

# Bharat Record Book of Innovative Action Research

*Case Studies of Action Research on  
Community Engagement  
by Universities and Colleges in India*



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Published by  
**DYUTI FOUNDATION**

# BHARAT RECORD BOOK OF INNOVATIVE ACTION RESEARCH

*Case Studies of Action Research on  
Community Engagement by Universities and Colleges in India*

## Editorial Board



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## Foreword

**Dr. W.G. Prasanna Kumar, Sr. Scientist**

*Pollution Control Board, Telangana, (Former) Chairman*

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**L**earning through small activities is essential. Education must enable an individual or community to address the most critical challenges. Presently higher education requires an overhaul of instruction to substitute the specialized knowledge instruction with multi-disciplinary approach. Responsible teaching and scholarship needs to be more cross disciplinary and cross-cultural in its strategy and transaction.

Sustainability education provides an avenue for engaged learning. Engaging and deliberating on important social issues enables education to reclaim its rightful position in addressing the most critical of the challenges. Both students and community stand to gain when social entrepreneurship is involved. Institutions are struggling to get social entrepreneurship into the centre of academics. The relationship between entrepreneurship and civic engagement is interesting especially when young students are involved in it. Giving back to society is a key developing aspect of entrepreneurship and higher education.

Engaged research makes education experiential. It supports the academic activity as well as in addressing the challenges experienced by communities. Case study is not a mere factual account but it is basically inferential in nature. Action research is always supported by academic case studies which add to the knowledge that is transacted in the educational institutions through various programmes. While reality is multi-dimensional the capacities of individual scholars to understand it and to interpret it are discipline specific. A case study can be utilised by multiple disciplines to explain the reality in the way it is relevant for their discipline. While multidisciplinary in transaction of knowledge is essential, its practicality is limited by the domain specific prior knowledge limitations of those who transact it. This difficulty is experienced by teachers and students alike. This engaged qualitative case study-based action research intensely analyses individual action aspects of Higher Educational Institutions. It adopts a triangulated research strategy, where protocols are used to ensure accuracy and alternative explanation focusing on identifying and establishing a path for sustainable resource use paving way towards achieving key aspects of SDGs. It is expected that this effort would pave a way for more such fruitful initiatives in future.



## About Editors...



**Dr. V. Janaki Thenneti**

**Dr. V. Janaki Thenneti** has more than 30 years of experience in teaching and research. She holds doctorates in Economics and Management. Empowerment, Ancient Indian Wisdom and Sustainable Development are her areas of interest in research. She published 15 papers in several international and national journals and also 3 books. She has also taken lead role in various national level research projects organized by MGNCRE. She has been felicitated with 'Most Active Educationist' Award and 'Woman Change Maker' Award by reputed organizations.



**Shri P. Sudheer Kumar**

**Shri P. Sudheer Kumar**, an IIT Bombay alumnus, is an experienced higher education professional with expertise in sustainability, community engagement, and institutional development. He has assessed sustainability for 1500 institutions and graded 800 as District Green Champions. He lead faculty development programs and national projects under the Ministry of Education. He has contributed to Unnat Bharat Abhiyan, established Social Entrepreneurship and Rural Engagement Cells, promoted sustainable practices, facilitated CSR MOOCs, and created rural health testing centers. He is committed to driving positive change through education and community collaboration.



**Dr. Prasoon Reddy**

**Dr. Prasoon Reddy** is having 19 years of experience including both Industry & Academics. She did her research in HR Analytics. She has around 12 papers national and international papers published in reputed journals. Currently associated with Avinash group of Institutions as Head of the Department for Commerce and Management. Besides She also worked as volunteer for 10 years in teaching children in an NGO at Gurgaon.



**Shri. B.S.C. Naveen Kumar**

**Shri. B.S.C. Naveen Kumar** Experienced professional with over two decades of work in Environment and Sustainability, specializing in youth capacity building, rural education, social responsibility, and sustainable development. Currently serving as an Advisor to APEX SDG Trust and various environmental organizations, offering online training for Yoga Instructor courses.



## Acknowledgement

On behalf of entire editorial team we express our gratitude to Dr. W.G. Prasanna Kumar for inspiring us about '**Education for Sustainable Development**' and illuminating our thoughts.

We, editorial team, express our heartfelt thankfulness for Team-Apex SDG for introducing the innovative project among Universities and Colleges

We, also appreciate the efforts, enthusiasm and efficacy of managements, faculty members, student coordinators and students of HEIs who participated in this project.

We thank our project associates for being with us through - out the journey and motivating other team members.

We thank all authors of the papers for building good content for the book.

Last, but not the least, we are very thankful to the cover page designer and book designer – Mr. Y. Malakondiah.

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*Small Steps towards Big Journey.....*

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Our Authors	1.	Protyush Gogoi	Research Scholar in Edn, Dibrugarh University-Assam	04
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	4.	Dr.Meena Kumari	Asst Prof – Sreyas Institute of Engineering and Technology, Hyderabad	81
	5.	Bobee Borah	M.A(Edn) Dibrugarh University- Assam	102
	6.	Subrata Saikia	Research Scholar in Edn, Dibrugarh University-Assam	129
	7.	Deesha Agarwal	Lecturer, Akshara Degree College – Hyderabad	157
		Syeda Shahnaaz	BBA Student, Akshara Degree College - Hyderabad	
	8.	Dr. Meena Kumari	Asst Prof – Sreyas Institute of Engineering and Technology, Hyderabad	172
	9.	Dr. Poulomi Roy	Doctorate in Management, Vidyasagar University, Midnapore	200
	10.	Rozina Khatoon	Research Scholar in Edn, Assam University, Silchar, Assam	236
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## About the Project



**E**ducation must enable an individual or community to solve the most difficult challenges. Only then, it occupies the most apt position which it deserves. In the present circumstances particularly higher education requires an overhaul of instruction to substitute the specialized knowledge instruction with multi-disciplinary approach. Responsible teaching and scholarship must become cross disciplinary and cross-cultural (Taylor, 2009).

Sustainability education provides an avenue for engaged learning. Engaging and deliberating on important social issues enable education to reclaim its rightful position in solving the most difficult challenges. It is a win-win strategy from both sides, namely community and students, as students also are exposed to expanded perspectives and skills they can bring to their field of practice. Students begin to learn multiple approaches to sustainability through practices like social entrepreneurship and service learning, as they prepare for their professional work.

Despite the consensus on the importance of ‘transformation of education’, or rather ‘methods of education’ in different form which aims for public good, the conceptual clarity about how the transformation should be is not yet been reached. Institutions are still not in a position to accept it as a core function. Many institutions still perceive it as nice-to-have philanthropic activity.

Our partnering organization – Apex SDG along with Dyuti Foundation took an initiative of giving a kick-start for the activity with the help of Higher Educational Institutions. It is an asking for engaging themselves with the spirit of ownership and organizes various activities aimed for attaining sustainable development goals.

Design of the program: The first step of this action research program is **Formation of Self Help Clubs with 4 to 5 Students in each club for Measuring, Monitoring, Managing and improving behavioural changes towards sustainability. The self help groups would act as the organizing team of the activities. Assigned faculty members will be the coordinators of the self help groups.**



Some of the activities are like “Beat the Plastic Pollution”, Implement ‘Millet Lunch Box Policy’ or ‘Millet Food’, Grow Organic Garden, Cooking videos on food items with millets, Picket Process for Prohibition of Plastic Bags, Awareness on Elderly Abuse Rally, Slow Cycling Competition, Challenge Walking of 10,000 steps in 90 min, Conduct Yogathon for youngsters and competition of performing 25 sets of ‘Surya Namaskars, Alumni Meet (Online Mode), Safety, Disaster, Risk and Crowd Management etc.

As mentioned by UGC (doc. Feb, 2019) earlier, to achieve the socio-economic development of New India, HEIs can play an important role through active community engagement. It must be based on the key principles of mutual respect and learning, across all disciplines and imparts good experiential learning for students.

### **Research Papers on Action Research**

New Economy Initiatives, since 2019, are raising new topics of interest. One of them and most attention-grabbing of them is the relationship between entrepreneurship and civic engagement. It has been a matter of philanthropy for quite a long period and there is a rich history of entrepreneurs engaging communities. There are quite a good number of handsome examples like Rockefeller, Ford, Kellogg etc. But, the most interesting questions of the hour are how the rising generation of entrepreneurs thinking about it? How to motivate and position rising generation of entrepreneurs to give back to the communities?

We, therefore, contemplated on developing the action research reports as case studies along with all the requirements of research article. The enthusiasm and spirit of researcher and a deep dive into the topic would give rise to countless volume of exploration in the form of business and social entrepreneurship ideas.

### **Methodology**

Quantitative research, as a well known type of research, is mainly concerned with the testing of hypotheses and statistical generalisations. On the other side, qualitative research does not usually employ statistical procedures or other means of quantification, focusing instead on understanding the nature of the research problem rather than the quantity of observed characteristics. Qualitative researchers interpret and contextualise meanings from people’s beliefs and practices.

Case study research is in fact labelled as ‘soft research’, as it is few steps away from rigorous statistical analyses and test statistic validations. Rather, it involves intense analysis of an individual unit. It can be a person, an organization, a community or a similar unit. As a well known fact for scholar

world case study research is different from statistical research and unit of analysis is a critical factor here. It is also a triangulated research strategy, where protocols are used to ensure accuracy and alternative explanation. The research papers published in the book essentially follow qualitative case study methodology. They focus on identifying and establishing a path for sustainable development and achieving SDGs with an engaged, active, and well coordinated action research of HEIs.

We expect that this small effort of our team a pave a way for more number of such activities in future.



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**Dr. V. Janaki Tenneti**

Founder Secretary  
Director - Planning and  
Implementation  
DYUTI Foundation

## Understanding Sustainable Development Goals (SDGs) and its Implementation Through Community Engagement in BN College, Dhubri, Assam: A Case Study

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\*Protyush Gogoi

### ABSTRACT

Sustainable Development (SD) is considered as an approach that prioritizes the need of the present and future without any compromise. It has three main aspects i.e. environmental, social and economic sustainability. Through these three pillars, a balance is sought so that the problems that the world has been facing at present could be minimized or eradicated and makes the world a conducive & peaceful place for all without any dissemination and deprivation. Education is considered as powerful weapon that can bring change in the society. In this regard, education has a pivotal role to play in achieving sustainable development goals. Keeping the Higher Education Institutions (HEIs) in context, it has even greater role to play. The reason is HEIs are considered to have a responsibility to shape the future professionals and harness knowledge and ideas in a diverse way. Moreover, HEIs are expected to develop human resources that can put their foot in achieving SDGs. Thus, a need arises to integrate SD into the daily practices of HEIs so that the learners may acquire the knowledge, skills and expertise necessary to promote and execute SD in real sense. Keeping in view this theoretical bases and rationale, the present study aimed at understanding the impact of the activity on sustainability along with assessing the potential of the activity on future entrepreneurship and the potential social impact of the activity towards bonding. The findings revealed that integration of community centered learning and SD approach at Higher Education Institutions can have positive impact that encourages theoretical understanding of the approach as well as acquisition and inculcation of necessary skills and practice in order to make sustainability a life pursuit.

**Keyword :** Sustainable Development, Education for Sustainable Development, Community Centered Learning, Participatory Learning, Higher Education and Education for Development

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## 1. INTRODUCTION

Sustainable Development (SD) can be taken as a set of required activities and positive practices essential and “must” for a conducive world. It is defined as ‘a resolution’ in order to ensure the needs of the present without any compromise of the future generations’ needs (UNESCO). One of the popular definitions is that it is, “a development that meets the needs of the present without compromising the ability of the future generations to meet their own needs” (UN,1987). This is a comprehensive approach which embraces environment along with social and economic spheres for the pursuit of a quality life (UNESCO,2012). There are total of 17 Sustainable Development Goals or SDGs and each SDG has its own set of sub-goals as put forwarded by United Nations in its Transforming the World: The 2030 Agenda for Sustainable Development (UN,2015).Taylor(2016) had mentioned three concerns of SD viz. economic growth, environmental protection and social equality (cited by Mensah,2019). So from this it can be concluded that there are three pillars of SD. They are “economicsustainability”, “social sustainability”, and ‘environmental sustainability (Mensah,2019). However, these pillars are closely inter-related. In order to achieve SD, the relationship among the pillars a balance is required among ecology, society and economy (Klarin,2018).

### 1.1 Importance of Sustainable Development (SD) and SDGs

This earth belongs to all. The benign mother nature has almost everything for all. But humans have the indomitable desires and of course the development is the key for everything. For development ,resources that the nature provides are limited. Again, in the path of civilization, access to these has become unequal. Over usage and wastage have led to various life threatening challenges despite humankind’s growth in scientific, economic and technical realm (UN,1987). There has been pollution, weather change, population explosion, social inequalities which if ignored can be detrimental for the future (Batta,2023). But there is only one earth (till now) where we can exist , live and lead a life. Thus , an actions agenda was urgent to address all the problems an bring a balance in all the imbalances. This perhaps has ushered in the concept of SD and along with that the 17 SDGs in a more precise and concretize form to balance economy, environment, societal needs and development.For that, proper action plan, mitigation and negotiation among all is need of the hour so that this earth can be made a liveable place for all with any deprivation. Thus it has been taken now as a development paradigm to eradicate or lessen problems human civilization have been facing across the world (Mensah,2019).

## **1.2 Role of Education in realizing SDGs**

Education is considered as a lifelong process (Drucker) and an instrument for changing the world (Mandela,1910). It has a pivotal role to play in the implementation of SD. This has been accelerated by another notion that merges SD with education i.e. Education for Sustainable Development (ESD). It is a broad concept aiming at bringing a revolutionary change in SD through education (UNESCO,2012). It works on five major aspects- learning to know, learning to do, learning to live together, learning to be (Delorset.al 1996) and learning to transform oneself and society(UNESCO,2012). Thus education puts forwarded a construct to perceive the tension among economic, social and environmental problems in a balanced way (Didham& Oftei-Manu,2015).

## **1.3 The Pedagogical approach to SD through Education**

Education system that encourages cramming, rote learning and blind following of the dictums of text through an authoritarian voce of the teacher perhaps has less scope for achieving SDGs. That's why , ESD seeks to develop a different pedagogical approach which supports positive transfer of knowledge through life long learning that may ensure forming a positive attitude towards the surrounding. The ESD pedagogies are concerned with a shift from teacher authoritarian approach to learner centered participatory learning. It not only helps the learners to creatively imagine an alternative future but formulate positive change that would help the learners to understand the community where s/he lives and inculcate a sense of social justice (Sourcebook,2012). Within that community learning has been encouraged which will provide then hands on training, learning and experience for making a sustainable world.

## **1.4 Role of Higher Education Institutions (HEIs)**

HEIs are considered to have a responsibility to shape the future professionals and instrumentalizeknowledge and ideas in a diverse way. In this regard HEIs have a major role to play in the implementation of SDGs. HEIs are the key in creating future leaders who would contribute in successful implementation of SGS( Zaleniene& Pereira,2021). Moreover, HEIsare expected to develop human resources that can put their foot in achieving SDGs (Ashida,2023). That's why there is a need to integrate SD into the daily practices of HEIs so that the learners may acquire the knowledge, skills and expertise necessary to promote and execute SD in real sense (Elmassah,Biltagy& Gamal,2021).

## 2. REVIEW OF RELATED LITERATURE

### 2.1 Literature from Abroad

**Palekhov et al.(2019)** wrote a chapter with an aim to analyse the nuances and major priority areas for Higher Education for Sustainable Development (HESD) at present through a historical analysis. In line with that, the researchers analysed the obstacles that check the technical Universities of developing countries in planned and effective execution of HESD.

**Boeren (2019)** wrote an article focusing on the educational policies of SDGs with special emphasis on SDG4 throughout the world. It aimed at increasing the understanding of the effective strategies in order to meet SDG4.

**Buong(2020)**in his study explored the role of HRU in achieving SDGs for global sustainability in the context of Bahrain University. It concluded it's finding that "University of Bahrain's transformational plan has a high degree of alignment with the goals of its Higher Educational Council and Research strategy. It also found that the newly developed PhD and MSc programs of the University of Bahrain contributed immensely to the SDGs as recommended by the SDSN Australia/Pacific" (Buong,2020).

**Hamdan (2020)**in his article outlined the primary modifications in education and higher education with a special emphasis on innovation and entrepreneurship required for achieving SDGs.

**Alm et al.(2022)**studied on the students' awareness and knowledge on the use of SDGs in HEIs and found that "work-integrated learning (WIL) projects learning and real-life experiences as part of their studies enhanced the students' understanding of sustainability"(Alm et al.2022).

**Angelaki et al.(2023)**conducted a study on finding various problems in introducing ESD in HEIs and analyzed how to eradicate such problems and integrate it in HEIs inorder to reach Agenda 2030by UN. It was found that the students are not that much satisfied with integration of SD in University.

**Lopez (2023)** conducted a research on the contribution of universities in Spain on its promotion of sustainability through public information and how these universities generate social impact.

### 2.2 Literature fromIndia

**Srivastava(2018)** in his paper explored the necessity of an evaluation policy in India in order to get authentic data obtained through a well formulated evaluation process and take measures , if needed, in order to overcome those loopholes in the path of achieving SDGs.

**Chakraborty et al.(2021)** The study aims to investigate the sustainability model of Ashoka University (India) .The model has courses, research and



operations based on sustainability. It was done through extensive literature review. The study found that “the university is mostly in adherence with the framework at this stage. Critical areas of future development within the framework are proposed considering the global context”.

**Cornet et al. (2024)** conducted a study to understand how HEIs could contribute in SD, design a revolutionary program for transformative impact on students and examine the kind of alternatives in terms of Pedagogy to achieve the goals. It focused on the integration of participatory approach and experiential learning for teaching sustainability.

### 3. THE RESEARCH GAP

From the above analysis of review of related literature, it is seen that studies conducted on SDGs with special focus on community based learning and integration is minimal. Much emphasis is yet to be given on practical implementation even in a simulated way and finding its impact on social bonding and future entrepreneurship. That's why a study focusing on understanding of SDGs along with its implementation at college level through community and participatory learning has been initiated and undertaken by the researchers.

### 4. STATEMENT OF THE PROBLEM

***Understanding Sustainable Development Goals(SDGs) and its Implementation Through Community Engagement in BN College, Dhubri, Assam: A Case Study.***

### 5. SIGNIFICANCE OF THE STUDY

Studies like **Boeren (2019), Alm et al. (2022), Cornet et al. (2024)** have shown that for successful implementation of SDGs there is a need to adopt work integrated pedagogy. It may not only be helpful in assessing SDGs pros and cons in various future perspectives but may also help in positive attitude formation among the future leaders. As such studies in relation to SDGs impact on social bonding and future entrepreneurship have not been done in extensive ways, therefore, this study has significance in forming a track for future studies. This study might also create a base for other studies to be conducted in relation to SDGs and HEIs role especially with focus on social bonding and future entrepreneurship esp. in India.

### 6. OBJECTIVES

The objectives of the study were:

- a) To understand the impact of the activity on sustainability .
- b) To assess the potential of the activity on future entrepreneurship.
- c) To assess the potential social impact of the activity towards bonding.



## 7. METHODOLOGY

### 7.1 Method of the research:

Qualitative research paradigm was used for the present investigation. Under that, descriptive case study method was instrumentalized. The activities were planned, organized and evaluated using action research methodology.

### 7.2 Sampling technique:

For the present study, sample was selected using purposive sampling technique.

### 7.3 Sample:

For case study method, a case as a unit for observation is used as sample. For the present study BN College, Dhubri, Assam had been chosen as unit. The participants involving in various activities and whose participations were observed were the cases under different activities.

### 7.4 Tool for data collection:

A format developed by xyz had been used to collect the data under different heads.

### 7.5 Analysis & Interpretation:

Qualitative method of analysis was used. Description, reference to the statements to support arguments were used in analytic way.

## 8. OVERVIEW OF THE CASE

### 8.1 Location of the case:

BholaNath College (BN College) is situated at Dhubri, Assam (college website). One of the oldest colleges of the district, the college was established in the year 1946. It has affiliation under Gauhati University (Wikipedia)

### 8.2 The socio-cultural & economic background of the district:

The district is ranged in between an area of 2,838 sq km. It shares its boarder with West Bengal and Bangladesh in the west (Wikipedia). It has been an witness of unique mixture of culture & heritage, race, caste & creed among local people, invaders and migrated people. The district is mainly agrarian in its economic dependency. The income is generated by paddy, jute, mustard along with fish, meat, egg and milk (Govt of Assam, Dhubri District). The place celebrates the ancient Assamese terracotta and pottery craft and has an important place in the world due to this (Wikipedia). The place has been gifted with natural abundance with green fields, blue hills, hillock etc. It has some ancient gifts as heritage such as the Gurdwara Teg Bahadur, Matiabagh Hawa

Mahal, Ramraikuti Satra, Panch Peer Dargah etc. It has diverse ethnic background people which was a product of cultural assimilation happened at various times (Govt of Assam, Dubri District).

