory
Software Project Management	MCA-DS-602	Master of Computer Applications	Mandatory
Information Technology Project Management	COMP701A	B.Sc.- Information Technology	Mandatory
Information Technology Project	COMP-DS-720	B.Sc.- Information Technology	Mandatory
Physiotherapy Project +	BPT-855	Bachelor of Physiotherapy	Mandatory

SDG- 17 PARTNERSHIPS FOR THE GOALS



Evaluative clinical Practice VI			
Capstone Project	BND-DS-551	B.Sc-Nutrition & Dietetics	Mandatory
Summer Training Project	BBA-DS-502	Bachelor of Business Administration-General, Banking and Financial Markets, (Global) International Business	Mandatory
Project - Report & Presentation	BBA-DS-602	Bachelor of Business Administration-Banking and Financial Markets	Mandatory
Summer Internship Project	MBA-DS-301	Master of Business Administration	Mandatory
Project Appraisal and Finance	MBA-DS-FN-303	Master of Business Administration	Mandatory
Final Dissertation/ Project	MBA-DS-401	Master of Business Administration	Mandatory
Term Paper (Project)	BENG-DS-505	B.A (Hons) English	Mandatory
Business Project (Summer Internship Report)	BCOM-DS-551	B.Com (Hons)	Mandatory
Thesis/Project/Internship/Field Training	BPSY-DS-503	BA (Hons.) Applied Psychology	Mandatory
Practical Aspects of Project management	C-705B	B.Sc-Interior Design	Mandatory
Portfolio Thesis project	MSC ID 301	M.Sc.-Interior Design	Mandatory
Live project/ Internship	MSC ID 401	M.Sc.-Interior Design	Mandatory
Structural Design -Project	AR-705A	Bachelor of Architecture	Mandatory
Project Management	AR-1002A	Bachelor of Architecture	Mandatory
Project Ways of Seeing	BDES-CD-302	Bachelor of Design	Mandatory
Project Symbols And Systems	BDES-CD-303	Bachelor of Design	Mandatory
Project-Contexts of Visual Communication	BDES-CD-402	Bachelor of Design	Mandatory
Project- Typography In Context	BDES-CD-403	Bachelor of Design	Mandatory
Project-Visualising Experience	BDES-CD-404	Bachelor of Design	Mandatory
Vocational Training	MCA-DS-453	Master of Computer Applications	Mandatory
Clinical training	MPT 108	Master of Physiotherapy	Mandatory
Clinical Internship / Industrial Training	BND-DS-651	B.Sc-Nutrition & Dietetics	Mandatory
Practical Training in Psychology	BPSY-DS-107	BA (Hons.) Applied Psychology	Mandatory
Practical Training in Psychology II	BAP-DS-202	BA (Hons.) Applied Psychology	Mandatory
Field Training	MPSY-DS-304	M.A. Applied Psychology	Mandatory
Professional Training	AR-801	Bachelor of Architecture	Mandatory
Industrial Training	BHM-DS-351	B.Sc-Hospitality and Hotel Administration	Mandatory
Geological Field Training -III	MAG-DS-360	M.Sc Applied Geology	Mandatory

1. Educational Training Programmes/Competitions held at MRIIRS Addressing SDGs

MRIIRS has organised numerous educational training programmes and competitive events in its campus not only for the students studying at MRIIRS but for those who are studying in different schools and universities.

- **HACK THE MOUNTAINS 3.0 on Emerging Technologies & Its Applications**

The Department of Computer Science and Engineering, FET, Manav Rachna International Institute of Research and Studies (MRIIRS) hosted the inaugural of two-day International Hybrid Hackathon (17th to 18th September 2022)., Hack the Mountains 3.0 on 17th Sept 2022, 10:00 am onwards.

Hack The Mountains 3.0, is a Hybrid Hackathon, designed especially for the needs of the community and provides the perfect chance to showcase skills and witness a competitive yet inclusive developer community around it.

A total of 3501 participants from 268 colleges and 20 Indian states, participated in the Hack the Mountains 3.0 and across the globe, No. of participants is 503 with No. of Colleges/Universities: 176 and 68 countries. In total 4004 participants have participated out of which 429 attended offline and 3575 are online.

Each team under various tracks was assigned mentors having expertise in various technical skills such as HTML, CSS, React, NextJs, Javascript, Typescript, Sass, Python, C++, Docker, NodeJs, Express.js, MongoDB, Automation, SQL, Tailwind, Machine Learning, Artificial Intelligence, Deep Learning, Data Science, etc.