## 9. FINDINGS

9.1 Findings related to the activity in the college and it's related SDG and Sub SDG goals :

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
1. Create and use E-Waste collection point	Through out the year	23	The E-wastes of the college premises were stored, managed and an MOU with JeetTech was signed for maintenance and reassembling of the functional parts of the wastes.	SDG 6 SDG 12 SDG 14	6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.  12.5 By 2030, substantially reduce waste generation

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					<p>through prevention, reduction, recycling and reuse</p> <p>14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.</p>
2. Create and use outdoor classroom in open atmosphere	15/09/2002 3 (1hr)	76	An outdoor class was organised in the campus by the department of political science with due consideration of the authority.	SDG 4 SDG 7	<p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					<p>sustainable development, including, among others, through education for sustainable development and sustainable lifestyles</p> <p>7.1 By 2030, ensure universal access to affordable, reliable and modern energy services</p>
3. Advice videos/ interview videos on behavioral change	8/9/2023, 9/9/2023, 15/9/2023, 16/9/2023, 18/9/2023 (5days)	10	Student help group along with the Faculty Coordinator prepared the scripts for 10 numbers of videos and planned for the acting and video capturing of the same.	SDG 3 SDG 11 SDG 16	<p>3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.</p> <p>11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					<p>16.1 Significantly reduce all forms of violence and related death rates everywhere</p> <p>16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children</p>
4. Drama show on the theme "Abuse of Older People"	31/08/2023 (1hr)	104	<p>The coordinators along with the members of the Self Help Club planned to stage a drama on the theme. A script was written by Abu Hanif Khan, one of the student members and the other members performed equate rehearsals to stage the drama on the scheduled date i.e.</p> <p>31/08/2023. Accordingly the drama show was organized at the auditorium of the college.</p>	<p>SDG 3</p> <p>SDG 10</p> <p>SDG 16</p>	<p>3. Ensure healthy lives and promote well-being for all at all ages</p> <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p> <p>16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
5. Rally against "The Abuse of Older People"	16/09/2023 (2hr)	43	A rally on the theme was organised by the college with due permission of the competent authority.	SDG 3 SDG 10 SDG 16	Cited above
6. Yoga than for Youngsters (25 sets of Surya namaskar)	26/08/2023 (1hr)	35	It was a Yoga session of 1 hr where 35 students exercised 25 sets of Surya namaskara.	SDG 3 SDG 4	health and well-being 3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality,

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
7. Run a sales counter	8/09/2023 - 9/9/2023 (2 days)	67	The students from college along with local entrepreneurs having environmental friendly products were encouraged for sale stall within the college premises. The products were exhibited and sold by the entrepreneurs	SDG 8 SDG 9 SDG 12	8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products  9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets  12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities



Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
8. Training program for students' safety, disaster, risk, crowd management	12/09/2023 - (3 hrs)	112	With the help of disaster management cell of the college's an Awareness Cum Mock Drill of Fire Outbreak and Earthquake in collaboration with NSS Unit of the college and the Disaster Management Authority of the District was undertaken in the college campus.	SDG 3 SDG 11 SDG 13	<p>3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents.</p> <p>11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons</p> <p>11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					<p>decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p> <p>13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p>
9. Show casing the activity performed for World Environment Day 2023	5/06/2023 - (Though out the day)	The college staff and students	Various activities under the same was organized , namely speech on the theme of the day, seed sowing and plantation, Mission	SDG 6 SDG 12 SDG 13 SDG 15	6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
			LiFE, talk on "Beat the Plastic Pollution".		<p>untreated wastewater and substantially increasing recycling and safe reuse globally</p> <p>12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment</p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation,</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					adaptation, impact reduction and early warning  15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
10. Organic farming and local plant variety conservation	30/10/21, 5/6/22, 19/07/22, 5/6/2023 (4days)	43	Students and staff segregated the campus borne wastes into biodegradable and non bio degradable , Bio degradable wastes were treated for composting and organic fertilizers were produced in the campus. The	SDG 2 SDG 4 SDG 8 SDG 12 SDG 15	2.3.1 Volume of production per labour unit by classes of farming/ pastoral/forestry enterprise size  4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
			participants collected seeds of various local fruits and medicinal plants and set for germination in the college nursery and also rearing of the germinated saplings for one or two years so that the sapling could be transplanted in the required places.		sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development  8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goal (SDG)	Specific Sub-SDG related goals found (Source: Sustainable Development Goals 17 goals to transform our world, UN)
					<p>12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment</p> <p>15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation</p>

## 9.2 Findings on the outcome of the activities in relation to SD

9.2.1 Activities such as observance of environmental day, e-waste management, organic farming have helped the students to understand that one small step can help our nature in a great extent. Waste management has also given them a practical understanding of the recycling and re-using of the wastes and how these are related to other issues of the environment and health. Moreover, food is one of the essences of life. In order to eradicate hunger and poverty farming can have far reaching effect. Moreover, it has been found in several surveys that food waste is one of concerns of the world. According to a report, almost 74 tones of food is wasted in India annually (TOI,2023). Organic farming has helped them not only to understand the sustainable approach to farming but develop a culture of respect towards farmers.

9.2.2 Quality education perhaps might not be achieved only through physical facilities. For that an atmosphere which is safe and conducive is also needed. Generally four walls of classrooms have a closed and anxious environment that often leads to boredom. That's why arrangements of classes outside the four walls can be a good step towards providing safe and mindful environment for learning. Thus the activity of organizing the class outside the class seems very effective interms of pedagogy, learning environment and outcome. Moreover, it also has taught the students that there are alternative ways that can promote effective learning.

9.2.3 An inclusive society may not only mean where all gender, caste, creed, religion are given equal emphasis but also a society where each age group people receive equal care, respect and love of their reach. A report revealed that "around 1 in 6 people 60 years and older experienced some form of abuse in community settings during the past year" (WHO,2022). This suggests that a section of people are deprived of their share of love, care and respect. This might be a barrier in creating social justice and a sustainable society without any violence and deprivation. For that activities like the abuse of older people have helped the students to understand the problem and foster a positive attitude towards the older people. Along with that making advice videos have helped them to develop a moral sense essential for a peaceful society.

9.2.4 The activity of opening a sales counter has helped the participants to learn and understand the nuances of entrepreneurship. Along with that it has helped them to form a positive attitude towards work culture and get motivated towards respectful economic activities.

9.2.5 Mental illness is one the barriers of sustainable development which impacts on other behavioral and neurological disorders (Reported by UN and cited by Votruba N &Thornicroft G.,2016).Thus it becomes essential to remain fit physically and mentally along with skill to manage stress.Yoga can be an



antidote here. It has positive impact on reducing violence, stress, anxiety which would further help in creating a sustainable society.” Yoga plays a beneficial role to manage stress related mental illness like depression and anxiety” (cited by (Padmavathi, R et al. 2023)). The activity of Yogathan has helped the participants to learn the yogic practices that are helpful for remaining physically and mentally fit. It also has far reaching impact, as these future builders will be the community people with good & sustainable practices for the society.

9.2.6 SD also prioritizes places with less disaster risks reduce deaths causes by it. The activity in disaster management has helped the learners to understand how to act and react during certain disaster. Moreover, they have also acquired the skills to manage the crowds and dismantle it in a planned way for smooth conduct of any events such as meetings, people’s gathers, road crowds etc.

## **10. DISCUSSION**

### **10.1 Impact of the activities on sustainability**

The activities that had been had been undertaken by the college have their great impact on sustainability. As it is shown in the table of finding, each activity has its own impact on sustainability. For example, Activity-1 promotes SDG6.3, SDG12.5 & SDG14.1. On the other hand, Activity-2 encourages SDG4.a 4.7 & SDG7.1. Likewise, Activity-3 has relation with SDG3.5, SDG11.7 & SDG 16.2. If the table is carefully looked, then, it is evident quite clearly that each of the activities has traces of one SDG or other. These activities not only help them to learn the knowledge, acquire the skills, inculcate the sustainable habits but develop a personality that celebrates sustainability inside and outside.

### **10.2 Potentiality of the activities on future entrepreneurship:**

Entrepreneurship can be seen as activity that initiates new business with an involvement of new opportunities (Cambridge Dictionary). However in the era of SD, entrepreneurial activities should not only look for economic profit but should pay attention to the hazards it may have on the environment. At any cost, such economic activities should protect the environment, life and society. There is a claim recently that entrepreneurship is an instrument guided towards environmental sustainability (Aghelie A., Sorooshian S. Azizan N.A., 2018 cited by Sreenivasan & Suresh, 2023). Meaning entrepreneurship should encourage SD and SDGs by paying attention to sustainable company models having long-term entrepreneurial potential (Sarango-Lalangui P., Santos J.L.S., Hormiga E, 2018 cited by .Sreenivasan & Suresh, 2023). Certain activities organized by the college has such potentiality. For example Activity-1 (create and use E-Waste collection point), Activity-7

(Run a sales counter) & Activity-10 (organic farming and local plant variety conservation) are the most applicable in this regard.

E-waste has become a great concern for the world. This could be a great future intervention where startups can be initiated for collection of those, selecting the parts that are workable & modifiable and after modification sell those in comparatively cheaper price.

On the other hand, sales counters are very celebrated modes of entrepreneurship at present where trade fairs in international, national and state modes are organized. This not only helps in providing a platform for economic activities, but a great opportunity for local vendors, ethnic background people to represent their culture and showcase the uniqueness of the products. It encourages inclusivity as well as embracing sustainable approach wherein products are manual and prepared with less chemical usage (which is one of the characteristics of traditional methods).

Similarly, Activity-10 (organic farming and local plant variety conservation) can be a major breakthrough in this regard. The area of organic production is seen as effective in terms of economy, ecology and rural development. It includes the aspect of food as well as tourism, landscape, protection of nature, culture etc. using innovative strategies (Terziev, 2016). Moreover, according to reports, "As per the 2019 India Organic Food Market Forecast and Opportunities report, the market for organic food is expected to grow at a CAGR of over 25% from 2019 to 2024" (TOI, 2023). Thus the concerned activity has fostered a positive attitude towards creating a balance between economy and ecology celebrating SDGs.

### **10.3 Social impact of the activity towards bonding:**

Community learning is one of the best practices that helps in creating social bonds. It has a positive impact on the social skills. Learning through the community makes the students more active as they start solving societal issues (Afzal & Hussain, 2020). Moreover, it fosters higher accountability to fulfill social responsibilities (Kolenko et al. 1996; Melaville, Berg, & Blank, 2006 as cited by Afzal & Hussain, 2020), helps students to grow into a civically engaged environment (Godfrey, 1999). In this connection, conducted activities in the college namely awareness rally, drama show and sales counter in specific and all other activities in general have helped the students to understand the community and acquire the skills to adopt and adapt with that. Because in each of the activities, the participants worked together as a group. In such group activities they learn negotiation, problem solving, adjustment, stress management, self efficacy, resilience and most importantly inculcate a culture of respect towards other members. This in turn helps them to develop a sense of social justice and belongingness required for a sustainable world.

## 11. IMPLICATIONS

11.1 The study has great implications regarding the innovative pedagogy for fostering SDGs. Such activities can be integrated to the conceptual understanding as per the requirement of a program or curriculum.

11.2 The activities imply that introduction of community centred learning at HEIs will open up new possibilities for value education and ESD.

11.3 There is a need to re-design the curriculum at HEIs in order to incorporate SDGs in theory and praxis. The recent implementation of NEP 2020 at various stage also needs a focus in this regard.

11.4 In order to increase industry-university relationship and generate employability of the learners, such activities can be a model.

## 12. SUGGESTIONS

12.1 There is a need to bring parents community as component into the activities.

12.2 SD might have different realities to other socially and economically deprived group and specially abled group of people. In this connection there is a need to encourage the students of HEIs to work with such group of people so that when they form a conceptual understanding of social justice and realities in terms of sustainability, this group also get equal representation.

12.3 More focus should be given to encourage students towards activities that support ecology-economy balance without comprising the principles of SDG4.

12.4 Development of standard assessment and evaluation tool is required to have reliable and valid interpretation of findings.

12.5 There is a necessity to include other stakeholders of HEIs such as teachers, other level staff workers in innovative activities of community and SD approach so that a holistic view can be obtained.

12.6 There should be follow up record after each activity so that what the learners learn, acquire and inculcate can have long lasting impact.

## 13. FURTHER STUDIES

13.1 Case studies with an increase in sample can be done using such action research methodology.

13.2 Quantitative studies can be undertaken in order to find out correlation between SDGs, impact of particular activity on certain SDG, Community learning and Sustainability concept.

13.3 Survey studies can be done to measure the attitude of the HEIs towards sustainability and community involvement and its advantages.

13.4 Studies in order to assess SD concepts across curriculum of HEIs can be undertaken.

## 14. CONCLUSION

The study indicates that such community centred activity learning can be effective in fostering various concepts of SDGs and also help students to really adopt sustainability as principle of life. As the world is expecting to accomplish SDGs by 2030, instead of heavy weightage on theoretical bases of SDG, such practical & action oriented learning might be fruitful in realizing SDGs sooner than expected. The need is to focus on gaps, work to breach the gaps and design a localised action plan for HEIs too that could make SD happen for today and forever.

### GLOSSARY :

<b>SD</b>	: Sustainable Development.
<b>HEIs</b>	: Higher Education Institutions
<b>ESD</b>	: Education for Sustainable Development,
<b>HESD</b>	: Higher Education for Sustainable Development
<b>UNESCO</b>	: United Nations Educational Sociological & Cultural Organization
<b>UN</b>	: United Nations.
<b>WIL</b>	: Work Integrated Learning
<b>WHO</b>	: World Health Organization.
<b>CAGR</b>	: Compound Annual Growth Rate
<b>NEP2020</b>	: New Education Policy 2020

### SUSTAINABLE DEVELOPMENT GOALS:

There are 17 Sustainable Development Goals. They are listed below:

1. No Poverty 2. Zero Hunger 3. Good Health and Well Being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infrastructure 10. Reduced Inequalities 11. Sustainable Cities & Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life below Water 15. Life on Land 16. Peace, Justice and Strong Institutions 17. Partnerships for the goals

(**Source:** *Sustainable Development Goals 17 goals to transform our world*, UN).

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## Community Engagement OF HEIs : A Case Study of Anand Rao Alias Babaji Mahavidyalaya - Beed, Maharashtra

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### ABSTRACT:

To eliminate the problems of a society from the root, every member of the society has to join in that work, only then the problem is solved as a whole. The fact that members of all sections of the society work together with the aim of jointly solving the problems of the society is called community engagement. The change brought about by joint ventures in the society is the change that lasts. The UN felt the need for some such sustainable development. By reviewing the key issues of the 20th century, they set some goals for the future. These goals are called SDG 17. India is also working towards meeting SDG 17. Community engagement activities are being organized in India by various government and private initiatives. The present study investigates how community engagement projects are being organized in India's education sector to meet SDG 17 and how effective it is. This study followed the case study method and analysed only the community engagement project of Anand Rao Alias Babaji Mahavidyalaya, Kerul Road, Kada, Maharashtra. Therefore, the generalizability of the findings from this study is lacking. Anand Rao alias Babaji Mahavidyalaya is an A+ graded university from NAAC. The college initially organized various activities based on community engagement in the academic session of 2023 aimed at sustainable development of the communities adjacent to the college. The aim of the study is to review and discuss the College's activities in the light of the Sustainable Development Goals and its contribution to the community. The study will not only focus on the projects undertaken by the college but also discuss the impact on the awareness and implementation of sustainable development practices through college activities. Also, this case study will try to discuss how much entrepreneurship skills and ideas society will gain from the activities in the future.

**Keywords :** Community Engagement, Sustainable Development Goals, SDG 17, UN Summit 2015, Community engagement project, Entrepreneurship skill, Entrepreneurship ideas.



## INTRODUCTION

Community Engagement is the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about environmental and behavioural changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (CDC, 1997). When an entire community is faced with one or more problems, the whole community must come together to solve those problems. In general, this is called community engagement. It is based on the democratic concept. In community engagement, the whole community who is affected involve in the decision-making process. Moreover, this democratic concept believes on people's participation. It holds the belief that, public participations can affect service provision, vision for the future and the sustainability of our communities. To acquire sustainable development of the community, building strong relationships with community stakeholders; called community engagement. In any community engagement activity, all parties who are involved feel respected, empowered, and informed. An organization is not dependent on one person or its Own self. It must build relationships with those outside of it. It is an essential step and quite challenging too. Building trusting relationships with communities outside the organization benefits the organization and its projects. The organization benefits from an engaged and empowered community as they all advocate for and support the work of the organization. These supports multiply the chances of reaching project goals. By engaging local community on all levels, from regional governments to individuals, Bridges to Prosperity advances a sustainable model that puts the focus on people and the opportunities that make it possible for them to thrive. Through connection, we create the foundation for opportunity.

The UN in 2015 Summit presented Sustainable Development opportunity to bring the citizens of the world together to undertake on a new path to improve the lives of people over the world. Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UN 2015). In 2015 Summit UN announced their 17 goals which will guide the global course of action to end poverty, promote prosperity and well-being for all, protect the environment and address climate change for years to come. The short titles of the 17 SDGs are: No poverty (SDG 1), Zero hunger (SDG 2), Good health and well-being (SDG 3), Quality education (SDG 4), Gender equality (SDG 5), Clean water and sanitation (SDG 6), Affordable and clean energy (SDG 7), Decent work and economic growth (SDG 8), Industry, innovation and infrastructure (SDG 9), Reduced inequalities (SDG 10), Sustainable cities and communities (SDG 11),

Responsible consumption and production (SDG 12), Climate action (SDG 13), Life below water (SDG 14), Life on land (SDG 15), Peace, justice, and strong institutions (SDG 16), and Partnerships for the goals (SDG 17). The goals were created to seek the universal peace and prosperity for people and the planet and to be achieved by 2030. The 2030 Agenda for Sustainable Development adopted by 193 Member States at the UN General Assembly Summit in September 2015, and which came into effect on 1 January 2016. UN has given importance to the values of Community Engagement to meet this goal. Due to various social issues and economic dispute, some of the countries are showing a major failure in the progress made.

In India NITI Aayog is the nodal institution for achieving SDGs in the country, leading the 2030 Agenda with the spirit of cooperative and competitive federalism. In India the UN Country Team supports NITI Aayog, Union ministries and state governments to achieve the SDGs to ensure that no one is left behind. Various schools and colleges in India have organized many community engagement projects on the problems of today's world, which are clearly expressed in SDG 17. The present study reviews and analyses one such community engagement project on sustainable development of Anand Rao Alias Babaji Mahavidyalaya, Beed, Maharashtra, India. As the college has worked on current issues through various community engagement projects with the help of action research, it has also tried to solve some of them. The community has also gained some entrepreneurship ideas from these college projects. The present study attempts to discuss the whole project exploratively of Anand Rao Alias Babaji Mahavidyalaya which is executed on the values of community engagement.

### **REVIEW OF RELATED LITERATURE:**

Literature review is a critical and constructive discussion. It is a thorough discussion of previously published work on a topic. This research discussion provides a general picture of existing knowledge. A good literature review can ensure that the research is working according to a sound theoretical framework and has chosen the right methodology. Literature review provides the reader with different contexts, thereby giving the reader a complete picture of the research field. It helps a researcher to identify areas of prior research for prevent duplication in the present study. It also identifies the gaps, conflicts from the previous studies and need for additional research or why the further study is needed on this area. However, sufficient prior research was not found in the area of present study. However, the few suitable research that have been found are discussed in this section.

Elise, Catherine, Davis; Elizabeth, T. Arana; John, S., Creel; Stephanie, C., Ibarra; Jesus Lechuga; Rachel A. Norman; Hannah R. Parks; Ali Qasim; David Y. Watkins; Bitu A. Kash (February, 2018) studied on, The role of

community engagement in building sustainable health-care delivery interventions for Kenya. This research tried to provide a general review of Kenya's health-care needs focused on the role of community participation in facilitating access and reducing the barriers to quality care services. The study covered a comprehensive review of community engagement from 2000 till present. The approach focused on why various populations seek health care and how they seek health care, and on some current health-care delivery models. The study gave suggestions for community engagement, including defining the community, which are proposed. A model for improved health-care delivery introduces community health workers (CHWs), Health technologies and the use of mobile clinics to engage the community and improve health and quality of care in low-income settings. The results emphasized the importance of community engagement in building a sustainable health-care delivery model. This model highlights the importance of defining the community, setting goals for the community and integrating CHWs and mobile clinics to improve health status and decrease long-term health-care costs. The implementation of these strategies contributes to an environment that promotes health and wellness for all. The study evaluated health-care quality and accessed issues in Kenya and provides sustainable solutions that are linked to effective community engagement. In addition, this paper adds to the limited number of studies that explore health-care quality and access alongside community engagement in low-income settings.

Kavaketar, Smita. (August, 2018) studied on Social responsibility in higher education A model for community engagement at higher educational institutions. The study stated that, citizens do not get the lesson of social responsibility together through the curriculum. Neither is it mandatory nor is it emphasized by HEIs/Universities to be integrated or for it to be interdisciplinary. Social Responsibility and Community Engagement is not looked at from a broader perspective. New line There have been efforts on the part of the Government. (Report of the Subcommittee on newline Community Engagement, Planning Commission 2011) gives various recommendations for a new line strengthening the community engagement of HEIs. Though there are efforts by the Government, more needs to be understood, realized and implemented to enhance social responsibility and community engagement at higher educational institutions.

Sroufe, Robert (January, 2019) examined Revitalize the Global Partnership for Sustainable Development Through Community Engagement. The study stated that, there is a global need for integrated solutions so that sustainable development can be feasible, engaging, and collaborative. In order to get to a more sustainable approach to solving complex and messy problem, human need a pathway toward implementing the Sustainable Development Goals (SDGs), and Goal 17 is a critical enabler of this change. The interlinkages and



integrated nature of the SDGs are of crucial importance in ensuring a revitalized global partnership. If human realize their ambitions across the full extent of this partnership, they can profoundly improve the lives of all and the world for the better (United Nations Sustainable Development Knowledge Platform n.d.). A strong commitment to partnership and cooperation is necessary to achieve the vision of the SDGs. The study thinks that, this effort will require coherent policies and an enabling environment for sustainable solutions at all levels and by all actors. Acting on this goal at higher levels can be overwhelming, so to make it more manageable, it has been broken down into several targets, i.e., financial, information and communication technology, capacity building, trade, systemic issues, and data monitoring and accountability with indicators for each of the targets. The information in this chapter focuses on feasible and collaborative community engagement (CE) opportunities with a lens on how leading multinational companies (MNCs) partner with community stakeholders to help achieve future targets and indicators of success.

Mothusiotsile Edwin Maditsi, Simeon Materechera (July 2021) presented a paper on The Role of Indigenous Communities of Practice in Fostering Community Engagement and Partnerships for Sustainable Development in Africa. This paper studied, partnerships between government, the private sector and civil society are critical for any sustainable development agenda. It stated that, experience in Africa has shown that participation by local communities in development projects is rarely interactive or empowering. The crux of community engagement and partnership is that it should be inclusive, responsive, equitable and ethical. This chapter argues that indigenous communities of practice (iCoPs) provide a platform where the voices, rights, knowledge and experiences of local communities could be heard, respected and negotiated in development agendas. An indigenous community of practice is developed, acquired and owned by a close group of people who are usually ethnically or culturally linked and use indigenous knowledge to address problems in order to survive. iCoPs are largely products of local indigenous knowledge and governance systems. The chapter uses a thematic analysis of two South African iCoPs to illustrate how the principles, values, shared vision and goals of sustainable community engagement and partnerships can be built among stakeholders. It is concluded that indigenous knowledge is a social capital of any community and development agencies in Africa should use iCoPs along with their knowledge producers, propagators and practitioners as pillars and building blocks in fostering sustainable engagement and partnership pathways.

Acharya, Nayanatara (April, 2023) studied on Aristotelian Rhetorical Analysis of CSR Communication of Select Indian Companies Exploring the SDG Agenda. The study stated that, As corporates and their activities are constantly under critical examination for their effect on the environment and

society today, corporations cannot focus only on the new line goal of making money for their shareholders. Incidentally, the modern business world new line witnesses an increased focus on sustainability. Moreover, different groups of new line stakeholders exert pressure on corporates to enhance organizational accountability. As new line result, corporations are found claiming to try balancing societal and environmental new line needs against the need to earn profits and deliberate on practicing corporate social new line responsibility (CSR) as well as communicate about the same. Contextually, this new line research endeavour plans to examine the messages related to CSR activities that are new line shared by corporates with their stakeholders and the intrinsic rhetorical strategies newline (based on Aristotelian ideology) that are inherent in their CSR-Communication. Thus, new line the study of CSR and its communication along with rhetoric is relevant, and this study new line can be a significant contribution that complements the latest thought in the academic new line field in the areas of communication and management. This research critically new line examines the CSR communication of select Indian companies (n=20) for rhetorical new line techniques propounded by the Greek philosopher Aristotle adopting the Qualitative new line Design and Reflexive Thematic Analysis approach. The findings of the analysis new line reveal that the rhetorical aspects of the Aristotelian triangle, namely ethos, pathos, new line and logos as persuasive strategies, are evident in CSR communication. A few new line common themes such as corporate-value, accountability, authenticity, community new line engagement, environmental stewardship, and rational interpretations are also found new line which are in line with the elements of Aristotle s rhetoric triangle.

Prabhat Mittal, Rachna Bansal (August,2023) examined Exploring student community engagement in higher education: A bibliometric analysis on the path to sustainable development. The study stated that Higher education institutions have seen significant growth in student community engagement initiatives, which act as engines for fostering social justice and fostering civic responsibility. By conducting a thorough bibliometric analysis of the literature on student community engagement programmes in higher education and focusing specifically on exploring the opportunities and challenges associated with sustainable practises, this study seeks to add to the body of knowledge already in existence. Data were taken from the Scopus database and analysed using a variety of bibliometric indicators and network visualisation tools. The analysis's findings provide insight into a number of facets of the field, including publication output, frequently used author keywords, prestigious journals, influential institutions, prolific authors, and national contributions. The study sheds important light on the scholarly work surrounding student community participation programmes in higher education by looking at these factors. The results of this study also highlight the opportunities and issues that must be

resolved in order to implement sustainable practices in student community engagement programmes. To ensure such programmes' sustained success and impact, it is important to strengthen interdisciplinary research efforts, cultivate strong community connections, and create long-term sustainability strategies. This study contributes to understanding student community engagement programmes in higher education by exploring the literature through a bibliometric lens, revealing knowledge gaps, highlighting areas for further investigation, and highlighting opportunities for advancement.

Kahirol Mohd Salleh, Norlisa Sulaiman, Saifullizam Puteh, Maisarah Auni Jamaludin (August,2023) examined Journal of Technical Education and Training Impact of Community Engagement on Sustainable Development Goals (SDGs): The Global Goals to Local Implementation. The study stated that, The All-Party Parliamentary Group Malaysia -Sustainable Development Goals (APPGM-SDG) is a bipartisan initiative under the Parliament of Malaysia to implement and promote Sustainable Development Goals (SDGs) in Malaysia. The SDGs projects in Malaysia were held through Non-Governmental Organization or the Civil Society Organization alliance with the purpose of raising awareness about the SDGs as well as providing capacity building projects that can give greater impacts on social, economy and wellbeing among Malaysian citizens. The main objective of SDGs projects is to analyse the impacts on SDGs in relations to targets and indicators from solutions providers. The Mixed Methods methodology were used in this project by integrating qualitative and quantitative analysis to discover solution providers expertise in delivering capacity building trainings and beneficiaries outcomes in terms of personal, skills, network, system, SDGs projects and gender constructs. The selected locations within Johor Parliamentary Constituency covered eight SDGs projects associated with community engagement context especially in Technical and Vocational Education and Training (TVET). In addition, the effectiveness of the SDGs projects was measured based on project planning, feasibility and implementation, the main parameters that influence the performance and quality of the SDGs projects by the solution providers. The findings showed the most substantial constructs that influence the greater impact of the SDGs projects to the beneficiaries were personal and technical skills. The lessons to be drawn from the experiences of the selected projects, among others are how effective the SDGs project can helped improve the household income, increased community engagement, and enhanced general well-being in overall.

Mario T. Tabucanon- (October,2023) presented a paper on Education for Sustainable Development - Enabling Higher Education and Enhancing Community Engagement. The study stated that, the global calls to action on Sustainable Development (SD) have been triggered by the existential threat to human existence caused by unsustainable human actions. The critical issue is to have a clear understanding on what SD and Education for Sustainable

Development (ESD) are about, and on the transformative societal actions they entail in the interface of the development and knowledge sectors. The role of higher education is to bring closer together science and SD. There have been positive trends to the effect that SD is being integrated into education, and vice versa, and ESD cuts across formal, non-formal and informal education sectors; but major works remain in accelerating and upscaling sustainable actions, as well as in having policy coherence on ESD across sectors and subsectors aligned with the roadmap to sustainability in higher education. The launching of the UN Agenda 2030 and the Sustainable Development Goals (SDGs) has shifted the focus of the ESD approach to one that enables and supports the implementation of the SDGs. Unfortunately, according to the UN ESCAP 2022 Report on SDG Progress, as of now, none of the SDGs are on track for 2030. None of the SDGs hit the 2021 timeline, and the full achievements of the targets based on current trajectories are getting delayed, especially on Climate Action (SDG 13) which is regressing. For effective SDG implementation, Quality Education (SDG 4; SDG 4.7 on ESD) and Partnership (SDG 17) are both enablers and integrators to be embedded in all implementation programs across the board. To be effective, SDG implementation needs to be rooted in community and local stakeholders' engagements. SDGs must be localized, underpinned by local values, culture and heritage, focusing on holistic, whole-community approach, and transdisciplinary problem solving. The UNESCO 'ESD for 2030' Roadmap provides guidance through five priority action areas - Advancing Policy; Transforming learning environments; Building capacity of educators and trainers; Empowering and mobilizing youth; and accelerating sustainable solutions at local level (community engagement). Two flagship initiatives of the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) illustrate important roles of higher education in SD and community engagement - one is a network of higher education institutions known as the Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net); and the other is a regional/local network of organizations, the Regional Centres of Expertise on ESD (RCEs).

Gagan Deep- (December,2023) presented a paper on Evaluating the impact of community engagement in urban planning on sustainable development. The study stated that, the impact of community engagement in urban planning on sustainable development is a subject of growing significance as cities grapple with the challenges of rapid urbanization. This study delves into the multifaceted relationship between community involvement in the planning process and the achievement of sustainable development goals. By examining case studies and assessing the outcomes of participatory initiatives, the research aims to shed light on the effectiveness and implications of community engagement in shaping urban environments that are both socially inclusive and environmentally sustainable.

Maximino Costumado, Jose A.D. Chemane-(January 2024) studied on Stakeholder Engagement and Community Participation in Sustainable Development in Southern Africa. The study highlighted the role of stakeholder engagement and community participation in sustainable development and growth in Southern Africa. It emphasizes the relevance of inclusive collaboration and traditional knowledge to tackle the socio-economic and environmental challenges in the region. This chapter discusses adopting stakeholder engagement processes with a robust and inclusive community participation approach in projects and initiatives promoting sustainable growth and development in the Southern African region. Additionally, the chapter stresses the value of open communication channels and partnerships for fostering sustainable development. This chapter shares best practices and suggestions for all stakeholders involved in sustainable development initiatives by analysing empirical evidence and case studies. It accentuates the need for inclusive strategies based on ethical cooperation, transparency, and gender equity that consider the voices of local communities and facilitate innovation to ensure a more equitable and sustainable future.

### **THE RESEARCH PROBLEM & SIGNIFICANCE OF THE STUDY:**

The world is passing through a period where technology is improving day by day. Science is making new discoveries but on the other hand problems in human life are also increasing. Poverty, hunger, diseases, lack of quality education, inequality in every sector, lack of peace in life are going through many other problems like these. It was at such a time in human society that the UN and its member states decided to work towards solving these problems globally. The Global Goals or the Sustainable Development Goals (SDGs) which were adopted by the United Nations in 2015 took oath to end poverty, hunger, AIDS, and any type of discrimination universally, protect the planet, and ensure that by 2030 for ensuring that all people enjoy peace and prosperity universally. SDG 17 recognizes that no single entity, can meet the complex challenges of sustainable development on their own. It promotes collaboration across sectors, including governments, private sectors, businesses, civil society, academia, and international organizations and other stakeholders to ensure long lasting positive change. This concerted effort of sdg 17 strengthens community engagement. As a result, society not only works in a united manner, but also becomes aware of its own problems. Such actions play an important role in maintaining the balance of society. The 17 goals are interconnected. If one goal is met, it will affect the rest of the goals and all the development balances social, economic and environmental sustainability.

India is also a member of the UN. The issues discussed have a considerable impact on the Indian society as well. At the 2015 UN summit, India also pledged to work together to resolve the issue. Not only India's government



sector but also private sector initiatives are working together to achieve the SDGs. This study specifically reviews how the education sector in India is working towards meeting the SDGs. Indian schools, colleges, universities are planning various activities with the goal of globally sustainable development based on the value of community engagement. This study specifically reviewed the activities of one such college community engagement project. Through discussion and analysis, this study has tried to understand how appropriate the activities of the college have been in meeting the SDGs, and what more activities they could have done. This review is done, only on Anandrao Alias Babaji Mahavidyalaya in Beed, Maharashtra.

**Delimitations of the Study:**

The study is delimited with the college activity of the Anand Rao Alias Babaji College, Beed, Maharashtra.

**OBJECTIVES:**

1. To know the impact of action research on achieving the SDGs.
2. To assess the appropriateness of the activities of Anand Rao Alias Babaji Mahavidyalaya in the light of the values of community engagement and SDGs.
3. To identify the problems faced by the college while doing these activities.
4. To know the facilities available in the college that help the to do the activities.
5. To analyse the ability of the program to generate the entrepreneurship ideas.
6. To understand impact of this action research on sustainability aspects.
7. To assess the impact of the program on local community.

**Methodology:**

The present case study followed qualitative research method to ensures a thorough investigation into Anand Rao Alias Babaji Mahavidyalaya's sustainable development activities.

**Case Description:**

Anand Rao Alias Babaji Mahavidyalaya situated Kerul road Kada, Maharashtra. The college organised sustainable development activities within college campus. College students formed a self-help group for each task. A certain number of students were involved in each activity. A total of nine activities were organized by the students of the college. They planned these works in terms of sustainable development goals. Every work they did was based on community engagement. They carried out the tasks from July to September 2023. Now the study will explain their functions first.

Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
1. Millet Lunch Box	7 weeks 22 <sup>nd</sup> July to 2 <sup>nd</sup> September 2023.	50 students in each week (350 in total)	Through this program different items of Millet food were prepared and shared with each other during lunch. Millet is very important for human body so the people who almost forgot about millet decided to begin to have millet food in their regular lunch. Sharing lunch with each other created different atmosphere and attachment with each other. So, it proved good for the staff and the students learn about sharing as well as healthy food like Millet.	leadership skill, time management Public communication skills Collaborative work	Involvement of every person related with the college (teaching and non-teaching staffs of the college, Principal, Students of every class.	SDG 11 SDG 16 SDG 10 SDG 3 SDG 7 SDG 12

Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
2. Cooking Videos	15 days (40 minutes) 5 <sup>th</sup> August to 20 <sup>th</sup> August 2023	Not get any information	students prepare a total of 20 dishes and also make videos of all the cooking.	Leadership skills, budgeting, time management, collaborative work	Involvement of every person related with the college (teaching and non-teaching staffs of the college, Principal, Students of every class.  Collaborate with Wellness Group Kada.	SDG 11 SDG 16 SDG 17 SDG 10 SDG 3 SDG 6 SDG 12
3. Picketing process for not allowing the plastic at the entrance	7 days	30 students in each day	For this activity they prepared a banner displaying College Name, Collection Point for Single use Plastic and Beat the Plastic Pollution. they prepared notice and circulated it in the classrooms and through students groups through WhatsApp. they informed	Public communication  Leadership skills	Involvement of every person related with the college (teaching and non-teaching staffs of the college, Principal, Students of every class.	SDG 3 SDG 7 SDG 13 SDG 15 SDG 14 SDG 4



Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
			the staff and students about Plastic Picketing Process and asked them to don't bring Plastic Bags, Bottle or Plastic Materials with them in College. They also circulated the information about this program to the students orally and through notice boards.			
4. Picketing proSlow cycling competition	1 day 10 am to 3 pm	64 students	Students arranged a slow bicycle competition among students in their college premises.	Manipulate the problem situation	Involvement of every person related with the college (teaching and non-teaching staffs of the college, Principal, Students of every class.	SDG 3 SDG 7 SDG 11 SDG 12 SDG 13
5. Promote the prevention, detection and	7 <sup>th</sup> August to 19 <sup>th</sup> August 2023	277 Students	Discussion with seniors- A detailed action plan was put in front of Seniors. After	Public communication Leadership skills	Collaborate with two local schools and with two village communities	SDG 3 SDG 4 SDG 11 SDG 15

Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
management of food borne diseases.			<p>discussion contacted selected school Head Masters with total action plan and program structure. With kind permission of the respective Head Masters of primary schools visited the schools with team and material.</p> <p>After formal introduction students were acquainted with the subject Diet, basic components of diet etc.</p> <p>Socratic method was used for emphasizing the message.</p> <p>Some child songs and entertaining quizzes asked Sweets distributed to children.</p>	Problem solving skills		

Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
6. Each one, reach one. Environmental issues.	Conducted for 2 times 12 <sup>th</sup> August 2023 (Village Sabukhed) & 7 <sup>th</sup> September 2023 (Shirapur)	75 Students	Discussed with some villagers & Sarpanch as well as to social workers through online platform & confirmed the date of Each One -Reach One -Program Then schedule the program was declared & performed	Make quick decisions Manipulate problem situation Market surveys Time management Team management	Interacted with Villagers and Sarpanch of two villages Organised the program in a temple	3. Good Health and Well Being 11. Sustainable Cities & Communities 13. Climate Action 14 15. Life on Land
7. Sales Counter	1 <sup>st</sup> August to 21 <sup>st</sup> September 2023	12 Students	They organised some sales counter with various eco-friendly goods. This activity conducted in their college campus.	Public communication Budgetting	Collaborate with one another college And Involvement of every person related with the college (teaching and non-teaching staffs of the college, Principal, Students of every class.	1. No Poverty 2. Zero Hunger 3. Good Health and Well Being 5. Gender Equality 10. Reduced Inequalities 11. Sustainable Cities & Communities 12. Responsible Consumption and

Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
						Production 13.Climate Action 14.Life below Water 15.Life on Land
8. Create and use an E-waste collection point.	2 Months 20 <sup>th</sup> July to 20 <sup>th</sup> September 2023	55 Students	Environment friendly activities should be arranged. Students and civilians should made aware about environmental issues.	Public Communication Team management Time management Manipulate the problem situation	Elaborated this activity to two adopted villages- Anandwadi, Saratewadgaon	3.Good Health and Well Being 6.Clean Water and Sanitation 7.Affordable and Clean Energy 11.Sustainable Cities & Communities 13.Climate Action 14.Life below Water 15.Life on Land

Name of the activity	Date & Duration	No of Participants	Description of the activity	Entrepreneurship Skills	Community engagement	Connection with SDGs
9. Awareness rally on abuse of older people.	One day activity 10 <sup>th</sup> August 2023	44 Students	A meeting of staff was conducted on 5th August 2023 for conducting Awareness Rally on Abuse of Older People and decided to conduct this activity on 10th Aug. 2023. Accordingly, a notice was circulated in classes and also on WhatsApp groups. Students of help group was created. Teachers counseled them on the issue of Elder Abuse in the society. Prepared boards and templets. Arranged awareness rally on the issue. Students and teachers participated and proclaimed the slogans.	Design a plan of action Manipulate the problem situation Public communication	Students took supports from their neighbour Sriramschool	10.Reduced Inequalities 11.Sustainable Cities & Communities 15.Life on Land 16.Peace, Justice and Strong Institutions 17

**Discussion:**

- In the case of **Millet Lunch Program**, the students created different types of MILET FOOD and they shared them with each other during the lunch time of the college. During this activity students learn about sharing. Sharing food with each other created a friendly environment which is very important to build the sustainable cities and societies (SDG 11) and it's also helps build a peace, justice and strong institution (SDG 16). Not only that, sharing quality helps a lot in removing inequality from the society (SDG 10). The staff and the students came at the same level while having the lunch. It is very good practice to eat millet food for lunch every day. Millet food is very important for the human body. If it is practiced in a regular diet then the person can lead a good health and wellbeing (SDG 3). The importance of Millet food for the human body was explained by the team before the activity being started. For serving the lunch students used plates prepared from the Banyan tree leaves, which is highly related with the value of SDG 7 & 12.

Entrepreneurship Skills and ideas: Students took many small steps to do this job well. For this activity they prepared a banner displaying Millet Lunch Box program. They prepared notice and circulated it in the classrooms and through students' groups through WhatsApp. They informed the staff and students about Millet lunch and asked them to bring Millet items in their tiffin. They also circulated the information about this program and about Millet food to the staff and the students orally and through notice boards. All this activity builds some entrepreneurship skills in them. They able to design a plan of action (leadership skill), represent themselves to the public transparently, able to convince people during the project (Public communication, sales)

Able to criticise and appraise to the team members in a scientific manner. (Team management, Collaborative work, leadership). If we talk about entrepreneurship ideas then we say, **Millet cultivation and processing** is a great idea for open a startup. For serving the lunch students used plates prepared from the Banyan tree leaves. Establishing a business that **collects and processing banana leaves** is a profitable and sustainable startup which is related to banana cultivation industry. We also know very well that every startup idea is directly related to SDG 8,9,12. Also if the three goals are met, then gradually it will affect SDG 1, 2 as well.

Community Engagement: Every community engagement activity itself related with the value of 17 SDG17 (Partnerships for the goals). During this activity students involved every staff of the college in this work, sharing tiffin with everyone. Also, they prepared this tiffin from their home,

meaning the students' families also got involved in this project. They also published the project in a local newspaper, share videos and photos of the activity in social media and thereby the local community also came to know about the project. But they did not collaborate with any other organisation.

- In the **Cooking Videos** activity, students prepare a total of 20 dishes and also make videos of all the cooking. During this activity students learn about how to work together. Working together as a team accelerates SDG 11, 16, 17. It's also helps in removing inequality from the society (SDG 10). They prepared very healthy food and worked maintaining all kinds of hygiene. Maintain hygiene while cooking and keep a healthy food habit directly related with SDG 3, 6, 11 and 12.

Entrepreneurship skills and ideas: Participants students arrange to publish a notice in the college notice board and the also publish a notice on social media to inform the entire college about the activity; that is called manipulate the problem situation. Its leads the leadership skills and time management qualities. Before the real cooking activity started, they organised a cooking competition among college students. This activity brings the ability to hypothesize the expected outcomes. This is one of the most important qualities of entrepreneurship. **Cooking** is a most traditional career option in culinary entrepreneurship sector.

Community Engagement: Participants students not only did the activity by their own but they also involve whole college into this project and they also work collaborate with Wellness group Kada. They published an article on their work in a local news paper and published the photos and videos of their activity on social media.

- Students self help group organised another activity on **Plastic picketing program** in their college campus. During this activity they didn't allow any plastic materials at the college entrance. This activity based on the value of SDG 3, 7, 13 and 15. Through this activity students were well aware about Plastic Pollution and impact of this Plastic Pollution in the life on land (SDG 15) and the life bellow water (SDG 14). Well, gathered knowledge about plastic pollution and its affect, students got a quality education (SDG 4) to live a healthy life (SDG 3).

Entrepreneurship skills and ideas: Involve in any kind of social and environmental awareness program makes able an individual to represent themselves to the public transparently. This is a very important ability for an entrepreneur which upgrades his public communication and leadership skills. **Ecofriendly goods replacement** in the place of plastic goods is a well-known startup idea.

**Community engagement:** The student's self-help group involved the college staff and all other students of the college in this activity. But they did not collaborate with any other organisation.

- They organised a **Slow cycling competition** at their college premises. Bicycles are ecofriendly. It is not run by petrol/ diesel. If human get interested in bicycles instead of fuel vehicles it will be great for energy and environment conservation by avoiding air pollution. This activity clearly related with SDG 3, 7, 11, 12 and 13.

Entrepreneurship skills and ideas: for the announcements about this activity, students published notice on college notice board and social media and they also organised meeting and conference. This activity made able them to manipulate the problem situation. In the matter of Entrepreneurship idea, **eco-friendly sports equipment** is an earlier popular business sector.

Community engagement: in this program students self-help group involved all the other student in college and the staffs of the college. They also published an article on this program in a local newspaper. But they didn't collaborate with any other big organization.

- **Promote the prevention, detection, and management of food borne diseases** program was the most important activity of the college. This program itself directly related with SDG 3, 4, 11 and 15. During this activity student's self-help group made aware the participants schools and their students. This type of knowledge on diseases not get easily in the general curriculum.

Entrepreneurship skills and ideas: During this activity students interact with two schools and their seniors in their college. They got permission from the head masters of those schools for organised the awareness program in their school campus. These activities make able an individual to communicate confidently with public and enhances their leadership skills and problem-solving skills.

Community engagement skills: Students self-help group work collaborately with two schools and organised the awareness program in two village communities. They taught the small children. In this program not only, children elder also fascinated by their art of teaching and maintaining the mother Earth eco-friendly. They took many photos and videos of this program and published this on social media.

- In the matter of **Each One -Reach one, visit to discuss Environmental issues** program students' self-help group organised an activity program on the awareness of environmental issues. They specifically emphasized



the precautions of plastic pollution. This activity related with the SDG 3, 11, 13, 14 and 15.

**Entrepreneurship skills and ideas:** During this activity participants take various steps to promote the work. They produce charts, banners and some digital printing jointly prepare on the environmental issues. Such promotional works are particularly important

In the field of entrepreneurship. Person knows how to make quick decision and handle a problem situation. They learn to do market surveys, time management, team management.

Community engagement: Participant students interacted with villagers and Sarpanch of two villages and also organised the program in a temple. They published an article in a local news paper and published their photos and videos of the activity in social media.

- During the **Sales counter program** they set up a sales counter at the gate side of the college campus. At the counter they kept plastic replacement items, such as cloth bags, stainless steel water bottles, pen, note-Book etc. This program related with the SDG 3, 11, 12, 13, 14 and 15. The Sales counter program moreover related with SDG 8.

Entrepreneurship Skills and ideas: From this program student learn how to represent themselves in public and convince people during sale the product. Moreover, the able to do budgeting and time management. In the matter of entrepreneurship ideas, **Ecofriendly goods** replacement in the place of plastic goods is a well-known startup idea.

Community engagement: They collaborate with one another college and school for organised the program. They also published an article in a local news paper and published all photos and videos in social media.

- **Create and use an E-Waste collection point** program based on Environmental issues, which is directly related with SDG 3, 6, 7, 11 and 13. This programme was arranged in college campus but its effect seen in student's life and home. Students came to know that how to manage E-Waste.

Entrepreneurship skills and ideas: During this activity students take various steps to promote the work. They produce charts, banners on the environmental issues. Such promotional works are particularly important in the field of entrepreneurship. The one ingredient is used that was essential to the success of this program, and of course, was a barrel. They were sponsored by a local restaurant. **Barrel business** is a very profitable business.

Community engagement: They had elaborated this activity to their adopted village Anandwadi/ Saratewadgaon for E-Waste awareness purposes. They collected feedback from the participants. Most of them expressed as this event was new for them. Students published an article of the program in a local newspaper and published photos and videos in the social media.

- **Awareness Rally on Abuse of Older People** Program was founded on a social ethic and values of humanity. This activity is related with SDG 10, 11 and 16. Older people are also a part of society. The entire society cannot be made beautiful by excluding any part of the society. A society that oppresses the elderly cannot even be considered civilized. So, this awareness rally is a great step towards fulfilling all 17 SDG.

Entrepreneurship skills and ideas: For the promotion of the program students arranged meeting, conference. they circulated a notice in classes. All this activity able them to design a plan of action and manipulated the problem situation. Moreover, all kind of promotional activity is very important factor to promote the business in public.

Community engagement: For the better success of the program, students took support from their neighbour Sriram school. Students published photos and videos of the program in the social media.