All the participants across the nation and globe had chosen their problem domains as specified: Education, HealthCare, AR/VR, Open Innovation, Environment, Diversity, Energy, and Blockchain.

Detailed report: [HACK THE MOUNTAINS 3.0 on Emerging Technologies & Its Applications – Manav Rachna Vidyanatariksha \(mriirs.edu.in\)](https://mriirs.edu.in)



Students participating in HACK THE MOUNTAINS 3.0



- **Toycathon**

Manav Rachna International Institute of Research and Studies hosted Toycathon 2022 on May 24-25, 2022. This event was a collaborative effort between the Ministry of Education and five other Ministries: the Ministry of Women & Child Development, the Ministry of Information & Broadcasting, the Ministry of Commerce & Industry, the Ministry of Micro, Small and Medium Enterprises, and the Ministry of Textiles. Toycathon aimed to encourage the creation of fresh and inventive toys made from local materials that are cost-effective, safe, environmentally friendly, and of exceptionally high quality, suitable for both Indian and global markets. The event saw participation from 34 teams across India, each bringing innovation and a scientific approach to their toy designs. Seven teams were recognized for their creative concepts, representation of Indian culture, and incorporation of technological advancements.



<https://manavrachna.edu.in/latest/mriirs-proudly-hosted-the-physical-edition-of-toycathon-2022-as-one-of-the-nodalcentres/>

Students Participating in Toycathon 2022



- **Green India Hackathon**

The Manav Rachna International Institute of Research and Studies served as the Northern region center for the world's largest 22-hour Electric Vehicle (EV) hackathon, known as the Green India Hackathon. The event saw the participation of 23 teams from Northern India and took place on the Manav Rachna campus. The primary objective of the Green India Hackathon was to accelerate the adoption of Electric Vehicles by addressing significant challenges within the EV ecosystem.

<https://mriirs.edu.in/mriirs-career-fair-november-2022-2-3-2-2-2-2-2/>





- **TechFest Anubhuti-22**

Anubhuti-22, A precursor to Innoskill 2023, a technical competition was held on 10th -11th November 2022 wherein the students of various reputed Universities/Colleges/Schools of the country participated. Anubhuti-22 was organised with the vision to build future leaders and creating a diverse platform for young talent that people love. Anubhuti 2022 is a deck of four specialized innovative segments: Anubhuti, Creative Thinking Through Science and Technology workshop, Squared Challenge in Engineering and Design, and Advance Guard supported by the Department of Science and Technology (DST), and National Council for Science and Technology Communication (NCSTC).

The event had 1500+ registrations from different schools and Universities like Amity University, North Cap University, Galgotia University, Lingaya's University, Sushant University, Shiv Nadar School, St Joseph convent school, Delhi Public School, Carmel convent school, Tagore academy public school, Rawal international school, Vidya Mandir Public School and many more.

Students participated in various events like NavSrijan, Visual Merchandising, technical Workshop, Brain Teaser, Shark Tanks, Gamolution, Blind Coding, Bugz War, Reel Rooster, Tech-Charades, Project Showcase, Technical Maze, Logo Quiz, Web weaving etc.

Media Report: [मानव रचना द्वारा आयोजित तकनीकी प्रतियोगिता 'अनुभूति 2022' में 1500 विद्यार्थियों ने लिया भाग](#)
| Today Express News

Media Report: [Anubhuti 2022 organized at MRIIRS](#)