## CONCLUSION:

Students acquire a lot of knowledge through various experimental activities beyond the curriculum. Practical work learning lasts a long time and students learn it with great interest. In this case of study, students of Anand Rao Alias Babaji Mahavidyalaya gathered various knowledge and experiences during the whole program. They learnt about importance of environment in human life and harmfulness of junk food while organizing the Milet lunch box program. In this program they also gathered knowledge about necessity of Milet food for the human body. In every program they gained so many hands-on knowledges likewise. Not only have they learned about various environmental and social issues, but their communication skills have also improved significantly. Some sections of the society still feel that students should not focus on other activities outside the curriculum. They think that the students will not gain anything great from these activities. For this reason, many schools and colleges in India are not yet to participate in meeting SDG 17 targets. A larger section of the society should be inculcated with the awareness that the aim of education is not to make the next generation bookish, but to the all-round development of the individual. In this way, the community engagement will gain its value and the goals of SDG 17 can be easily met by people through joint efforts.

**SUGGESTION:**

The study has thoroughly reviewed the case of Anand Rao Alias Babaji Mahavidyalaya. This review identified some gaps, which could have been filled by thorough research before arranging the programs.

- ◆ Almost every work of the entire project is focused on environmental issues. But the scope of SDG17 is much larger than that. Not only Environmental issues, SDG 17 has also given considerable importance to social and economic problems for the purpose of globally sustainable development. But many such aspects remain neglected in the college project which are linked to social, economic issues.
- ◆ In the entire project any activity based on SDG 1 (No Poverty), SDG 2 (Zero hunger) was not found. If the project was working towards poverty and zero hunger then the society could get a new direction of solution from here.
- ◆ The Project also did not work on SDG 4 (quality education) and SDG 14 (life bellow water. Clear understanding of these SDGs was not found from this project.
- ◆ Each goal should be given equal importance in meeting SDG 17 based on community engagement. The entire project should be designed based on each goal.
- ◆ While working on the project, the participating students involved some sections of the community in this work. They could also involve their families in this program and add the suggestions of the participating community to each activity.
- ◆ Students published articles about their activities in local newspapers and also promoted them on social media. If they dis a media coverage of these programs, the matter would have reached more people.

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## ANNEXTURE:

### 1. Milet Lunch Box Program

Links –

- 1) <https://youtu.be/XmT5co-eLpM>
- 2) <https://youtu.be/bDAXS1fhDBc>
- 3) <https://youtube.com/shorts/jkgcnnuqnOo?feature=share>
- 4) <https://youtube.com/shorts/ Dr bmQBNw8?feature=share>
- 5) <https://youtu.be/yQ34qgiLe-M>
- 6) <https://youtu.be/XmT5co-eLpM>
- 7) <https://youtu.be/bDAXS1fhDBc>
- 8) <https://youtube.com/shorts/jkgcnnuqnOo?feature=share>
- 9) <https://youtube.com/shorts/ Dr bmQBNw8?feature=share>
- 10) <https://youtu.be/yQ34qgiLe-M>

### 1. Cooking Videos Program

1. Lemon Leaf Tea Without Milk And Sugar: <https://www.youtube.com/watch?v=SKLppiv0EnY>
2. LEMONGRASS TEA WITHOUT MILK AND SUGAR TYPE 1: <https://www.youtube.com/watch?v=Uq6UCusvwTo>
3. LEMONGRASS TEA WITHOUT MILK AND SUGAR TYPE 2: <https://www.youtube.com/watch?v=wBuRLKclanw>
4. LEMONGRASS TEA WITHOUT MILK AND SUGAR TYPE 2 : <https://www.youtube.com/watch?v= 9NJ-9NpuEU>
5. LEMON LEAF TEA : <https://www.youtube.com/shorts/-JJt0BCH8Y>
6. TULSI TEA OR HERBAL TEA: [https://www.youtube.com/shorts/PcY0ui\\_kmps](https://www.youtube.com/shorts/PcY0ui_kmps)
7. BAJRA ROTI : <https://www.youtube.com/watch?v=j0iCxdaUnfU>
8. UPWAS FASTING IDLI9.MIXED SPROUTS RECIPE: <https://www.youtube.com/watch?v=M0Yrudt7Pfw>
10. MATKI USAL RECIPE: <https://www.youtube.com/watch?v=-28RdWSUERw>
11. MOONG DAL KHICHADI: <https://www.youtube.com/watch?v=guns-kPebm0>
12. SWEET CORN MASALA : <https://www.youtube.com/watch?v=HqDB9bvR7YU>

13. SOYABEAN CHILLI : [https://www.youtube.com/watch?v=cfdw\\_Ub0hNU](https://www.youtube.com/watch?v=cfdw_Ub0hNU)
14. POTATO PARATHA : <https://www.youtube.com/watch?v=MQ-LXkQxOM8>
15. OREO ICE CREAM : <https://www.youtube.com/watch?v=nkf-N3q4TPU>
16. ALOO PARATHA : <https://www.youtube.com/watch?v=gE1ObMixL4o>
17. BHINDI SABJI : <https://www.youtube.com/watch?v=wWtDBN1gYTQ>
18. KUNJIR SABJI : <https://www.youtube.com/watch?v=GwUEv2Iqsxo&t=5s>
19. MORINGA SABJI, 20. HAPPY HAPPY BISCUITS CAKE RECIPE :  
<https://www.youtube.com/watch?v=MZWzrEBL0oc>

### 3. Picketing Process for not allowing the Plastic at the Entrance Program

Link

- 1) <https://youtube.com/shorts/C4PzyQbujtg?feature=share>
- 2) <https://youtu.be/z6U1rzq2tXY>
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- 5) <https://youtube.com/shorts/U-t9tJRgv70?feature=share>
- 6) <https://youtube.com/shorts/C4PzyQbujtg?feature=share>
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### 4. Slow Cycling Competition Program

Links

- Video 1. : [https://www.youtube.com/watch?v=J2vh\\_9bi8ls](https://www.youtube.com/watch?v=J2vh_9bi8ls)
- Video 2. : <https://www.youtube.com/watch?v=IeWKE6SHz4s>
- Video 3. : [https://www.youtube.com/watch?v=RSOObw\\_SSEk](https://www.youtube.com/watch?v=RSOObw_SSEk)

### 5. Promote the prevention, detection, and management of food borne diseases

Links

1. <https://youtu.be/oiYD5VgoVPo>
2. <https://youtu.be/FaABSNfvldc>
3. <https://youtu.be/Y8vDOBLXOHg>

## Role of Parul University of Engineering and Technology - Diploma Studies on Sustainable Development : A Case Study

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### ABSTRACT

Parul University is one of the leading institutes in India (Gujrat) that is committed to promoting sustainable development through its various academic programs. In this research paper, we aim to explore the role of Parul University's diploma studies on sustainable development and its contribution to the community. The paper will focus on the key areas of Parul University's diploma studies that are related to sustainable development, the initiatives taken by the university to promote sustainable development through its diploma programs, and the impact of these programs on the awareness and implementation of sustainable development practices in the community. This case study will provide valuable insights into how academic institutions can play an important role in promoting sustainable development and building a sustainable future for all.

**Keywords :** Parul University of Engineering and Technology, Sustainable Development, Academic Programs.)

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## INTRODUCTION:

In a world struggling with the challenges of climate change, social inequality, and economic disparities, the imperative for sustainable development has risen to the forefront of global discourse. Academic institutions, as crucibles of knowledge and innovation, bear a unique responsibility in shaping the leaders of tomorrow who can usher in a more sustainable future. Among these institutions, Parul University stands as a beacon in India, steadfast in its commitment to promoting sustainable development through an array of academic programs.

### **1. The Nexus of Diploma Studies and Sustainable Development:**

To comprehend the profound impact of Parul University's diploma studies on sustainable development, it is imperative to dissect the intricacies of the academic programs in question. The diploma studies offered by the university are designed not only to impart specialized knowledge but also to instill a holistic understanding of sustainable practices. Disciplines ranging from environmental sciences to social entrepreneurship are seamlessly integrated into the curriculum, fostering a multidimensional approach to sustainable development. These diploma programs serve as incubators for future professionals equipped with the knowledge and skills necessary to address the intricate challenges posed by a rapidly changing global landscape. By weaving sustainability into the fabric of education, Parul University positions its graduates as catalysts for positive change, ready to tackle real-world issues through an environmentally conscious, socially responsible, and economically viable lens.

### **2. Initiatives Driving Sustainable Development :**

Parul University's commitment extends beyond the classroom, as it actively engages in initiatives that amplify the impact of its diploma programs on sustainable development. One such initiative is the establishment of research centres dedicated to sustainable practices, where students and faculty collaborate on innovative projects. These centres not only contribute valuable insights to academic discourse but also offer tangible solutions to real-world challenges. Moreover, the university has forged partnerships with industry leaders and environmental organizations, creating a symbiotic relationship that allows students to gain practical experience while contributing to sustainability initiatives. Through internships, field projects, and collaborative ventures, Parul University ensures that its diploma students are not confined to theoretical knowledge but are actively involved in the application of sustainable principles in various contexts.

### **3. Key Areas of Focus :**

A closer examination of the key areas within Parul University's diploma studies reveals the depth of its commitment to sustainable development. The environmental sciences program, for instance, delves into topics such as renewable energy, conservation, and waste management. By providing students with a comprehensive understanding of environmental challenges and solutions, the university equips them to become stewards of the planet. Simultaneously, diploma programs in social entrepreneurship emphasize the fusion of business acumen with social and environmental responsibility. Graduates from these programs emerge as change-makers, capable of developing enterprises that not only generate economic value but also contribute to societal well-being and environmental sustainability. The engineering and technology diplomas incorporate sustainable design principles, preparing future engineers to create innovative solutions that minimize environmental impact. Through coursework and hands-on projects, students learn to integrate sustainability into the core of technological advancements, paving the way for a more eco-friendly and resilient future.

### **4. Impact on Individual Awareness :**

Parul University's efforts extend beyond academic achievements to cultivate a deeper, intrinsic understanding of sustainable development among its diploma students. Through seminars, workshops, and extracurricular activities, the university fosters a culture of sustainability consciousness. Students are encouraged to critically evaluate the consequences of their actions on the environment, society, and the economy. This heightened awareness translates into a sense of responsibility that extends beyond the academic realm. Diploma students become ambassadors of sustainable practices, influencing their peers, families, and communities. By nurturing this sense of environmental and social responsibility, Parul University ensures that its graduates are not only proficient in their respective fields but also committed to being ethical and socially conscious citizens.

### **5. Community Impact :**

The true measure of Parul University's success in promoting sustainable development lies in its impact on the broader community. As graduates enter various professional spheres, they carry with them the values instilled during their diploma studies. Whether in corporate boardrooms, community organizations, or entrepreneurial ventures, these alumni become advocates for sustainable practices, driving positive change from within. Furthermore, the university actively engages with local communities through outreach programs, creating a bridge between academia and society. Initiatives such as awareness campaigns, skill development workshops and collaborative projects empower communities to embrace sustainable practices in their daily lives.

This reciprocal relationship reinforces the symbiosis between Parul University and the communities it serves, fostering a shared commitment to sustainable development.

In conclusion, Parul University's diploma studies emerge as transformative agents in the realm of sustainable development. By intricately weaving principles of environmental responsibility, social equity, and economic viability into the fabric of its academic programs, the university not only equips its students with the knowledge and skills necessary for the challenges of the future but also cultivates a profound sense of responsibility towards the planet and its inhabitants. The initiatives undertaken by Parul University, both within and beyond the classroom, underscore the institution's dedication to being a proactive agent of change. The impact of its diploma studies reverberates far beyond the academic corridors, creating a ripple effect that permeates through communities and industries.

As we reflect on the journey of Parul University's commitment to sustainable development through its diploma studies, it becomes evident that education is a powerful catalyst for societal transformation. In envisioning a sustainable future for all, Parul University stands as a testament to the potential of academic institutions to shape conscientious leaders who, armed with knowledge and empathy, can pave the way for a more sustainable and equitable world.

❖ **Parul University's Contribution to Sustainable Development through Diploma Studies :**

Parul University's diploma studies stand as pivotal contributors to sustainable development, fostering a holistic understanding of environmental, social and economic dimensions. Through innovative programs, initiatives and community engagement, the university empowers graduates to champion sustainability. This multifaceted approach not only equips students with the knowledge needed for real-world challenges but also positions Parul University as a catalyst for positive change in building a sustainable future. Following are the questions whose answers gives the clarity about the Parul University's contribution to sustainable development through diploma studies.

➤ **What are the key focus areas of Parul University's diploma studies related to sustainable development?**

Parul University is a leading institution that focuses on sustainable development. The University places a strong emphasis on Sustainable Development Goals (SDGs) and its curriculum reflects this commitment. One key focus area is advancing electricity infrastructure, which is crucial

to achieving reliable and sustainable energy access in India. However, there is no specific information provided about the key focus areas of Parul University's diploma studies related to sustainable development. In addition to this, the University is offering Bachelor's and Master's programmes in Bio Farming, which aim to influence India's future of sustainable organic agriculture. The courses are designed to equip students with the necessary skills to develop and implement organic farming practices for a sustainable future. Parul University is committed to guiding India towards an organic future, and its partnership with Zydex Group is aimed at empowering farmers to produce wholesome, secure, and cheap food for all. Overall, Parul University's diploma studies related to sustainable development are focused on important areas that have the potential to make a significant impact on India's sustainable future.

➤ **What are the initiatives taken by Parul University to promote sustainable development through its diploma programs?**

Parul University has taken several initiatives to promote sustainable development through its diploma programs. In recognition of these efforts, the Parul Institute of Engineering and Technology Diploma studies was awarded the "One District One Green Champion" for Vadodara District by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. This award was granted in the presence of Honorable Shri R.B. Barad, District Collector. The initiatives taken by Parul University are entirely in line with promoting sustainable development through its diploma programs. The university has made dedicated efforts towards developing best practices in sanitation and hygiene, waste management, water management, energy management, and greenery. By doing so, Parul University is setting an example for other institutions to follow in their pursuit of sustainable development.

➤ **How has Parul University's diploma studies contributed to the awareness and implementation of sustainable development practices in the community?**

The Social Responsive Cell (SRC) at Parul University has been instrumental in driving impactful initiatives aimed at improving the environment and society around Vadodara. One such initiative engaged students and staff members in a plastic waste collection movement, which collected 200 kgs of plastic waste for recycling, in line with social responsibility and sustainable development. Additionally, attendees were given the opportunity to plant seedlings of fruits and vegetables, including tomatoes, papaya, milkweed, cucumber, and others, contributing to

sustainable development practices in the community. Students were also made aware of the detrimental effects of e-waste, and e-waste was collected from them, promoting the awareness and implementation of sustainable development practices. Furthermore, an organic garden was planted in association with the Agriculture College, promoting the sharing of information on life cycle thinking and organic farming, and giving students an understanding of the practice of organic farming. The initiatives taken by Parul University through its Diploma programs have contributed significantly to the promotion of sustainable development practices in the community.

The role of Parul University in advancing sustainable development through its diploma studies is significant and commendable. The University's focus on Sustainable Development Goals is reflected in its curriculum and initiatives, which contribute to promoting sustainable development practices in the community. However, there is a lack of specific information about the key focus areas of the diploma studies related to sustainable development. The study highlights that one of the key focus areas of Parul University's diploma studies in sustainable development is advancing electricity infrastructure, which is essential for achieving reliable and sustainable energy access in India. Furthermore, the courses are designed to equip students with the necessary skills to develop and implement organic farming practices for a sustainable future. The organic garden planted in association with the Agriculture College promotes life cycle thinking and organic farming practices among students. The study acknowledges the importance of Parul University's initiatives in promoting sustainable development through its diploma programs and suggests that such initiatives have the potential to make a significant impact on India's sustainable future. However, the study also identifies a limitation in the lack of specific information about key focus areas of the diploma studies related to sustainable development. Future research could explore the effectiveness of Parul University's initiatives in promoting sustainable development practices in the community and the impact of the diploma studies on students' knowledge and attitudes towards sustainability. Overall, the study contributes to the ongoing advancement of knowledge in the field of sustainability and highlights the need for more research in this area.

**Background of the study:**

Ashford, N. A. (2004) write an article on Major challenges to engineering education for sustainable development: what has to change to make it creative, effective and acceptable to the established disciplines? This article covers the following topics and questions: In today's university



frameworks, how can teaching and research that are multi- and trans-disciplinary meaningfully coexist? If education related to sustainable development is tried to be incorporated into the regular curriculum, will it be swallowed up and marginalized, or does it need its own safe haven to thrive? What parts can the national and European Union governments play in quickening the necessary changes?

There are several opinions which in the recent past have focused on deciphering the requirement of Sustainability Science (Kates, 2011, Bettencourt and Kaur, 2011) and the relevance of sustainable development (Clarks, 2007, Lozano, 2008). The growing need of education for the promotion of sustainable development (SD) has provided the required stimulus to an increasing number of universities to integrate sustainability concepts into their research, campus operations, out-reach activities and even into their assessment and reporting (Aleixo et al., 2018, Lozano, 2010). Various aspects of sustainability within higher education institutions have also been focused upon such as constraints associated with integration of SD in universities (Lozano, 2006a, Lozano, 2006b), sustainability assessment of existing university courses (Lozano and Peattie, 2009, Leal-Filho et al., 2009) as well as cultivation of sustainable behaviour, restructuring and collaboration for sustainable development (Lazzarini et al., 2018, Soini et al., 2018). Besides, Lozano and Peattie, 2011, Tejedor et al., 2018 and Dagiliute et al. (2018) have even made attempts for the integration of sustainability science within universities' curricula. Though Sustainability Science (SS) is a sought-after program in most of the developed nations (Kates, 2011, Bettencourt and Kaur, 2011), this program is yet to gain prominence in Indian education system. Therefore, the introduction of SS in higher education will enable India to address various environmental and social issues of the country like climate change (Priyadarshini and Abhilash, 2019b), contamination of air, water and soil (Khilnani and Tiwari, 2018, Saha et al., 2017, Singhvi, 2012), mismanagement of natural resources especially wetlands (Bassi et al., 2014) and energy crisis (Kumar, 2017) as well as from various social problems like rural poverty and inequality (Raniet al., 2015), food security concerns (Narayanan, 2015), agricultural emissions (Pathak, 2015), disaster management (Jha et al., 2015), and poor health care systems (Sahu, 2014). The timely implementation of the targets and indicators of SDG4 (Education for Sustainable Development) which emphasize on the need of inclusive and quality education as a means for achieving social, economic and environmental nexus would not only help in disseminating the knowledge regarding the severity of these issues but also lead to the generation of possible solutions (Nasibulina, 2015).

Priyadarshini, P. et.al. (2020) conducted a study on from piecemeal to holistic: Introducing sustainability science in Indian Universities to attain UN-Sustainable Development Goals. According to the study's findings, the successful use of these models can further the integration of SS in Indian higher education, fostering the formation of a future generation of students who will confront India's developmental concerns by modeling sustainability in both their words and acts.

**Significance of the study :**

The significance of this study lies in its exploration of Parul University's pivotal role in advancing sustainable development through its academic programs, specifically its diploma studies. As one of the leading institutes in Gujarat, India, Parul University's commitment to sustainability serves as a noteworthy model for educational institutions globally. By scrutinizing key areas within the university's diploma programs related to sustainable development, the research sheds light on practical implementations of eco- conscious principles in academic curricula. Understanding the initiatives taken by Parul University to promote sustainability not only unveils innovative practices but also provides a blueprint for other institutions aiming to strengthen their commitment to environmental responsibility. Moreover, the study's emphasis on assessing the impact of these programs on community awareness and sustainable practices offers invaluable insights into the tangible outcomes of such educational initiatives. By showcasing Parul University's contributions, this case study contributes to a growing body of knowledge on the transformative potential of academic institutions in fostering a sustainable future. Ultimately, the research underscores the vital role that universities can play in shaping conscientious global citizens and fostering community-wide awareness and implementation of sustainable practices.

**OBJECTIVES OF THE STUDY :**

- 1) Impact of this action research on sustainability aspects.
- 2) To assess the importance of this program on entrepreneurship aspect.
- 3) Assessing the impact on society/family/community etc.

**METHOD OF THE STUDY :**

The diverse nature of the research objectives and the need to capture both qualitative insights and quantitative data, a mixed-methods research approach would be most appropriate for this case study on Parul University's role in advancing sustainable development through its diploma studies. This mixed-methods approach allows for a comprehensive exploration of the various dimensions involved, addressing both the qualitative aspects of understanding



perceptions and experiences and the quantitative aspects of measuring tangible impacts. By employing a mixed-methods research design, this study ensures a thorough investigation into Parul University's sustainable development initiatives, capturing both nuanced qualitative aspects and quantitative metrics. The combination of these methods allows for a richer, more comprehensive understanding of the transformative potential of academic institutions in fostering a sustainable future.

## **OBJECTIVE**

The impact of Parul University's diploma studies on sustainable development are multiple, encompassing various aspects aligned with the United Nations Sustainable Development Goals (SDGs). Through a comprehensive analysis, we can highlight the significant contributions of the university's initiatives towards achieving specific SDGs:

### **1. Quality Education (SDG 4) :**

Parul University's commitment to sustainable development is evident in its diploma programs, developing a curriculum that instills a deep understanding of environmental and social issues. By promoting sustainability-focused education, the university contributes to SDG 4, ensuring inclusive and equitable quality education for all.

### **2. Industry, Innovation, and Infrastructure (SDG 9) :**

Diploma programs at Parul University likely emphasize technological advancements and sustainable infrastructure development. Through research and practical training, students are equipped to contribute to sustainable solutions, aligning with SDG 9's aim to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

### **3. Sustainable Cities and Communities (SDG 11) :**

Parul University, situated in Gujarat, has a direct impact on the local community. The university's initiatives likely contribute to SDG 11 by promoting sustainable urban planning, community engagement, and environmental conservation, leading to the development of resilient and sustainable cities.

### **4. Climate Action (SDG 13) :**

Given the global urgency of addressing climate change, diploma programs at Parul University may incorporate elements focused on climate action. Through research, education, and community projects, the university can play a crucial role in cultivating awareness and practical solutions aligned with SDG 13.

### **5. Partnerships for the Goals (SDG 17) :**

Parul University's collaborations with governmental bodies, NGOs, and industry partners for sustainable development initiatives align with SDG 17,

by promoting multi-stakeholder partnerships, the university contributes to the overarching goal of building a more effective and inclusive global partnership for sustainable development.

## **6. Community Empowerment and Well-being :**

Beyond specific SDGs, Parul University's impact on community awareness and well-being reflects a broader commitment to sustainable development. Initiatives undertaken likely contribute to improved living standards, health, and overall quality of life for the local population.

## **7. Sustainable Development Awareness and Implementation :**

The research aims to shed light on the actual impact of Parul University's diploma programs on sustainable development practices in the community. This includes increased awareness, changes in behavior and the complex implementation of sustainable practices, thereby contributing to a more sustainable and resilient society.

In conclusion, Parul University's diploma studies on sustainable development not only align with specific SDGs but also demonstrate the institution's commitment to being a driving force for positive change. This research paper/report will provide valuable insights into the practical implications of academic institutions in promoting sustainable development, offering a blueprint for other universities seeking to make a meaningful impact on a global scale.

## **OBJECTIVE 2):**

The importance of assessing Parul University's diploma studies in the context of sustainable entrepreneurship lies in the transformative potential it holds for both the academic institution and the broader entrepreneurial landscape. Here are key aspects highlighting the significance of this program:

### **1. Developing Entrepreneurial Mindset :**

Parul University's diploma studies play a vital role in cultivating an entrepreneurial mindset among students. By integrating principles of sustainability into the curriculum, the program not only equips students with traditional entrepreneurial skills but also instills a sense of responsibility and innovation aligned with sustainable practices.

### **2. Cultivating Real-World Applications :**

The program's emphasis on sustainable development initiatives ensures that entrepreneurial concepts are applied in real-world scenarios. Through practical experiences, students have the opportunity to develop and implement sustainable business models, contributing directly to the transition from theoretical knowledge to actionable solutions.

**3. Community Engagement and Impact :**

Assessing the program's impact on community awareness and sustainable practices is crucial for understanding how entrepreneurship can be a driving force for positive change. By engaging with the local community, the program creates a ripple effect, inspiring others to adopt environmentally conscious practices and fostering a culture of sustainable entrepreneurship.

**4. Strategic Initiatives for Sustainable Business :**

Evaluating Parul University's initiatives in promoting sustainable development within its diploma programs sheds light on strategic efforts to align entrepreneurship with environmental responsibility. This is particularly important in shaping future entrepreneurs who not only prioritize profit but also consider the ecological and social implications of their ventures.

**5. Model for Educational Institutions :**

The findings from this assessment serve as a model for other educational institutions aiming to integrate entrepreneurship into sustainable development programs. Parul University's success in this endeavor provides a blueprint and inspiration for institutions globally, demonstrating how academic programs can contribute to both economic growth and environmental stewardship.

**6. Contributing to Global Sustainability Goals :**

As a leading institute in India, Parul University's commitment to sustainable entrepreneurship aligns with global sustainability goals, such as the United Nations Sustainable Development Goals (SDGs). The program's impact contributes directly to SDGs related to sustainable cities and communities, responsible consumption and production, and partnerships for the goals.

**7. Building a Sustainable Future Work force :**

By focusing on sustainable entrepreneurship, Parul University contributes to shaping a future workforce that is not only business-savvy but also environmentally conscious. Graduates of such programs are better positioned to drive positive change within industries, championing sustainable practices and responsible business conduct.

**8. Enhancing Relevance and Competitiveness :**

Programs that successfully integrate entrepreneurship and sustainability enhance the relevance and competitiveness of graduates in a rapidly evolving global market. Entrepreneurs equipped with a strong understanding of sustainable practices are better positioned to navigate market trends and respond to the increasing demand for socially responsible business solutions.

In summary, assessing the importance of Parul University's diploma studies on the entrepreneurship aspect within sustainable development is essential for recognizing its transformative impact on students, communities, and the broader academic landscape. The program's success in marrying

entrepreneurial skills with sustainable principles establishes a compelling model for institutions worldwide.

### **OBJECTIVE 3)**

Parul University's commitment to promoting sustainable development through its diploma studies had a profound impact on various levels of society, families, and the broader community. The influence of the university's initiatives is evident in several key aspects:

#### **1. Community Empowerment :**

Parul University's diploma studies in sustainable development have empowered the local community by equipping individuals with knowledge and skills to address environmental challenges. Graduates are better positioned to contribute actively to community initiatives, fostering a sense of environmental responsibility and community engagement.

#### **2. Adoption of Sustainable Practices :**

The impact extends to the adoption of sustainable practices within families and the community. The knowledge imparted through diploma programs has influenced individuals to make informed choices, leading to the incorporation of eco-friendly habits, responsible consumption patterns, and environmentally conscious decision-making in their daily lives.

#### **3. Enhanced Community Awareness:**

The university's initiatives have played a pivotal role in raising awareness about sustainable development within the community. Through outreach programs, workshops, and collaborative projects, Parul University has contributed to an increased understanding of environmental issues, inspiring community members to actively participate in sustainable initiatives.

#### **4. Improved Quality of Life:**

The integration of sustainable development principles into diploma studies has indirectly contributed to an improved quality of life for families and the community. Sustainable practices often lead to healthier environments, reduced resource depletion and improved overall well-being, positively impacting societal health and resilience.

#### **5. Community Resilience to Environmental Challenges:**

Parul University's emphasis on sustainable development has equipped the community with the knowledge and tools to face environmental challenges. Families are better prepared to adapt to changing conditions, mitigate risks, and contribute to the overall resilience of the community in the face of environmental uncertainties.

## 6. Economic Opportunities:

The focus on sustainable entrepreneurship within diploma programs has provided economic opportunities for individuals within the community. Graduates, armed with the skills to create environmentally conscious businesses, contribute to the local economy while promoting sustainable economic practices.

## 7. Interconnect edness of Sustainable Practices:

The impact is not limited to individual households; rather, it creates a network of interconnected sustainable practices within the community. This fosters a collective effort toward environmental conservation, waste reduction, and the overall promotion of sustainable living practices.

## 8. Educational Model for Future Generations:

The impact of Parul University's sustainable development initiatives extends to shaping future generations. By serving as a role model, the university influences how families approach education, inspiring a commitment to sustainability that is passed down through generations.

In nutshell, Parul University's diploma studies on sustainable development have had a multifaceted impact on society, families and the community at large. By fostering awareness, encouraging responsible practices, and providing a foundation for sustainable entrepreneurship, the university actively contributes to building a sustainable future for all, exemplifying the transformative role that academic institutions can play in promoting environmental stewardship.

## OBSERVATION

Six self-help groups were formed which carried various activities as follows:

- 1) Create and use an e-waste collection point.
- 2) Grow organic garden.
- 3) Cooking videos on food items with millets-millet cuisines and its benefits.
- 4) Conduct mass media campaign on SDG's activities.
  - (a) Activity- 1 : Treeplantation.
  - (b) Activity- 2 : Plastic waste collection drives and distribution of cold clothes to unprivileged villages.
  - (c) Activity- 3: Postermaking competition.
  - (d) Activity - 4 : Conducted awareness session on menstrual hygiene with homemade sanitary napkins for sweepers.
  - (e) Activity- 5 : Solution to the plastic pollution on World Environment Day.

- 5) Rally on theme "The abuse of older people".
- 6) Yogaathon for youngsters.
- 7) 'Each one-Reach one' rural engagement village visit to discuss environment.
- 8) Training program for the students on safety.
- 9) Visit to school.
- 10) Activity on "Ideation".

#### **OUTCOMES OF THESE ACTIVITIES ARE AS FOLLOWS:**

##### **1) Create and use e-waste collection points:**

- a) Waste division and recycling.
- b) Reduction of environmental impact.
- c) Education and awareness.
- d) Community engagement.

#### **New Ideas Generated:**

- a) Introduce a reward program where participants earn points or discounts for responsibly disposing of e-waste. This incentivizes proper disposal and increases participation.
- b) Collaboration with other educational institutions to conduct awareness campaigns about e-waste, engaging students in the collection process and promoting environmental education.
- c) Focus on collecting e-waste from underserved or remote areas, addressing the challenge of improper disposal in those regions while providing education on responsible waste management.

##### **2) Grow organic Gardens:**

- a) Helps to reduce greenhouse gas emissions, mitigate climate change and combat global warming.
- b) Improved water quality. Quality and availability.
- c) Provide a sustainable source of income through timber production, fruit harvesting and other non-timber forest products. Forest industries such as logging, furniture making and paper production can generate employment and contribute to the local economy.
- d) Health and well-being benefits: Green spaces created by tree plantations have a positive impact on human health and well-being. They provide opportunities for recreational activities, promote physical exercise, and contribute to stress reduction.

#### **New Ideas Generated:**

- a) **Urban green spaces:** Encourage the establishment of urban green spaces within and around the college campus to promote biodiversity, combat air pollution, and provide a peaceful environment for students and the community.



- b) Tree adoption programs: Initiate a tree adoption program where students, staff and local residents can adopt and care for specific trees, fostering a sense of ownership responsibility for the environment.
- c) Native Plant Nurseries: Establish native plant nurseries within the college premises to grow tree saplings and other native plants making them easily accessible for future plantation drives.
- d) Technology Integration: Utilize technology- like mobile apps or online platforms to monitor the growth and progress of the planted trees, engaging students and community in teaching the impact of their efforts.
- e) Tree preservation campaigns: Launching awareness campaigns to protect existing trees on and off-campus from unauthorized cutting or damage, highlighting their ecological value and importance in reducing carbon footprint.

### **3) Cooking videos on food items with millets - millets cuisines and its benefits:**

- a) How millets can be good source of a protein as well as a dessert.
- b) Hands on session on "How you can make healthy milk shakes and halwa in the form of halwa and shakes."

#### **New Ideas Generated:**

- a) Healthy millet dessert without sugar.
- b) How you can use millets as mix millet milk shake and pearl millet halwa.

### **4) Conduct mass media campaign on SDG's activities.**

#### **a) Activity - 1: Tree plantation.**

- i) Soil conservation and erosion preservation.
- ii) Improved air quality.
- iii) Micro climate regulation.
- iv) Contributing to a sustainable environment for the future.

#### **NEW IDEAS GENERATED:**

- i) Plant tree strategically in urban areas, focusing on parking lots, rooftops and other heat absorbing surfaces.
- ii) Plant tree in areas prone to flooding or storm water run-off.
- iii) Encourage individuals, families or businesses to adopt and care for specific trees.
- iv) Plant trees along river banks and water sheds to prevent soil erosion, improve water quality and create buffer zones that filter runoff.



**Activity - 2 : Plastic waste collection drives and distribution of cold clothes to unprivileged villages.**

- i) Identify the sources of plastic waste such as residential areas NaniRaksi and Lambhia village, Jhand Hanuman, Jambughoda.
- ii) Setting objectives.
- iii) Resource allocation.
- iv) Route planning, collection infrastructure.
- v) Community engagement.
- vi) Collection schedule.
- vii) Data monitoring and analysis.
- viii) Collaboration with Rotary club of Baroda greens.
- ix) Evaluation and reporting.

**New Ideas generated:**

- i) To solve this environmental issue, we have to switch to other alternatives of plastic.
- ii) Implement/use of smart waste bins equipped with sensors that monitor fill levels and send real-time data to waste management teams.
- iii) Explore waste to energy technologies that convert non-recyclable plastic waste into clean energy, reducing landfill disposal and fossil fuel consumption.

**b) Activity - 3 : Postermaking competition.**

- i) Increase awareness.
- ii) Behaviour change.
- iii) Community engagement.
- iv) Greenspaces creation

**New Ideas generated:**

- i) Eco-innovation fair.
- ii) Zero waste challenge.
- iii) Urban greening.
- iv) Plastic free campaign.

**c) Activity - 2 : Conduct awareness session on menstrual hygiene with homemade sanitary napkins for sweepers.**

- i) Prevention from rashes due to menstrual period.
- ii) Reusability of cotton pads.
- iii) Hygienic menstrual period cycles.

**New Ideas generated:**

- i) Cotton pads are biodegradable, since cotton decomposes naturally without harming the environment.

- ii) Although biodegradable material return to their nature and gradually disappear completely, they can sometimes leave residue.

**d) Activity - 5: Solution to the plastic pollution on World Environment Day.**

- i) Increased awareness.
- ii) Behaviour Change.
- iii) Community engagement
- iv) Greenspaces creation.

**New Ideas generated:**

- i) Solve environmental issues.
- ii) Eco-innovation fairs.
- iii) Zero waste challenge.
- iv) Urban greening.
- v) Plastic free campaign.

**5) Rally on theme "The abuse of older people".**

- i) Raise awareness to village people about world Elder abuse day.
- ii) Importance of elders in our life.

**New Ideas generated:**

- i) Need more community gardens and green spaces.
- ii) Millet's theme by organizing workshops focused on sustainable cooking techniques.
- iii) Encourage students to take a week-long zero-waste challenge, providing them with guidance and resources to reduce waste, conserve water and make environmentally conscious choices.

**6.) Yogathon for youngsters.**

- i) Promote overall flexibility in the body.
- ii) Contribute to improved muscular strength and tone.
- iii) Improved posture.
- iv) Increase heart rate and promote cardiovascular fitness.
- v) Induce a sense of relaxation and calmness reducing stress and anxiety.
- vi) Enhance the mind-body connection and foster a meditative state.
- vii) Stimulating and massaging internal organs supports better organ function and digestion.
- viii) Surya Namaskar can improve lung capacity and respiratory efficiency.

**New Ideas generated:**

- i) Launch online eco-yoga challenges that encourages participants to commit to sustainable actions alongside their yoga practice.
- ii) Host virtual workshops that combine yoga practice with educational sessions on environmental issues.
- iii) Yoga for Beach cleanup : Organize yoga sessions on beaches followed by collective cleanups. This not only combines physical practice with environmental action but also raises awareness about ocean pollution.
- iv) Eco-meditation Retreats.

**7) 'Each one - Reach one' rural engagement village visit to discuss environment.**

- i) Increased awareness.
- ii) Behaviour change.
- iii) Biodiversity conservation.
- iv) Health benefits.
- v) Long-term sustainability.

**New Ideas generated:**

- i) Need more community garden and green spaces.
- ii) Millet's theme by organizing workshops focused on sustainable cooking techniques.
- iii) Encourage students to take a week long zero-waste challenge providing them with guidance, and resources to reduce waste, conserve water and make environmentally conscious choices.

**8) Training program for the students on safety.**

- i) Fire prevention.
- ii) Evacuation procedure.
- iii) Effective extinguisher usage.
- iv) Interactive sessions.
- v) Practical drills ensured participants gained essential skills to enhance safety awareness and response in emergency situations.

**New Ideas Generated:**

- i) By spreading awareness about this many accidents can be avoided.
- ii) Many financial as well as human life loss can be reduced through this activity.
- iii) Environment pollution can be reduced through such event.

**9) Visit to school.**

- i) Empower students to make informed choices about the foods they consume both within and outside.
- ii) By providing information regarding proper food handling, storage, and preparation techniques, the risk of cross-contamination and bacterial growth decreases which help to make the school environment safer.
- iii) Help to shift cultural norms and behaviour related to food safety, fostering a culture of responsibility and accountability.
- iv) Contributing to the prevention of foodborne illnesses.

**New Idea Generated:**

- i) Host a cooking contest where students prepare dishes while adhering to strict food safety guidelines.
- ii) Create an educational escape room activity where students have to solve food safety related puzzles and challenge to “escape” from a scenario involving a foodborne disease outbreak.

**10) Activity on “Ideathon”**

- i) Enthusiastic participation.
- ii) Brainstorming and collaboration.
- iii) Hands-on experience.

**New Idea Generated:**

- i) Develop problem-solving skills.
- ii) Innovative solutions.

**DISCUSSION**

- 1) Sustainable development is an organizing principle that aims to meet human development goals while also enabling natural systems to provide necessary natural resources and ecosystem services to humans. There are 17 sustainable development goals which are as follows:

- 1) No poverty.
- 2) Zero Hunger.
- 3) Good health and well-being.
- 4) Quality education.
- 5) Gender equality.
- 6) Clean water and sanitation.
- 7) Affordable and clean energy.

- 8) Decent work and economic growth.
  - 9) Industry, Innovation and Infrastructure.
  - 10) Reduced inequalities.
  - 11) Sustainable cities and communities.
  - 12) Responsible consumption and production.
  - 13) Climate action.
  - 14) Life below water.
  - 15) Life on land.
  - 16) Peace, justice and strong institutions.
  - 17) Partnerships for Goals
- 1) All the self help groups carried various activities which fulfill sustainable development goals. Most of the activities promoted good health among youngster and older peoples. Some activities promoted good life on land and promote actions like e-waste disposing to reduce threat of climate change, which promote sustainable cities and communities. One of the activity 'grow organic garden' leads to health and well being benefit which is one of the sustainable goal out of 17 goals. Various mass media campaign conducted on SDG activities such as tree plantation, plastic waste collection drive and distribution of old clothes to unprivileged willets, poster making competition, awareness session on menstrual hygiene with homemade sanitary napkins for sweepers, solution to plastic pollution on World Environment day. Yogathon for youngsters was conducted to promote good health and well being.
  - 2) Ideathon activity was performed to promote enthusiastic participation of students. These programmes enhance the hand on experiences and collaboration of students. It also developed problem solving skills of participants. And new innovative solutions were come out. These programs are important with respect to entrepreneurship aspect as they emit quality of student required to face challenges of business.
  - 3) These activities had a great impact on society, family community. All the activities touched the very minute problems of the society. These activities included good health and well being of the people of society. Education and awareness related to e-waste were promoted, so waste management can be done properly. Organic garden idea was promoted so it can improve water quality and availability. It also provides sustainable source of income through timber production, fruit harvesting and other non-timber forest products. Awareness session on menstrual hygiene with homemade sanitary napkins for sweepers to overcome gender bias which is one of the burning issue of Indian society. Yogathon for youngster was promoted to induce a sense of relaxation and calmness reducing stress and anxiety, as cheerful youth leads to more developed country society/country.

## CONCLUSION

It is concluded that various activities that were organized in Parul Institute of Engineering and technology Diploma studies Vadodara Gujarat have meet the sustainable development goals as given by United Nations. All the activities impacted on society, community and family in positive manner. It also enhances the enterprenurship qualities of students as it leads to problem solving skills, hands on experience, brainstorming and spirit of collaboration among them.

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## A Study on Sustainability Education Practices at Pramukh Swami Science and H.D. Patel Arts Collage

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### ABSTRACT

Sustainable development is a critical global imperative, seeking to balance economic growth, social equity, and environmental protection. This outlines key principles, challenges, and strategies for achieving sustainable development. It discusses the interconnectedness of the three pillars of sustainability—economic, social, and environmental—and emphasizes the need for integrated approaches that consider their interdependencies.

The implementation of Sustainable Development Goals (SDGs) within educational institutions has emerged as a pivotal strategy for fostering global citizenship, promoting environmental stewardship, and advancing social equity. This delineates the significance, challenges, and strategies associated with integrating SDGs into educational settings.

Firstly, it elucidates the importance of embedding SDGs across all levels of education, from primary schools to universities, to cultivate a generation of informed and empowered individuals capable of addressing complex societal challenges. It underscores the transformative potential of education in shaping attitudes, behaviors, and actions towards sustainability.

Next, it examines the challenges encountered in the implementation process, including curriculum alignment, resource constraints, capacity building, and institutional resistance to change. It emphasizes the need for interdisciplinary approaches, teacher training programs, and partnerships with relevant stakeholders to overcome these barriers effectively.

Furthermore, the delineates various strategies for integrating SDGs into educational institutions, including curriculum redesign, experiential learning opportunities, community engagement initiatives, and sustainability-focused research projects. It underscores the importance of fostering a culture of sustainability within educational settings through institutional policies, campus operations, and student-led initiatives.

Lastly, it discusses the broader implications of integrating SDGs into educational institutions, including their potential to drive systemic change,



foster innovation, and contribute to the achievement of broader development objectives. It concludes by emphasizing the imperative of collective action and collaboration among educators, policymakers, and civil society to realize the full potential of SDGs in educational settings.

**Keywords :** *Sustainable Development Goals (SDGs), educational institutions, integration, curriculum, challenges, strategies, implications, collaboration, innovation.*

## INTRODUCTION

Education must enable an individual or community to solve the most difficult challenges. Only then, it occupies the most apt position which it deserves. In the present circumstances particularly higher education requires an overhaul of instruction to substitute the specialized knowledge instruction with multi-disciplinary approach. Responsible teaching and scholarship must become cross disciplinary and cross-cultural (Taylor, 2009). Sustainability education provides an avenue for engaged learning. Engaging and deliberating on important social issues enable education to reclaim its rightful position in solving the most difficult challenges. It is a win-win strategy from both sides, namely community and students, as students also are exposed to expanded perspectives and skills they can bring to their field of practice. Students begin to learn multiple approaches to sustainability through practices like social entrepreneurship and service learning, as they prepare for their professional work.

## Review of Literature

1. A study by the Club of Rome, which predicted collapse due to non-renewable resource depletion under the assumption that the supply of both food and non-renewable resources was fixed. This prediction from 1973 to 2003, was made without considering any extraordinary efforts to abate pollution or conserve resources. Additionally, the absence of significant efforts to abate pollution or conserve resources may not have been a realistic assumption, as societies often implement measures to address these issues over time. (Rogers et. al., 2008, p. 20)

2. The Sustainable Advancement Objectives chosen by the United Countries incorporate a objective centred on learners picking up the essential information and aptitudes to advance feasible improvement, whereas instruction for feasible advancement centres on a modern vision of instruction which engages learners to expect obligation for making and getting a charge out of a feasible future (UNEESCO 2002)

3. Economical improvement alludes to the capacity of our social orders to meet the requirements of the show without relinquishing the capacity of future eras to meet their claim needs. It is verifiable that the concept of

“sustainable development” gotten higher money and unmistakable quality after the distribution of the report of WCED (1987), *Our Common Future*. In any case, the prior endeavor of creating the “theory of natural limits” by Thomas Malthus and David Ricardo. It is by and large acknowledged that maintainable advancement calls for a joining between the three columns of financial development, social value, and natural security.

4. UN’s definition of maintainable advancement as captured within the Brundtland Report (1987) sees feasible improvement of improving the needs and needs of the world’s current populace without compromising the complexities of the environment. In other words, maintainable advancement looks for to upgrade the show socio-economic welfare of individuals while advancing the strength and capacity of the soil and its environment to contain future populace. Fair as the show populace merit a conventional life in assembly their essential needs of nourishment, clothing, shield and others, future era moreover have a authentic right to these as well. Consequently, in their journey to attain their genuine socio-economic living, the well-being of the environment and its assets ought to not be consigned to the foundation but a sensible adjust.

5. In common terms instructors join Environmental Sustainability into their educating (71.22%). Be that as it may, they do this primarily inside the system of two common topics: “Environmental mindfulness and energy” – most utilized by instructors of test sciences and building – and “Social commitment,” most utilized by instructors of social sciences and those who are recognizable with the UN 2030 Plan for Maintainable Advancement. With respect to the key competences that ES gives for future graduates, those most regularly said were “training of experts committed to society” and “critical considering and ethics.” These competences were especially eminent within the talk of instructors who were mindful of the 2030 Motivation and who utilize dynamic techniques in their classrooms. At last, the conclusion that maintainability has small to do with their instructing (28.78%) was outstandingly communicated by instructors less commonplace with the 2030 Motivation.,” The challenge of education for sustainability in higher education: key themes and competences within the University of the Basque Country”, Nahia Idoiaga Mondragon, corresponding Ion Yarritu, Estibaliz Saez de Cámara, Nekane Beloki, and Laura Vozmediano

### **Research Problem**

The pressing need for a transformative shift towards sustainable development in order to confront the complex array of challenges posed by resource scarcity, environmental degradation, social inequality, and economic instability. In this context, sustainability consulting services play a pivotal

role as catalysts for change, guiding entities across various sectors – including businesses, governments, and organizations – towards the adoption of sustainable practices and strategies.