Students participating in ANUBHUTI-22



Students participating in ANUBHUTI-22



- **Samsung Innovation Hackathon**

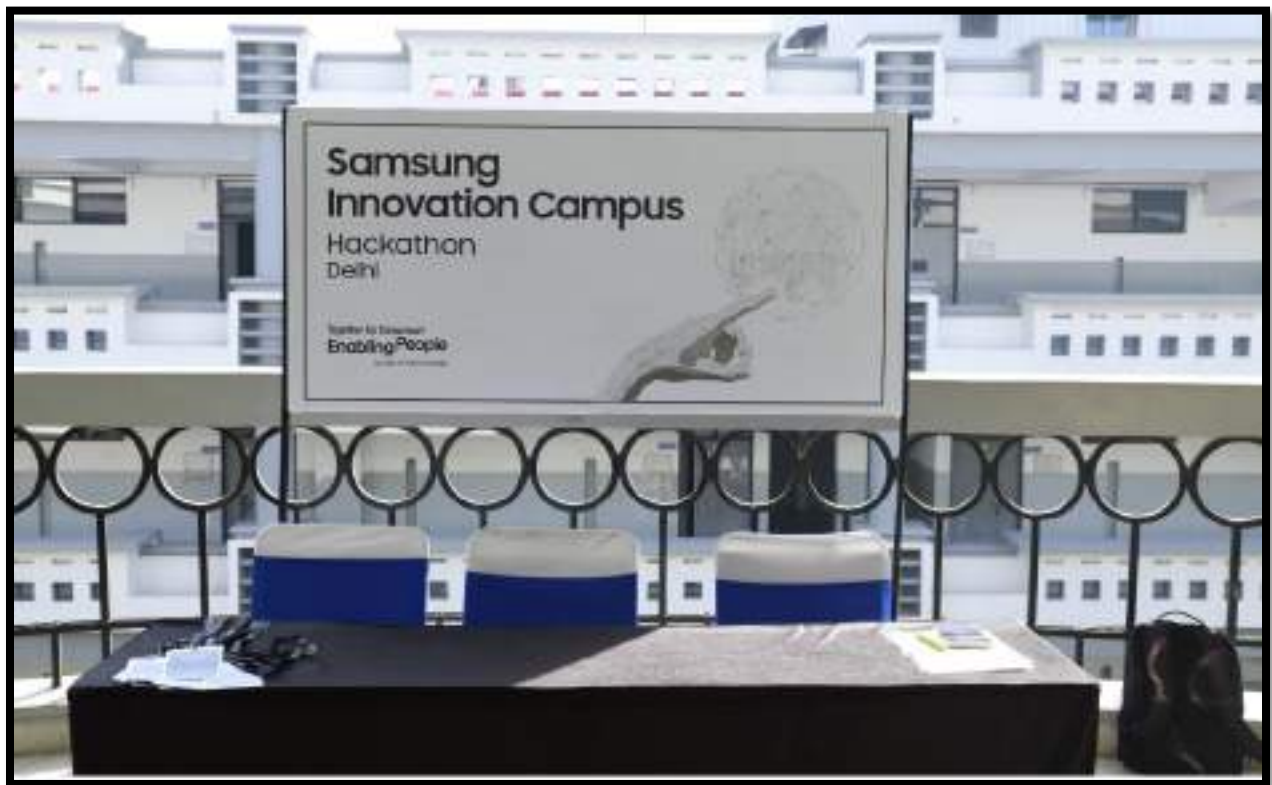
MRIIRS organised a 3-day Samsung Innovation Hackathon in association with Samsung India. Student teams from different universities who are part of the Coding & Programming course took part in the Hackathon in which they developed codes based on problem statements given to them. The problem statements included topics such as developing a citizen feedback on road maintenance, creating a knowledge management portal, automation of reforestation efforts, a GST calculator, chat support for e-governance and an early warning system for farmers to protect crops from pests. The teams presented their prototypes to a jury consisting of engineers from Samsung R&D Institute, Noida and Samsung R&D Institute, Delhi. The students, who were mentored and trained at National Small Industries Corporation (NSIC), New Delhi were presented with certificates at the ceremony.

Media Report: [Samsung Innovation Hackathon hosted at MRIIRS](#)

Students participating in Samsung Innovation Hackathon



Students participating in Samsung Innovation Hackathon



Smart India Hackathon 2022

Manav Rachna International Institute of Research and Studies (MRIIRS) in collaboration with Ministry of Education GOI, MoE's Innovation Cell, All India Council for Technical Education, Persistent Systems, and i4c, organised the hardware edition of Smart India Hackathon-2022 from August 25 to August 29, 2022. Smart India Hackathon (SIH) is a nationwide initiative that provides students a platform to solve the pressing problems of the ministries, industries and other organizations. SIH has been acclaimed as the world's biggest open innovation model and it inculcates the culture of product innovation and problem-solving among students. During the SIH 2022, 476 problem statements (received from 53 Union Ministries) were given to students. The student team works round the clock under the guidance of mentors and Ministry/Organization representatives to produce the working solution for the selected problem statements. At MRIIRS, 16 teams worked on the problem statements that were assigned by: Ministry of Ports, Shipping & Waterways and Ministry of Culture.



Media Report: [Smart India Hackathon 2022](#)

Students participating in Smart India Hackathon 2022