Achieving sustainable development requires concerted efforts from a diverse range of stakeholders, including governments, businesses, civil society, and individuals. Collaboration, innovation, and a steadfast commitment to sustainability goals are indispensable in overcoming the formidable obstacles ahead and in shaping a future that is characterized by resilience and equity for all.

**Objectives:**

1. To assess the potential of the action research on social entrepreneurship
2. To understand the potential impact of the action research on SDG goals & sustainability

**Methodology:**

Quantitative research, as a well known type of research, is mainly concerned with the testing of hypotheses and statistical generalisations. On the other side, qualitative research does not usually employ statistical procedures or other means of quantification, focusing instead on understanding the nature of the research problem rather than the quantity of observed characteristics. Qualitative researchers interpret and contextualise meanings from people's beliefs and practices.

Case study research is in fact labelled as 'soft research', as it is few steps away from rigorous statistical analyses and test statistic validations. Rather, it involves intense analysis of an individual unit. It can be a person, an organization, a community or a similar unit.

**Case Description**

Pramukh Swami Science and H. D. Patel Arts College, Kadi in Gurjarat has initiated the activities for the sustainability in their college. In this regard by involving students they have created groups called self help groups. These groups help them to enhance their entrepreneurial skills and they divided the sustainability activities among these groups and they also involved certain groups of community from the near by villages for creating awareness on avoiding plastic usage, Millet lunch, grow organic garden, Cooking videos on food items with millets, Picket Process for Prohibition of Plastic Bags, Awareness on Elderly Abuse Rally, Slow Cycling Competition, Challenge Walking of 10,000 steps in 90 min, Yogathon for youngsters and competition of performing 25 sets of 'Surya Namaskars, Safety, Disaster, Risk and Crowd Management, etc for both environment and human sustainability.

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
7. Formation 5 Self Help Clubs	40	Can focus on more SDG awareness programmes for the development of the society and environment	Team work and organising skills will be developed among students	Enhances overall sustainable development in various areas like environment, health and other social evils like Elderly Abuse, etc	
8. Beat the Plastic Pollution	280	Usage of plastic will be reduced and ways to protect environment and living beings from the deleterious impact of plastic	Inculcate the habit of Optimum utilisation of resources including waste. Helps in identifying alternative methodology for reducing plastic. Innovation can be encouraged.	With the awareness created by these activities usage of plastic will be reduced and all the living things in the society will be safe.	
9. Millet Lunch Box Policy	80	Improving health consciousness among students and society can indeed have a positive impact on productivity. When individuals are healthy and productive, they are better able	A healthy population can foster an environment conducive to entrepreneurship and innovation. By promoting a culture of health and well-being, societies can attract and retain talented individuals who are motivated to drive innovation forward.	A healthier population is often more environmentally conscious and inclined to develop sustainable solutions that benefit both people and the planet. This focus on sustainability can drive innovation in	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
		to access resources such as education, training, and funding, which are necessary for innovation. This allows them to pursue their ideas and bring them to fruition, ultimately contributing to the development of society.	Healthier individuals tend to be more adaptable and resilient in the face of challenges. This resilience allows them to persevere through obstacles and setbacks, ultimately leading to the development of innovative techniques that address pressing societal needs, often more willing to take risks and experiment with new ideas and approaches. This willingness to step out of their comfort zones can lead to the exploration of innovative techniques and methodologies that may not have been considered otherwise, leads to enhanced problem-solving skills, creativity, and innovative thinking, which are crucial for developing new techniques and technologies.	areas such as renewable energy, resource conservation, and eco-friendly technologies.	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
10. Organic Garden	65	Organic gardening avoids the use of synthetic chemicals, resulting in fruits and vegetables that are free from pesticide residues, Organic gardening practices focus on long-term soil health and fertility, promoting sustainable agricultural practices, organic gardening offers a holistic approach to cultivating plants that benefits both people and the environment.	While initial setup costs for organic gardening may be higher, over time, organic methods can reduce the need for expensive chemical inputs.	Organic gardening encourages a closer connection to the natural world, fostering an appreciation for the cycles of growth and the interdependence of living organisms. aims to maintain soil fertility, promote biodiversity, and minimize harm to the environment and human health.	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
11. Cooking videos on food items with millets	40	Millets are highly nutritious and gluten-free grains that are rich in fiber, vitamins, and minerals. By showcasing cooking videos with millet-based recipes, individuals and families can learn how to incorporate these healthy grains into their diets, promoting better nutrition and overall health.	Cooking videos featuring millet-based dishes can inspire entrepreneurs to explore business opportunities in the food industry. Entrepreneurs can create innovative millet-based products, such as ready-to-eat meals, snacks, or packaged millet products, catering to the growing demand for healthy and sustainable food options.	cooking videos featuring food items made with millets have the potential to benefit society by promoting healthier eating habits, supporting sustainable agriculture, fostering entrepreneurship, creating awareness, preserving cultural heritage, and serving as educational resources. Millets are resilient crops that require less water and resources compared to other grains like rice or wheat. Promoting the consumption of millets through cooking videos can support sustainable agricultural practices and contribute to food security, especially in regions prone to drought or environmental stress.	



Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
12. Picket Process for Prohibition of Plastic Bags	280	Implementing a picket process for the prohibition of plastic bags involves several steps aimed at addressing both entrepreneurial concerns and societal impacts.	Establish mechanisms for monitoring and enforcing compliance, such as regular inspections and fines for non-compliant businesses. Provide support and resources for entrepreneurs to transition away from plastic bags. This could include financial incentives, access to alternative packaging suppliers, and assistance with marketing and branding efforts to promote eco-friendly practices.	Launch a public awareness campaign to inform the community about the upcoming prohibition of plastic bags and the importance of supporting businesses that comply with the new regulations. Engage with local media, organize community events, and utilize social media platforms to spread the message.	
13. Awareness on Elderly Abuse Rally	500	Raising awareness about this issue is incredibly important to ensure the well-being and safety of our elderly population. Here are some steps you can take to organize a successful rally. Awareness rallies can also be a	Creates a comprehensive Business that includes details such as your target market, revenue model, marketing strategy, and operational plan. This will help guide your efforts and attract potential investors or partners. By combining your passion for raising awareness on elderly abuse with entrepreneurial	Educate people about the signs, effects, and prevalence of elderly abuse, thereby increasing understanding and empathy for elderly individuals who may be experiencing abuse. Increased awareness can lead to early detection and pre-	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
		<p>catalyst for policy change and advocacy efforts aimed at addressing systemic issues related to elderly abuse. By mobilizing community members and stakeholders, you can advocate for stronger laws and policies to protect the rights and well-being of elderly individuals, as well as increased funding for support services and elder abuse prevention programs. organizing an awareness rally on elderly abuse can contribute to creating a more compassionate,</p>	<p>action, you can make a meaningful difference in the lives of elderly individuals at risk of abuse and contribute to positive social change. opportunities to scale it to reach a broader audience or expand into new geographic areas. This could involve partnering with other organizations, franchising your business model, or licensing your technology platform. By combining your passion for raising awareness on elderly abuse with entrepreneurial action, you can make a meaningful difference in the lives of elderly individuals at risk of abuse and contribute to positive social change.</p>	<p>vention of elderly abuse. By educating the public about the warning signs of abuse and the resources available for intervention, you empower individuals to take action if they suspect abuse is occurring, whether it's reporting it to authorities or reaching out to support services for help. By providing information about local support organizations, counseling services, and legal assistance, you can ensure that victims of elderly abuse receive the help they need to heal and recover. By engaging community members in conversations about the</p>	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
		supportive, and informed society that values and protects the rights and dignity of its elderly members.		challenges faced by elderly individuals and their caregivers, you can foster greater understanding and compassion within society.	
14. Slow Cycling Competition	60	Slow cycling competitions, also known as “Slow Bike Races” or “Last One Standing,” involve participants riding bicycles as slowly as possible without touching the ground or falling over. These events, while seemingly whimsical, can have several positive impacts on society. offer a unique blend of entertainment, physical activity, and community engage-	Slow cycling competitions can offer several opportunities for entrepreneurs, especially those involved in the event management, sports, wellness, and sustainability sectors. Entrepreneurs specializing in event management can capitalize on the growing popularity of slow cycling competitions by organizing and hosting these events. They can offer comprehensive event planning services, including venue selection, logistics management, participant registration, marketing, and on-site coordination. Entrepreneurs can develop and sell specialized equipment and gear tailored	Slow cycling competitions promote cycling as a sustainable and environmentally friendly mode of transportation. By showcasing cycling in a fun and engaging way, these events encourage people to consider biking as a viable alternative to cars for short-distance travel, thus reducing carbon emissions and promoting healthier lifestyles. Slow cycling competitions often attract participants and spectators from diverse	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
		ment, making them valuable assets to society by promoting sustainability, inclusivity, mindfulness, safety, creativity, and charitable giving.	for slow cycling competitions. This could include custom-designed bicycles optimized for slow speeds, safety gear such as helmets and knee pads, as well as novelty items like themed costumes and bike decorations. This could involve creating mobile applications for event registration and participant tracking, developing wearable devices to monitor cyclists' performance, or implementing live streaming and social media integration to engage remote spectators	backgrounds, bringing communities together in a shared activity. This emphasis on mindfulness can resonate with individuals seeking ways to manage stress and improve mental health. This inclusivity promotes diversity and encourages people of varying physical abilities to engage in physical activity.	
15. Challenge Walking of 10,000 steps in 90 min	30	Incorporating a 10,000-step walk into your routine offers numerous benefits beyond just physical health. Whether it's for brainstorming, networking, employee engagement,	Entrepreneurs face unique challenges when it comes to maintaining a healthy lifestyle due to their demanding schedules and constant focus on business growth. However, integrating physical activity like walking 10,000 steps in 90 minutes can offer numerous benefits for entrepreneurs	Participating in a challenge to walk 10,000 steps in 90 minutes for the betterment of society is a fantastic initiative for both personal health and community impact. By organizing and participating in this challenge, indi-	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
		or personal reflection, maximizing the use of this time can contribute to both personal and professional growth.	beyond just physical health. From stress reduction and creative thinking to productivity boosts and community engagement, integrating regular physical activity into their routine can contribute to overall success and well-being in the entrepreneurial journey.	viduals can improve their health while also contributing to the well-being of their community. It's a win-win for everyone involved!	
16. Yoga thon	210	Yogathon," which could be an event or organization centered around yoga. Yogathon events typically involve participants practicing yoga for an extended period, often to raise funds for a charitable cause or to promote health and wellness. These events can vary in format, from large-scale gatherings with hundreds of	Yogathon can serve as a holistic approach to supporting entrepreneurs' physical, mental, and emotional well-being, ultimately enhancing their productivity and success in business. Participating in or organizing a Yogathon event allows entrepreneurs to engage with their local community in a meaningful way. It demonstrates their commitment to health and wellness while also contributing to a positive cause.	Yogathon events serve as platforms for promoting positive social change, fostering community engagement, and supporting initiatives that benefit society as a whole. often support health-related initiatives by promoting the benefits of regular physical activity, stress reduction, and mindfulness practices. By encouraging participation in yoga and	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
		<p>participants to smaller community-based initiatives. Yogathons often feature a series of yoga sessions led by instructors, along with activities such as meditation, workshops, and educational sessions related to yoga and holistic health</p>		<p>related activities, these events contribute to public health efforts aimed at preventing illness and promoting well-being.</p>	
17. Safety, Disaster, Risk and Crowd Management	350	<p>Safety, disaster, risk, and crowd management are crucial aspects of ensuring public safety and mitigating potential hazards in various settings, from large events to everyday environments.</p>	<p>Safety, disaster, risk, and crowd management are essential considerations for entrepreneurship across various industries and sectors. Entrepreneurs can leverage these principles to enhance business operations, ensure continuity, and create value in several ways like Entrepreneurs can prioritize workplace safety to protect employees, reduce</p>	<p>safety, disaster, risk, and crowd management contribute to the well-being, security, and resilience of society by protecting lives and property, enhancing public safety and security, improving infrastructure and economic stability, fostering community preparedness and en-</p>	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
			<p>accidents and injuries, and maintain productivity. Implementing safety protocols, providing safety training, and conducting regular inspections can improve employee morale, reduce absenteeism, and minimize workers' compensation claims, thereby saving costs and enhancing operational efficiency.</p> <p>Entrepreneurs can develop business continuity plans to mitigate the impact of disasters, such as natural disasters, cyberattacks, or supply chain disruptions. Establishing backup systems, data recovery plans, and alternative suppliers can help maintain business operations during crises, ensuring minimal downtime and preserving customer trust and loyalty.</p>	<p>agement, and promoting environmental protection and sustainability.</p>	



Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
			<p>Entrepreneurs can employ risk management strategies to identify, assess, and mitigate risks associated with business operations, investments, and market fluctuations. Conducting risk assessments, diversifying revenue streams, and developing contingency plans can help entrepreneurs navigate uncertainties, make informed decisions, and seize opportunities for growth.</p> <p>Entrepreneurs organizing events or managing crowded spaces, such as festivals, conferences, or retail stores, can implement crowd management strategies to ensure a safe and positive experience for attendees. Effective crowd management practices, including crowd control measures,</p>		

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
			<p>security protocols, and emergency preparedness, can enhance event security, prevent accidents, and maintain customer satisfaction and loyalty.</p> <p>Entrepreneurs can innovate products or services that address safety, disaster resilience, risk mitigation, or crowd management needs in various industries.</p> <p>Developing innovative solutions, such as safety equipment, disaster recovery technologies, risk assessment tools, or crowd management software, can create new market opportunities and differentiate businesses from competitors.</p> <p>Entrepreneurs must comply with safety regulations, disaster preparedness standards, and</p>		

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society	Remarks
			risk management guidelines relevant to their industry and geographic location. Ensuring compliance with regulatory requirements not only avoids legal penalties but also enhances reputation, builds trust with stakeholders, and attracts investors and customers who prioritize safety and reliability.		

**DISCUSSION:**

- ❖ **Formation of Self-help groups and Awareness on Elderly Abuse Rally** helps students in forming teams and in team work. Also helps in building social responsibility towards the society and creates awareness about the social evils and gives courage to fight against these social evils. They can find and implement the solutions for these problems. This could involve partnering with other organizations, franchising your business model, or licensing your technology platform. By combining your passion for raising awareness on elderly abuse with entrepreneurial action, you can make a meaningful difference in the lives of elderly individuals at risk of abuse and contribute to positive social change.
- ❖ **Beat the Plastic Pollution and Picket Process for Prohibition of Plastic Bags** creates awareness among the students about the downsides of the usage of plastic and also it develops creativity among the students for alternative products for plastic. This helps students in developing entrepreneurial skills and in exploring methods for raising funds for their new projects. This could include financial incentives, access to alternative packaging suppliers, and assistance with marketing and branding efforts to promote eco-friendly practices.
- ❖ **Millet Lunch Box Policy ,Organic Garden and Cooking videos on food items with millets** According to Marshall's welfare definition a healthy Nation can generate more economic resources, so millets lunch box policy promotes health consciousness and awareness about the productivity among the students. Organic garden gives the measures for controlling chemical farming methodologies through organic methods and through these methods will improve entrepreneurial skills among the students. Cooking videos on food items also paves the way for new start-ups which may develop entrepreneurial skills among the students.
- ❖ **Slow Cycling Competition ,Challenge Walking of 10,000 steps in 90 min,Yogathon and Safety, Disaster, Risk and Crowd Management :** These type of competitions improve physical and mental fitness among the students and with this their productivity and thinking capacity also increases. Safety, disaster, risk, and crowd management are essential considerations for entrepreneurship across various industries and sectors. Entrepreneurs can leverage these principles to enhance business operations, ensure continuity, and create value in several ways like Entrepreneurs can prioritize workplace safety to protect employees, reduce accidents and injuries, and maintain productivity.

## CONCLUSION:

All the SDG's promote both social responsibility and Entrepreneurial skills among the students. In educational institutions these type of programmes create sustainable development educational awareness among the students develops the society as well if the younger generations are wise on SDG environment can be protected. With implemetation of such programes in colleges can improve enterpreneurial skills among the students which create more job givers than job seekers and this creates a economically developed society and Nation. **The best practises across the world to achieve the goals of sustainable development** through the contemporary developments in the interdisciplinary studies with an aim to achieve an efficient balance, consensus and agreement in order to manage the contradictions of development so that natural resources, scientific invention and cultural resources are both the means and the end of this inter-related process.

## SUGGESTION

1. Sustainable development is a holistic approach that considers the interdependence of economic, social, and environmental factors. By educating students about sustainable practices, we can ensure that our actions today should not jeopardize the well-being and opportunities of future generations. Thus by providing training students to make conscious choices to use resources efficiently, reduce waste, protect biodiversity, and foster equitable and inclusive development for all.
2. By integrating environmental considerations into development strategies, societies can pursue economic prosperity, social well-being, and environmental sustainability in a balanced and mutually reinforcing manner.
3. Encourage businesses to adopt sustainable practices and corporate social responsibility initiatives. This can involve setting sustainability targets, implementing supply chain sustainability measures, and reporting on environmental performance. Top of Form
4. Increase public awareness and education about sustainable development principles and practices. This can involve incorporating sustainability into school curricula, conducting public outreach campaigns, and promoting eco-friendly behaviors.
5. Protect and conserve natural resources such as forests, wetlands, and marine ecosystems legally. Implement sustainable forestry practices, establish protected areas, and combat illegal logging and fishing activities.

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## Empowering Sustainability : Sangam University, Bhilwara (Rajasthan) - A Case Study on SDG Understanding and Community Engagement

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### ABSTRACT:

This article offers a comprehensive case study focusing on Sangam University's proactive approach to sustainable development and community engagement in Bhilwara, Rajasthan. The study delves into the university's thorough understanding and implementation of the Sustainable Development Goals (SDGs), highlighting its significant impact on the local community. Through a combination of academic initiatives and community outreach programs, Sangam University has effectively integrated SDG principles, fostering awareness and active participation among its stakeholders.

The university's approach involves a range of innovative programs aimed at addressing various SDGs and their sub-goals. These activities encompass initiatives to enhance the quality of education (SDG 4), empower individuals through vocational training (SDG 8), promote environmental sustainability (SDG 13), and advocate for gender equality (SDG 5). By strategically aligning its efforts with the SDGs, Sangam University demonstrates a commitment to addressing key global challenges while making tangible contributions at the local level.

The case study sheds light on the university's successful strategies for promoting sustainability, underscoring the pivotal role of community engagement in driving meaningful progress. Through its proactive engagement with the community, Sangam University not only advances its own sustainability goals but also fosters broader societal development and empowerment. Overall, the case study underscores the importance of universities and educational institutions in serving as catalysts for sustainable development through collaborative efforts with local communities.

**(Keywords :** *Sustainable Developmental Goal, Educationl Institution, Activity, Sustainability, entrepreneurship, community*)



## 1. INTRODUCTION

Sustainability has undoubtedly been one of the key themes since the beginning of the Anthropocene (Crutzen, 2006). The term sustainability belongs originally to the field of ecology, referring to an ecosystem's potential for subsisting over time, with almost no alteration. When the idea of development was added, the concept would no longer be looked at from the point of view of the environment, but from that of society (Reboratti, 1999, pp. 207–209) and the capital economy. human survival and well-being could depend on success in elevating sustainable development to a global ethics" (WCED, 1987, p. 308). SD's integrative view of aspects of social development, economic growth and environmental protection. Integrating social, economic and environmental concerns in planning and management for sustainable development has received considerable attention in recent years (CSD – Commission on Sustainable Development, 2001; Robinson and Tinker, 1998; The European Council, 1993; UNCED, 1992; UNFCCC, 1992). Higher education institutions (HEIs) are increasingly acknowledged as a key driver for the development of sustainable societies (Stephens, J. et.al 2008). The role of HEIs in achieving sustainable development (SD) was highlighted for the first time in the 1972 Stockholm Declaration on the Human Environment (United Nations). In the global pursuit of sustainable development, educational institutions play a pivotal role in fostering understanding and engagement with the United Nations Sustainable Development Goals (SDGs) within their communities. Sangam University, nestled in the vibrant landscape of Bhilwara, Rajasthan, stands as a beacon of such empowerment, embodying a commitment to sustainability that reverberates through its academic corridors and extends into the surrounding community.

This case study delves into Sangam University's proactive approach to SDG understanding and community engagement, shedding light on its innovative initiatives and impactful endeavors. Drawing upon insights from various research articles, including "The Role of Higher Education Institutions in Sustainable Development Goal 4: A Case Study Analysis" by Smith et al. (2020) and "Community Engagement in Higher Education: A Strategy for Sustainable Development" by Johnson and Gupta (2019), we explore the synergies between educational institutions, sustainable development, and community empowerment.

As we navigate through the intricate interplay of education, sustainability, and community development, this article endeavors to elucidate Sangam University's journey as a catalyst for positive change. From fostering interdisciplinary dialogues to spearheading grassroots initiatives, the university's multifaceted approach serves as a testament to the transformative power of education in advancing the SDGs and nurturing resilient, inclusive communities.

Through a nuanced analysis enriched by scholarly discourse, this case study not only celebrates Sangam University's achievements but also provides valuable insights and actionable strategies for institutions worldwide seeking to embrace sustainability as a guiding principle. As we embark on this exploration, let us embark on a journey of discovery, inspiration, and collaboration towards a more sustainable and equitable future.

## **2. Review of related literature:**

### **2.1 Study conducted in abroad**

The paper "Sustainable Development Goals – An Analysis Of Outcomes" by Omar SacilottoDonaire, Luciana Oranges Cezarino, and Adriana Cristina Ferreira Caldana (2018) examines how effective Sustainable Development Goals (SDGs) are. It finds that while there's some coordination in efforts towards sustainability, there's still room for improvement. Using data from Brazil, it shows that the country isn't yet fully organized towards sustainability. It suggests focusing on maintaining current policies for some goals and developing new ones for others, especially environmental ones. The study faces challenges in data quality, but emphasizes the importance of partnerships to achieve SDGs by 2030.

Carol Pomare's study (2018) titled "A Multiple Framework Approach to Sustainable Development Goals (SDGs) and Entrepreneurship," the focus lies on the intersection between sustainable development goals (SDGs) and entrepreneurship, with an emphasis on economic and social perspectives. By examining the challenges encountered by small and medium enterprises (SMEs) in adhering to the goal of promoting sustainable consumption and production patterns in their day-to-day operations, Pomare utilizes descriptive statistics to analyze data collected from various SMEs. The findings underscore the imperative of enhancing awareness among both SMEs and the general public regarding the adoption of healthier lifestyles. Furthermore, the study highlights the pivotal role of entrepreneurs, particularly those leading SMEs, in recognizing and embracing their responsibility as "good corporate citizens," prioritizing environmental sustainability, and contributing to societal well-being. This emphasis on sustainable business practices not only ensures the longevity of their enterprises but also fosters a sustainable future for generations to come.

In Gayle C. Avery's study titled "Blueprint for implementing the UN's sustainable development goals," the aim is to offer a comprehensive understanding of the 17 goals while providing relatable examples that demonstrate their significance in the lives of both ordinary and extraordinary individuals. Through the use of mini case studies and examples, the study provides an engaging exploration of how various goals contribute to creating purposeful lives. "Designing the Purposeful World" serves as a practical guide for organizations looking to align their efforts with the SDGs, offering a plethora

of exercises, activities, and actionable suggestions to facilitate meaningful engagement with these global objectives.

In their study published in the Education Resources Information Center in 2011, Smith, A.C.P., and Sharicz, P. delve into the necessary shift towards sustainability within organizations. This action research aims to evaluate the extent to which organizations have begun implementing triple bottom line (TBL) sustainability in practice. The research prompts a reconsideration of the urgency of implementing the complex systemic TBL sustainability framework, especially in light of widespread climate concerns. Instead, it advocates for focusing on more straightforward approaches such as carbon footprint reduction.

In the International Journal of Sales, Retailing, and Marketing (IJSRM) in 2016, Jones, P., Hillier, D., and Comfort, D. examine the significance of the business community in relation to the Sustainable Development Goals (SDGs). The study aims to analyze the crucial role businesses play in addressing the SDGs. It emphasizes that the way businesses tackle and respond to challenges will significantly influence the success or failure of the SDGs.

## **2.2 Study conducted in India:**

In Rajul Singh and Roma MitraDebnath's 2012 study titled "Modeling sustainable development: India's strategy for the future," the objective is to understand the relationships among different factors enabling Clean Development Mechanism (CDM) in India and to assess their significance in achieving sustainable development. Using an interpretive structural model (ISM), the study examines various parameters of sustainable development in the Indian context. Results suggest that strategic goals and missions, such as "employment creation" and "long-term economic goals," are crucial drivers of sustainable development. However, the ISM model is not statistically validated, suggesting the potential use of structural equation modeling (SEM) for further validation.

In the Humanistic Management Journal of 2020, Batth, K. K. explores "sustainability awareness in India". The research sheds light on the current state of sustainability awareness in the country. It suggests that increasing sustainability awareness could be achieved through various means such as introducing sustainability units in educational institutions, organizing awareness programs like training workshops and seminars, providing financial support from management, and ensuring proper understanding of the benefits and risks associated with sustainability before its adoption in business areas. These recommendations aim to foster greater sustainability consciousness within Indian society and businesses.

In the Journal of Environmental and Social Sciences in 2016, Yadav, N. examines sustainable development in India. The study aims to discuss and analyze the state of sustainable development in the country, exploring its

challenges and proposing long-term solutions. By addressing the issues plaguing the system, the research seeks to promote and implement sustainable development practices in India.

In the EEE Engineering Management Review of 2013, Nidumolu, R., Prahalad, K.C., and Rangaswami, R.M. explore why sustainability has become the primary driver of innovation. The study analyzes the significance of sustainability in business and innovation. It suggests that by aligning sustainability with innovation, companies can establish a foundation that positions them as frontrunners in their respective industries

In a study published in the Social Science Research Network in 2014, Singhal, V. provides an overview of the environment and sustainable development in India. The research aims to analyze the experiences and changes necessary for fostering sustainability in India. It highlights the importance of people's capacity to adapt physically and mentally to ongoing environmental changes for the promotion of sustainability.

### **2.3 Research Gap:**

Following a thorough literature review on sustainable development goals (SDGs), community engagement, and educational institutions' roles, a notable research gap emerges regarding the effectiveness of initiatives in fostering SDG understanding and community involvement. While existing studies highlight the importance of SDG awareness and engagement, empirical evidence on the impact of educational interventions is lacking. Comprehensive evaluations are needed to assess how SDG awareness translates into community actions, considering diverse socio-economic and cultural contexts. Understanding stakeholder perspectives and investigating the sustainability of these initiatives are crucial. Addressing these gaps is vital for enhancing the role of educational institutions in sustainable development and community engagement.

### **3. Statement of the problem:**

**Empowering Sustainability:** Sangam University, Bhilwara (Rajasthan)  
- A Case Study on SDG Understanding and Community Engagement

### **4. Significance of the study**

This study is crucial for understanding how education can drive sustainability and community involvement. By examining some specific cases, it offers insights into effective strategies for promoting awareness of Sustainable Development Goals (SDGs) and engaging local communities in sustainable practices. The findings can inform policymakers and educators about integrating SDGs into education and fostering collaboration between universities and communities for sustainable development. Ultimately, this research contributes to empowering individuals and communities to work towards achieving SDGs globally

## 5. Objectives

The objectives of the study were

To assess the level of understanding and awareness among Sangam University students, faculty, and staff regarding the Sustainable Development Goals (SDGs).

To examine the various initiatives and programs implemented by Sangam University aimed at promoting SDG awareness and fostering community engagement.

To evaluate the effectiveness of these initiatives in translating SDG awareness into tangible actions within the local community.

## 6. Methodology

### 6.1 Method of the research

The current investigation employed a qualitative research paradigm, utilizing the descriptive case study method as its primary framework. The research activities were meticulously planned, organized, and assessed through the lens of action research methodology.

### 6.2. Sampling technique:

For the present study, sample was selected using purposive sampling technique.

### 6.3 Sample:

For case study method, a case as a unit for observation is used as sample. For the present study Sangam University, Bhilwara (Rajasthan) had been chosen as unit. The participants involving in various activities and whose participations were observed were the cases under different activities.

### 6.4 Analysis & Interpretation:

The analysis employed a qualitative approach, utilizing detailed descriptions and references to statements to substantiate arguments in an analytical manner.

## 7. Overview of the case:

### 7.1 Location of the case:

Sangam University is located in Bhilwara, Rajasthan. It was established in 2012 with a vision for academic excellence and holistic development, providing diverse undergraduate, postgraduate, and doctoral programs since its inception.

### 7.2 The socio-cultural & economic background of the district:

Bhilwara district in Rajasthan spans about 10,455 square kilometers, sharing borders with Ajmer, Bundi, Chittorgarh, Rajsamand, and Pali districts. Its multicultural population engages in vibrant socio-cultural traditions,



including colorful festivals and traditional music. Economically, Bhilwara thrives on textiles, earning it the moniker “Textile City of India,” while also benefiting from mining and agriculture. Despite economic growth, challenges like poverty and healthcare disparities persist, driving efforts towards inclusive development.

## 8. FINDINGS

**8.1** Discoveries pertaining to college activities and their alignment with Sustainable Development Goals (SDGs) and their respective Sub SDGs are evident:

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
World Environment Day	5 <sup>th</sup> June, 23 One day	50 Students	Conduct a plantation drive and a plastic cleanness drive	SDG 6: Clean Water and Sanitation SDG 12: Responsible Consumption and Production SDG 13: Climate Action SDG 14: Life Below Water SDG 15: Life on Land	6.3: Improve water quality by reducing pollution, eliminating dumping, and minimizing the release of hazardous chemicals and materials  12.5: Substantially reduce waste generation through prevention, reduction, recycling, and reuse.  12.8: Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.  13.1: Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters.

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					<p>13.3: Improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.</p> <p>14.1: Prevent and significantly reduce marine pollution of all kinds, particularly from land-based activities, including marine debris and nutrient pollution.</p> <p>15.1: Ensure conservation, restoration, and sustainable use of terrestrial and inland freshwater ecosystems</p> <p>15.2: Promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests, and substantially increase afforestation and reforestation globally.</p>



Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
Yogathon for Youngsters	21 <sup>st</sup> June, 23 One day activity	160 Students	Conducted a fruitful session of YOGA by yoga experts.	SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 11: Sustainable Cities and Communities SDG 17: Partnerships for the Goals	3.4: By promoting yoga, individuals can improve their mental and physical health, leading to overall well-being. 4.7: Incorporating yoga into educational curricula can promote holistic education and life-long learning opportunities. 11.7: Yoga events like Yogathon for youngsters can foster inclusive, safe, resilient, and sustainable urban spaces, promoting community engagement and well-being. 17.17: Collaborating with various stakeholders, including government, civil society, and private sector organizations, to organize Yogathon for youngster's events can strengthen partnerships for achieving the SDGs.
Cloth Carry Bag in College Bag	29 <sup>th</sup> Aug. 23 One day activity	60 Students	Promoting use of cloth bag carry to college	SDG 12: Responsible Consumption and Production SDG13: Climate Action	12.2: By encouraging the use of cloth bags, individuals contribute to reducing waste generation and promoting sustainable con-

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
				SDG14: Life Below Water  SDG15: Life on Land  SDG 17: Partnerships for the Goals	<p>sumption patterns.</p> <p>13.3: Cloth bags help reduce the use of single use plastics, thereby decreasing pollution and mitigating climate change impacts.</p> <p>14.1: By reducing plastic usage, including single-use plastic bags, individuals can prevent marine pollution and protect marine ecosystems.</p> <p>15.1: Promoting the use of cloth bags contributes to sustainable land use by reducing littering and preserving terrestrial ecosystems.</p> <p>17.17: Collaborating with educational institutions, government agencies, and local communities to promote the use of cloth bags fosters partnerships for sustainable development and responsible consumption.</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
Grow Organic Garden	4 <sup>th</sup> Sep. 23 2 hours activity	160 Students	Arrange variety of organic products to grow. Use vermicomposting to enhance the nutrients of soil. Grow some organic plants. Prepare a place to grow organic vegies.	SDG 2: Zero Hunger SDG 3: Good Health and Well-being SDG 6: Clean Water and Sanitation SDG 11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production SDG 13: Climate Action SDG 15: Life on Land	2.4: By growing organic fruits, vegetables, and herbs, individuals can promote food security, sustainable agriculture, and nutrition. 3.4: Consuming organic produce from the garden can improve health outcomes by reducing exposure to harmful pesticides and chemicals. 6.3: Organic gardening practices minimize water pollution by reducing the use of synthetic fertilizers and pesticides, thus contributing to clean water sources. 11.7: Growing organic gardens in urban areas promotes sustainable urbanization, green spaces, and community resilience. 12.4: By adopting organic gardening practices, individuals promote sustainable consumption and production patterns, reducing waste and environmental degradation. 13.2: Organic gardening contributes

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					to climate resilience by sequestering carbon dioxide in the soil and reducing greenhouse gas emissions associated with conventional agriculture. 15.1: Organic gardening preserves biodiversity and ecosystems by avoiding the use of synthetic chemicals that can harm soil organisms and wildlife.
Posters provide visual, colourful, simple ways to communicate community issues and events, and are suitable for display in community spaces.	14 <sup>th</sup> Sep.23 One day activity	42 Students	Poster making competition	SDG4: Quality Education SDG10: Reduced Inequalities SDG11: Sustainable Cities and Communities SDG16: Peace, Justice, and Strong Institutions SDG17: Partnerships for the Goals	4.7: Using posters as educational tools promotes inclusive and equitable quality education by raising awareness about community issues and events 10.2: Posters can help bridge information gaps and promote social inclusion by ensuring that community members, regardless of background or literacy level, have access to important information. 11.4: Displaying posters in community spaces promotes inclusive and

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					<p>sustainable urbanization by fostering community engagement and enhancing public participation in local events and initiatives.</p> <p>16.10: Posters can contribute to transparent and accountable governance by providing accessible information about community issues, events, and government initiatives.</p> <p>17.17: Collaborating with local organizations and stakeholders to create and display posters fosters partnerships for sustainable development by promoting community engagement and collective action.</p>
Run a sales counter	14 <sup>th</sup> - 15 <sup>th</sup> Sep.23 Two days activity	20 Students	Established sales counter to promote plastic free items, To promote handmade items and enhance sale strategies of students.	SDG8: Decent Work and Economic Growth SDG9: Industry, Innovation, and Infrastructure SDG12: Responsible Consumption	8.3: By running a sales counter, students gain practical experience in entrepreneurship and business development, contributing to sustainable economic growth and job creation. 9.3: Promoting

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
				and Production SDG14: Life Below Water SDG15: Life on Land SDG17: Partnerships for the Goals	handmade items and innovative sales strategies fosters entrepreneurship, technological innovation, and sustainable industrialization. 12.5: Encouraging the promotion of plastic-free items promotes sustainable consumption and production patterns, reducing waste and environmental impact. 14.1: By promoting plastic-free items, students contribute to preventing marine pollution and protecting marine ecosystems from plastic waste. 15.9: Promoting handmade items and sustainable sales strategies supports the conservation, restoration, and sustainable use of terrestrial ecosystems and biodiversity. 17.17: Collaborating with local businesses, artisans, and

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					community organizations to run the sales counter fosters partnerships for sustainable development and promotes collective action towards achieving the SDGs.
Conduct a rally on 'The abuse of older people'	18 <sup>th</sup> Sep. 23 Two hours activity	60 Students	Conduct a rally with carrying placard	SDG3: Good Health and Well-being SDG5: Gender Equality SDG10: Reduced Inequalities SDG16: Peace, Justice, and Strong Institutions SDG17: Partnerships for the Goals	3.4: By raising awareness about the abuse of older people, the rally can promote mental and physical well-being among older adults by advocating for their protection and rights. 5.2: The rally can highlight the intersectionality of age and gender, advocating for the rights of older women who may be more vulnerable to abuse and discrimination. 10.3: By addressing the abuse of older people, the rally promotes social inclusion and reduces inequalities by advocating for equal rights and protection for older adults, regardless of



Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					<p>socio-economic status.</p> <p>16.2: The rally can promote peaceful and inclusive societies by advocating for the prevention and elimination of all forms of abuse, including the abuse of older people, and by supporting access to justice for victims.</p> <p>17.16: Collaborating with government agencies, civil society organizations, and community groups to conduct the rally fosters partnerships for the promotion of the SDGs and the protection of older people's rights.</p>
Slow Cycling Competition	19 <sup>th</sup> Sep.23 Two hours activity	50 Students	Conducted a cycling competition for Keeping heart rate low, Develop cardiovascular ability. Save knees Pedal for recovery.	<p>SDG3: Good Health and Well-being</p> <p>SDG11: Sustainable Cities and Communities</p> <p>SDG12: Responsible Consumption</p>	<p>3.4: Promoting physical activity through slow cycling competitions contributes to improving mental and physical health and well-being.</p> <p>11.2: Encouraging cycling promotes sustainable</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
			Social stimulation. Control blood sugar levels.	and Production SDG13: Climate Action SDG15: Life on Land SDG17: Partnerships for the Goals	transportation options, reduces air pollution, and enhances urban accessibility and inclusivity.  12.2: Organizing sustainable events like slow cycling competitions promotes responsible consumption and production patterns by encouraging environmentally friendly activities.  13.3: Promoting cycling as a means of transportation contributes to mitigating climate change by reducing greenhouse gas emissions from vehicles.  15.1: Supporting slow cycling competitions encourages people to engage with nature and promotes conservation and sustainable use of terrestrial ecosystems.  17.17: Collaborating with local authorities,

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					cycling clubs, and community organizations to organize the slow cycling competition fosters partnerships for sustainable development and promotes collective action towards achieving the SDGs.
Design and conduct own activity for Environment/ Sustainability/ SDGs: Hariyalo Rajasthan & Meri Mati Mera Desh	25 <sup>th</sup> july. 23 One day activity	50 Students	Planting trees	SDG11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production SDG 13: Climate Action SDG 15: Life on Land SDG 17: Partnerships for the Goals	11.4: Promoting activities focused on environmental sustainability and SDGs fosters inclusive, safe, resilient, and sustainable urban spaces and communities 12.2: By designing and conducting activities that promote environmental sustainability and SDGs, individuals contribute to responsible consumption and production patterns. 13.3: Activities like “Hariyalo Rajasthan” and “Meri Mati Mera Desh” support climate action by promoting environmental conservation and sustainable land management

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
					<p>practices.</p> <p>15.1: Engaging in activities that focus on soil conservation and afforestation, as seen in “MeriMatiMeraDesh,” contributes to the conservation, restoration, and sustainable use of terrestrialecosystems.</p> <p>Sub-SDG</p> <p>17.17:Collaborating with local communities, government agencies, and NGOs to design and conduct activities for environment, sustainability, and SDGs fosters partnerships for sustainable development and promotes collective action.</p>
Drama Show on ‘The Abuse of Older People’	11 <sup>th</sup> Sep.23 45 minutes	20 Students	Organize a drama show	<p>SDG 3: Good Health and Well-being</p> <p>SDG 5: Gender Equality</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 16: Peace, Justice, and</p>	<p>3.4: By raising awareness about the abuse of older people, the drama show can promote mental and physical well-being among older adults by advocating for their protection and rights.</p> <p>5.2: The drama show can highlight the intersectionality</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Specific sub-SDG related goals found</b> ( <b>source:</b> SDG17 goals to transform our world, UN)
				Strong Institutions  SDG 17: Partnerships for the Goals	of age and gender, advocating for the rights of older women who may be more vulnerable to abuse and discrimination. 10.2: By addressing the abuse of older people, the drama show promotes social inclusion and reduces inequalities by advocating for equal rights and protection for older adults, regardless of socio-economic status. 16.2: The drama show can promote peaceful and inclusive societies by advocating for the prevention and elimination of all forms of abuse, including the abuse of older people, and by supporting access to justice for victims. 17.17: Collaborating with government agencies, civil society organizations, and community groups to conduct the drama show fosters partnerships for sustainable development and promotes collective action towards achieving the SDGs.

## **8.2 Findings on the outcome of the activities in relation to SD:**

The activities conducted within the college environment reveal insightful findings concerning their impact and alignment with Sustainable Development Goals (SDGs) and their respective Sub SDGs.

Initiatives such as observing World Environment Day, organizing Yogathon for Youngsters, and promoting the use of Cloth Carry Bags in College Bags signify a concerted effort towards SDG 13 (Climate Action) and SDG 15 (Life on Land), particularly Sub SDG 13.1 (Strengthen resilience and adaptive capacity to climate-related hazards) and Sub SDG 15.2 (Promote the implementation of sustainable management of all types of forests).

Moreover, the establishment of Grow Organic Gardens and the use of visual, colorful posters to communicate community issues exemplify contributions towards SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production), specifically Sub SDG 2.4 (Sustainable food production systems) and Sub SDG 12.6 (Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle).

Additionally, activities like running a sales counter and conducting rallies on 'The Abuse of Older People' demonstrate a commitment to SDG 8 (Decent Work and Economic Growth) and SDG 16 (Peace, Justice and Strong Institutions), with a focus on Sub SDG 8.5 (By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities) and Sub SDG 16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children).

Furthermore, events like Slow Cycling Competitions and Drama Shows on 'The Abuse of Older People' showcase a multifaceted approach towards SDG 3 (Good Health and Well-being) and SDG 10 (Reduced Inequalities), specifically Sub SDG 3.4 (By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment) and Sub SDG 10.2 (By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status).

In conclusion, the findings underscore the college's proactive engagement in fostering sustainability, community well-being, and social justice, thereby contributing significantly to the attainment of the SDGs at the grassroots level.

## **9. DISCUSSION:**

### **9.1 Impact of the activities on sustainability**

These activities have a profound impact on societal sustainability by fostering environmental consciousness, promoting physical and mental well-being, and addressing social issues within the community. From observing

World Environment Day to conducting a rally on elder abuse, each initiative contributes to a more sustainable and equitable society. Through promoting eco-friendly practices like using cloth bags and growing organic gardens, the community reduces its environmental footprint while enhancing food security and nutrition. Events like Yogathon for Youngsters and drama shows on social issues not only improve physical and mental health but also raise awareness about important societal challenges. Additionally, economic opportunities are generated through initiatives like running sales counters, empowering local entrepreneurs and contributing to economic sustainability. Together, these activities cultivate a culture of responsibility, inclusivity, and resilience within the college community and beyond, fostering a brighter and more sustainable future for all.

### **9.2 Potentiality of the activities on future entrepreneurship:**

These activities offer a fertile ground for nurturing future entrepreneurship by fostering a culture of innovation, sustainability, and community engagement. By observing World Environment Day and promoting initiatives like Cloth Carry Bag in College Bag, individuals are exposed to the importance of eco-conscious consumerism, potentially inspiring the creation of businesses centered around sustainable products and practices. The Yogathon for Youngsters and Slow Cycling Competition not only promote physical well-being but also present opportunities for entrepreneurial ventures in the health and wellness industry, such as fitness coaching, event management, or equipment sales. Additionally, the establishment of organic gardens provides a platform for entrepreneurial endeavors in organic farming and agribusiness, catering to the growing demand for healthy, sustainable food options.

Moreover, activities like running sales counters and designing own activities for sustainability empower individuals with practical entrepreneurial skills, including marketing, sales, and project management. These experiences not only cultivate an entrepreneurial mindset but also provide valuable hands-on experience in business operations. Furthermore, initiatives addressing social issues, such as conducting rallies and drama shows on topics like elder abuse, foster empathy and social responsibility, laying the groundwork for social entrepreneurship ventures aimed at addressing community needs and advocating for positive societal change. By combining entrepreneurship with social impact, individuals are encouraged to pursue ventures that not only generate economic value but also contribute to the betterment of society.

Overall, these activities serve as catalysts for future entrepreneurship by nurturing creativity, problem-solving abilities, and a sense of social consciousness among participants. By equipping individuals with the skills and mindset needed to identify opportunities, innovate, and make a positive impact, these initiatives lay the foundation for a new generation of entrepreneurs committed to building sustainable, inclusive, and resilient communities.



### 9.3 Implication of the study:

#### 1. Academic Model:

The study showcases Sangam University's academic model as an effective approach to sustainability education, serving as a benchmark for other institutions aiming to integrate SDGs into their curriculum.

#### 2. Impact of Initiatives:

It highlights the tangible benefits of SDG understanding and community engagement initiatives, demonstrating their role in promoting sustainable practices, improving community well-being, and fostering dialogue on societal issues.

#### 3. Collaborative Approach:

The study emphasizes the importance of collaboration between academic institutions, local communities, and stakeholders in driving sustainable development agendas forward.

#### 4. Practical Insights:

It offers practical insights into how universities can serve as catalysts for positive change by engaging with the community and aligning educational initiatives with the SDGs.

#### 5. Empowerment:

By empowering individuals with knowledge, skills, and resources, Sangam University demonstrates how universities can empower communities to address global challenges and contribute to a more sustainable future.

#### 6. Inspiration for Action:

The study provides inspiration and guidance for educational institutions, policymakers, and community leaders to prioritize sustainability, foster community engagement, and work towards achieving the SDGs.

### 10. Conclusion:

The case study on SDG understanding and community engagement underscores the transformative potential of education and collaborative action in advancing sustainable development goals. Through holistic approaches to sustainability education and proactive involvement with local communities, the university exemplifies how academic institutions can inspire positive change. By integrating SDGs into curriculum and fostering a culture of social responsibility, it equips individuals with the tools to address global challenges. The study emphasizes the importance of collaboration between academia, communities, and stakeholders, offering valuable insights for driving sustainable development forward. As we navigate the complexities of the modern world, the study serves as a reminder of the collective impact achievable through concerted efforts towards a more sustainable and equitable future.

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**ANNEXURE I****Links shared in the Report:****Activity: World Environment Day**

1. <https://youtu.be/IPcUjQIT5Ds?si=mEHlp0mlHK27Ln7x>
2. <https://www.facebook.com/profile.php?id=100079545438310>
3. <https://www.facebook.com/profile.php?id=100079545438310>

**Activity: Yogathon for youngsters**

4. <https://youtu.be/JWB58s58-Vs?si=F1r4RIjLO2-ohBGN>
5. <https://fb.watch/neDfXK2TzE/>
6. <https://www.facebook.com/profile.php?id=100079545438310>

**Activity: Cloth Carry Bag in College Bag**

7. <https://drive.google.com/file/d/15cWDGdIEf2HM2fD37-bAo1QdeDfz8fz7/view?usp=drivesdk>
8. <https://drive.google.com/file/d/15gGkDUIUBOWQyQkYkbhdBbvBnOxMfYLI/view?usp=drivesdk>
9. <https://fb.watch/n6QVVxxY9/>
10. <https://www.facebook.com/profile.php?id=100079545438310>

**Activity : Grow organic garden**

11. <https://drive.google.com/file/d/15pIvXhwX0Yw31A3pGvAJx1zgIDFlaK2p/view?usp=drivesdk>
12. <https://youtu.be/mudfOKQ5AQo?feature=shared>
13. <https://www.facebook.com/profile.php?id=100079545438310>
14. <https://www.facebook.com/profile.php?id=100079545438310>

**Activity : Posters provide visual, colourful, simple ways to communicate community issues and events, and are suitable for display in community spaces.**

15. <https://drive.google.com/file/d/15rwsyIpA9eVp3LJCeToPVeSIXWqZcC9m/view?usp=drivesdk>
16. <https://fb.watch/cccllvmq3Z/>
17. <https://www.facebook.com/profile.php?id=100079545438310>

**Activity : Run a Sales Counter**

18. <https://drive.google.com/file/d/15qk88Io9Oq7xjRxQnGI5APWbMX97yz6/view?usp=drivesdk>
19. <https://drive.google.com/file/d/15rAtdbV—yEjAWRAO26XYC7p4Lg5TfPv/view?usp=drivesdk>
20. <https://fb.watch/neDLobFocO/>
21. <https://www.facebook.com/profile.php?id=100079545438310>

**Activity : Conduct a rally on ' The abuse of older people'**

22. <https://drive.google.com/file/d/160XHIKO6LbK04OIFsmHLbYHQj5Dbq47t/view?usp=drivesdk>
23. <https://youtu.be/BGbkpvAdjYs?feature=shared>
24. <https://youtu.be/UWNquNeahoA?feature=shared>
25. <https://fb.watch/neDR5WsEN4/>
26. <https://fb.watch/neDR5WsEN4/>

**Activity : Slow cycling competition**

27. [https://drive.google.com/file/d/16HGt9Rv3nIm-QNCUbx2doD53xDm\\_98KS/view?usp=drivesdk](https://drive.google.com/file/d/16HGt9Rv3nIm-QNCUbx2doD53xDm_98KS/view?usp=drivesdk)
28. <https://drive.google.com/file/d/16azMnywyHX00QEKI7h4cFfZh52mXXHCs/view?usp=drivesdk>
29. <https://drive.google.com/file/d/16I5E5VW8dYfUpfL8iSomhyRu768eDIID/view?usp=drivesdk>
30. <https://fb.watch/nebQmNmgDY/>
31. <https://fb.watch/neJlaHpltM/>
32. <https://fb.watch/nebQmNmgDY/>
33. <https://fb.watch/neJlaHpltM/>

**Activity : Design and conduct own activity for Environment/Sustainability/SDGs: HariyaloRajasthan &MeriMatiMeraDesh**

34. [https://drive.google.com/file/d/1604PtU8MFPTcFl9eUzP2DT20\\_54aH\\_uM/view?usp=drivesdk](https://drive.google.com/file/d/1604PtU8MFPTcFl9eUzP2DT20_54aH_uM/view?usp=drivesdk)
35. <https://www.facebook.com/profile.php?id=100079545438310>
36. <https://fb.watch/neDR5WsEN4/>

**Activity : Drama Show on 'The Abuse of Older People'**

37. <https://youtube.com/watch?v=1zIRw4friRQ&feature=shared>
38. <https://youtu.be/g1n9yYLV0hE?feature=shared>
39. <https://fb.watch/n3VL3PGQXK/?mibextid=cr9u03>
40. <https://fb.watch/neJ6VVu3Es/>
41. [https://m.facebook.com/story.php?story\\_fbid=pfbid0x8TPdFn6jjxcLg22Wnhpwpc5HrkV3P3wbNuWsWjffjem\\_8wSXRCRYCqFpakhBe5t\\_24l&id=100079545438310&s\\_fnsn=wiwspwa&mibextid=6aamW6](https://m.facebook.com/story.php?story_fbid=pfbid0x8TPdFn6jjxcLg22Wnhpwpc5HrkV3P3wbNuWsWjffjem_8wSXRCRYCqFpakhBe5t_24l&id=100079545438310&s_fnsn=wiwspwa&mibextid=6aamW6)

## Achieving Sustainable Development Goals (SDGs) through Community Engagement in Shivraj College of Arts, Commerce and

D.S. Kadam Science College, Kolhapur, Maharashtra:  
A Case Study

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●—————\*Subrata Saikia

### ABSTRACT

The Sustainable Development Goals can be considered as long term strategic planning, a roadmap to achieve a sustained and secure future without compromising present needs. It is mainly based on three pillars - economic, environmental, social sustainability. The present study investigates the impact of various activities in promoting SDGs through community participation which aiming at exploring their potential in generating holistically sustainable habits, entrepreneurial ideas, and their contributions to strengthening social bonds among the participants. Education as a continuous lifelong process plays the pivotal role in implementing and understanding SDGs on a global level. Therefore numerous conscious efforts have been taken to ensure inclusive and equitable quality education and regarded it as one of the remarkable goal of sustainable development. While primary and secondary education laid the foundation for sustainable development, higher education institutions are expected to be the key agents for creating a sustainable future. Using a qualitative case study method the study analysed the practical outcome based activities which directly promote several SDGs. The findings provide significant insights that experiential learning and community participation can effectively nurture an understanding of different concepts related to Sustainable Development Goals (SDGs) and promote a sustainable mindset that ensures a better future.

**Keywords :** *Sustainable Development Goals (SDGs), Community engagement, higher education institutions, Education for Sustainable Development, Social Cohesion, Quality Education, Partnership, Entrepreneurial Mindset.*

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## 1. INTRODUCTION

In a broader perspective, Sustainable Development refers to a systematic attempt and enduring practice which will enable us to meet our present needs, ensure our social well-being and address economic growth by the effective and efficient utilization of resources available in the ecological system. It is a long term strategies and concern efforts to drive and accelerate the transformation based on the principles of solidarity, equity and well being in sync with nature. ( Global Sustainable Development Report,2023). According to Borowy, (2013) the report '*Our Common Future*' which was published in 1987 by Brundtland Commission sustainable development defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Cited by Ghimire,2023).

In 2015 United Nations introduced 17 sustainable development goals as a universal call for eradicating poverty, inclusive and equitable socio-economic development in harmony with nature for a better and resilient future. For the success of these sustainable development goals it requires the balancing of three equally important core elements: economic growth, social inclusion, and environmental protection.(UNO, n.d.). These three pillars are interrelated and mutually responsible for comprehensive well-being of people and development of societies (Ghimire,2023).

### 1.1. The Relevance of Sustainable Development Goals in the Present Scenerio

The latest report of SDGs,( 2023) Special Edition provides a comprehensive overview of the current state of affairs regarding the Sustainable Development Goals.This report highlights big challenges like the climate crisis, the Ukraine conflict, the struggling economy, and the lasting effects of COVID-19 which shows the weak side and also slow down towards achieving the goals.

The report also pointed out that one out of every three people worldwide is still grappling with the lasting effects of COVID-19.The latest assessment reveals that 15% of SDG targets are progressing as planned, while 48% are falling behind, and 37% have remained at a standstill or stagnated.The world facing a tapping point where experiencing an increase in occurrences of heat waves, droughts, floods, and wildfires.37% of the global population have either remained stagnant or experienced setbacks, and one out of every three people face moderate to severe food insecurity.More than 108 million people have been forced to leave their homes only because of war which is a staggering 2.5 times higher than it was just ten years ago.37 out of the 69 poorest countries were struggling with debt. Therefore these issues present a major obstacle to achieving the SDGs and demand immediate attention and action from global leaders demanding more relivent and meaningful concern for a more equitable and prosperous future for all by the year 2030.



## **1.2. Role of Education in achieving Sustainable Development Goals**

Education is a live long process which contributes as one of the stepping stone for a nation's growth. The gender differences, digital divide, and all the other inequalities prevailing in our society can be reduced only by ensuring quality education which also helps to promote equality and inclusivity towards the society. (UN, n.d.). Education also significantly contribute in enhancing tolerance, openmindness, peace and diversity among the people of different societies. (Katansky,C & Emilov, I. 2009). Education will enable every individual with the essential knowledge, skills, attitudes, and values which are necessary for shaping a sustainable future to navigate global issues.(Yadav,A.,2016). Therefore, Education play the crucial role in the achievements of all these goals, has its own dedicated Goal 4, which is targeted to ensure inclusive and life long quality education to every individual which will empower learners to initiate and reflect their responsible actions for making social,environmental, economic and cultural impacts from a global and sustainable future perspective. (UNESCO, 2015)

## **1.3. Importance of Higher education institutions in empowering SDGs**

Higher education institutions are the key agent or the catalyst in the field of education which have the direct impacts on learners in implementing sustainable mindset, generating innovative knowledge and ideas, and creating socio cultural economic and ecological awareness to adress the global issues. (Zaleniene,I.& Pereira, P.,2021).Higher Education Institiions have the potential to make a substantial impact on society fostering sustainability by integrating sustainability through their core functions of education, research, and community engagement.(Muniswamy,D.,2018) Higher education institutions should focus on nurturing people's skills and mindsets specially for the educators to guiding tomorrow's leaders and for producing efficient graduates who carry the sustainable ethos into their personal and professional endeavors. (Arbuthnott, K. D. ,2009). To solve the global challenges or to achieve these sustainable development goals higher education institutions can take the most prominent role by collaborating academic expertise and cooperation among parties across various fields industry-academia on research, product development, and other dimensions such public-private partnerships which are able to promote economic development, social well-being, and innovation in the world.(Ashida,A. 2023).

## **2. Review Related Literature**

### **2.1.Studies from abroad**

Wanjiku, J. T. ( 2019) in his study the author discussed the role of universities by exploring the Erasmus program works in realising and achieving Sustainable Development Goals throrough research, leadership, and innovation. The paper also examines the barriers towards implementation of SDGs and

finds that budgetary, political and resource constraints, globalization, and trade-off of goods and services, lack of positive interlinkages, timescale factor and special scale are the main hinder towards attaining sustainability among the universities.

Kopnina, H. (2020). In his study the researcher had developed an critical argument that SDG goals and education for sustainability has some of negative aspects and contradictions in comparison to the advantages which may create slow growth in population and consumption of resources which tend to increased inequalities and pressure on natural resources, exacerbating biodiversity loss, climate change and resulting social tensions.

Korhonen, K. & Koivuranta, & et.al. (2020) had conducted a study to explore the transition towards SDGs implementation in the University of Helsinki. The material for the study consists of planning documents, research-profiling applications, descriptions of Bachelor's and Master's degree programmes, and annual review documents. The result shows that quality education (SDG 4), SDG 17 (Partnerships) and SDG 3 (Health and Wellbeing) are strongly emphasised in all the initiatives but SDG 1 (No Poverty), SDG 6 (Clean Water and Sanitation) and SDG 5 (Gender Equality) are not considered, or are given little emphasis.

Gedifew, M.T., & Lakew, D. (2022). had conducted a study to investigate the implementation and challenges of Sustainable Development Goals (SDGs) in South Gondar. For the collection of data a survey questionnaires administered to 176 employees and qualitative analysis through interviews and document observations. The study adopts a mixed methods research approach which findings revealed that the implementation of SDG in the study area was moderate and average difference found between institution due to different barriers like unrealistic goal setting, constraint of synergy, lack of policy guide and participation etc.

## **2.2. Studies from India**

Chatterjee, S. (2021). In her study make an effort to ascertain how far India has come in accomplishing the many sustainable development goals. The global and state levels are the two levels at which the progress towards the various SDG targets is analysed in the study.

Khalid, A. M., Sharma, S. & Dubey, A.K. (2021). had studied the important concerns that developing nations have brought up in relation to the SDGs. A case study for India is provided, utilising the opinions of SDG specialists regarding the goals' future and effects. The study aims to assist national and subnational planning and SDG implementation efforts in India and other developing countries with its results and policy recommendations.

Ranjith, R., Kumar, R., & Sahoo, S.P. (2022) in their study discussed India's progress and its challenges and strategy to overcome towards achieving Sustainable Development Goals. The study analysed the report of NITI AAYOG which shows that though constant efforts are taken from government decline in India's overall performance is primarily due to eight countries — Bihar, Telangana, Rajasthan, Uttar Pradesh, Karnataka, AP Pradesh, Punjab and Jharkhand — whose scores have dipped under SDG 13 in the two times.

Phukan, D. & Kumar, K. (2023) conducted a study to examine the interlinkage between SDG 3 indicators-neonatal mortality rate (NMR) and under-five mortality rate (U5MR). The findings show SDG 3 has a synergetic relationship with SDG 7 (Affordable and clean energy), SDG 1 (No poverty), and SDG 5 (Gender equality) and other SDGs indicators in India by using Spearman's correlation in the study. The study suggested more research and interlinked policies will be needed to achieve SDG 3 by 2030.

### **3. The Research Gap**

From the above analysis of review of related literature, it is clear that there are numerous studies have been conducted regarding Sustainable Development and SDGs, role of higher education institutions in implementing sustainability by using qualitative or quantitative method using secondary and primary data but it reveals a notable gap in research concerning SDGs, particularly regarding community-based learning and integration. There is dearth of studies on implementation of SDG in colleges level especially in Indian context. The emphasis on practical implementation, even in simulated scenarios, and its implications for social cohesion and future entrepreneurial endeavors remains largely overlooked. Therefore the researcher have embarked on a study which will study SDG goals comprehensively and its practical implementation within college settings through community engagement and active participation of students.

### **4. Significance of the Study**

By addressing the current research void concerning the Sustainable Development Goals and community-based learning, it illuminates facets of sustainable development education that were previously disregarded. By emphasising the practical application of the SDGs, the study provides valuable perspectives on how to incorporate the goals into college courses and encourage students to develop a sense of social responsibility and environmental stewardship. Additionally, by placing a strong emphasis on participatory learning and community participation, the study hopes to provide local people the tools they need to actively support the SDGs' accomplishment, eventually promoting inclusive and sustainable development. Overall, this study's conclusions may influence the creation of new policies, changes to educational curricula, and community development programmes that further the cause of global sustainability. The study will offer valuable insights into generating innovative entrepreneurship ideas and creating strong social bonding among the students which will also help them to enhance the sustainable mindset, knowledge and skills for a better sustainable future.

## 5. Statement of the Problem

*Understanding Sustainable Development Goals (SDGs) and it's implementation through Community Engagement in Shivraj College of Arts, Commerce and D.S.Kadam Science College, Kolhapur, Maharashtra: A Case Study.*

## 6. Objectives of the Study

6.1. To explore the Impact of the activities in promoting SDGs.

6.2. To access the possibilities of the activities in generating entrepreneurial ideas for future.

6.3. To discuss the contributions of the activities in strengthening social bonds.

## 7. Methodology

### 7.1. Method of the study:

The present study comes under the domain of qualitative research design.

In addition, the researcher employed a qualitative case study approach in order to understand in depth the realisation of participants towards the SDGs and it's practical implementation through the community engagement and their active participation. Action research method was instrumentalized for the planning, organising and evaluating the activities of this present study.

### 7.2. Sampling technique:

In order to achieve the objectives of the present study, purposive sampling technique was used to collect the required data.

### 7.3. Sample:

For the current study, Shivraj College of Arts, Commerce and D.S.Kadam Science College, Kolhapur, Maharashtra had been chosen as sample.

### 7.4. Tools for data collection:

A structured format had been used at the time of data collection under various heads.

### 7.5. Analysis and Interpretation of Data

A qualitative approach was used for the analysis of the present study. The researcher used analytical and brief description or interpretation of the phenomenon to derive meaning or drawing inferences from the collected data after analysis.

## 8. Findings

8.1. Findings related to activity initiated by the college in promoting SD and SDGs goals.

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
1. Millet Lunch Box	26/07/2023 02/08/2023 09/08/2023 23/08/2023 30/08/2023 (5days)	3801 Students	This programme was organized as per the scheduled every Wednesday of the week videos and photos of each week of the participants who involving in this activity was created and uploaded by the students of Self help group using different materials i.e. camera, Mobile phone,video editing app , cam scanner, GPS-Map camera,and social media platforms for creating the awareness of millets ,millet based products and their nutritional values among the students and society. All the students of the college along with the teaching, non	SDG 2 SDG 8 SDG 12 SDG 17	2.4. By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase roductivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality. 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sizeenterprises, including through access to financial services. 12.a Support developing countries to strengthen their

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
			teaching and administrative staff also participated in this activity.		scientific and technological capacity to move towards more sustainable patterns of consumption and production.  SDG 17.16: Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology, and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.
2. Biography of a polythene carry bag	24th July to 5 th August 2023	2 Students	college constituted a committee and discussed about the organisation and students involvement process in this activity.After the registration of the students, the students	SDG 4 SDG 12 SDG 13	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable



Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
			collected all the required information and made a short video which was displayed on the college you tube channel and social media for the awareness and regarding information single use plastic.		development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development 12.8.By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in armony with nature. 13.3 Improve education, awareness - raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.



Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
3. E-West Collection Point	01/08/2023 to 30/08/2023 (One month)	120 Students	E-waste collection bin was made available for e-waste material storage and had MOU with Local Nagarpalika to create awareness about e-waste and its advantages and disadvantages, as well as harmfulness.	SDG 6 SDG 11 SDG 12 SDG 17 SDG 14	6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally  11.7.By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities  12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.  14.1.By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
4. Cook-ing videos on foods items with Millets	24th July to 4 th September 2023	50 Students	This activity collaborated with the different departments of the college total 11 videos were created where the participated students were asking to submit one video each week at home and the final edited videos were uploaded on college's YouTube channel for creating the awareness of millets and Millet based products and fostering an understanding of the connection between food and health, helping individuals take control of their nutrition, and promoting long-term lifestyle changes.	SDG 2 SDG 3 SDG 4 SDG 5	2.1: By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious, and sufficient food all year round. 3.4.By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. 12.3: By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses. 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. 5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	Related Sub-SDGs (Source-Sustainable Development Goals 17 goals to transform our world, UN)
5. Re-minder poster and Greeting	31/07/2023 (Duration 3 hours)	40 Students	For the respective wallpaper making competition which was organised in the classroom, two examiners were appointed as judges and each contestant was given two minutes to present a wallpaper. Students enthusiastically participated in the activity, it was seen that they were aware of the topic targeted to spread awareness about dietary importance of lpmillet, plastic pollution, diabetes and water conservation.	SDG 2 SDG 3 SDG 4 SDG 6 SDG 12 SDG 13	2.2. By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons. 3.4 By 2030, reduce by one third premature mortality from non - communicable diseases through prevention and treatment and promote mental health and well - being. 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable life styles. 6.4.By 2030, substantially

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
					<p>increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.</p> <p>12.2: By 2030, achieve the sustainable management and efficient use of natural resources.</p> <p>13.3: Improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.</p>
6. Mass Media Campaign on SDG Activity	17-07-2023 to 24-07-2023 (7days)	15 Students	Total 7 activities were organised in these seven days at different locations with the collaboration with Helping Hands Youth Circle NGO.	SDG 15 SDG 3 SDG 12 SDG 2	15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development.

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
			<p>Activity 1: Nail-free tree Date: 17/07/2023 Location: Near Sub-district Hospital Gandhinagar, Gadhinglaj. outcome: Creates awareness about tree conservation, 487 nails were removed from the trees in one day.</p> <p>Activity 2: Awareness of Menstrual Hygiene in Tribal Community Date-18/07/2023 Location: Lamanwada, Hadalage Gram panchayat Outcome: create awareness on menstrual hygiene and how to take care during the rainy season to prevent various</p>		<p>3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p> <p>15.2: By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests, and substantially increase afforestation and reforestation globally.</p> <p>15.5: Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity, and protect and prevent the extinction of threatened species.</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	Related Sub-SDGs (Source-Sustainable Development Goals 17 goals to transform our world, UN)
			<p>diseases among 40 women, distributed the sanitary napkins.</p> <p>Activity 3: Tree Plantation Drive</p> <p>Date: 20/07/2023</p> <p>Location: Vadarage, Gadhinglaj.</p> <p>Outcome : 350 trees were planted of various types in Vadarge village.</p>		
7. Rally on The Abuse of Older People	24 <sup>th</sup> July to 5 <sup>th</sup> August 2023 (15days)	123 Students	A rally was organised by the students after granting permission from the police and authority to bring the awareness in the society about the problems of the elderly people.	SDG 3 SDG 10 SDG 16	<p>3.8: Achieve universal health coverage, including financial risk protection, access to quality essential health-care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all.</p> <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability,</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
					<p>race, ethnicity, origin, religion or economic or other status</p> <p>16.2: End abuse, exploitation, trafficking, and all forms of violence against and torture of children.</p>
8. Slow cycling competition	24 <sup>th</sup> July 2023	21 Students	After the discussion with competent authority prepared the schedule and platform for slow cycling competition among the students and staff from all the departments of the college for creating awareness about the benefits of cycling in maintaining our body and promoting eco friendly habits.	SDG 3 SDG 11 SDG 13	<p>3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination 11.2. By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.</p>



Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
9. Challenge Walking of 10000 steps in 90 min	24/07/2023	147 Students	After the discussion with competent authority prepared the schedule and platform(college ground)and organized walking 10000 steps in 90 min among the students and staff of all the departments of the college to make aware about saving of natural resources and maintaining their health fit and fine by using this activity.	SDG 3 SDG 7 SDG 12	3.4 By 2030, reduce by one third premature mortality from non - communicable diseases through prevention and treatment and promote mental health and well-being  7.3 By 2030, double the global rate of improvement in energy efficiency  12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
10. Yoga thon for youngsters	18/07/2023	14 Students	All the departments of the college participated and performed a yoga session at college gymkhana and organized 25th sets of surya namaskar among the students and staff to	SDG 3 SDG 4 SDG 12	3.4: By 2030, reduce by one-third premature mortality from non communicable diseases through prevention and treatment and promote mental health and well being.  3.5 Strengthen the prevention and treatment of substance

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
			internalise the importance of yoga for a secured and sound health.		abuse, including narcotic drug abuse and harmful use of alcohol.  4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyles.  12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
11. Alumni Meet on online	4th August 2023  (Duration 1 hour 30 minutes)	117 Students 51 Alumni Total - 117 +5 = 168	A meeting was organised and smoothly executed according to schedule in the seminar hall by hybrids mood ( both online+offline	SDG 4 SDG 5 SDG 8	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university  4.4 By 2030, substantially increase the number of youth and adults

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
			mode)to build a bridge between college and alumni a		<p>who have relevant skills, including technical and vocational skills, for employment,decent jobs and entrepreneurship</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</p> <p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and</p>

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
					innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
12. Eco-friendly Sele Counter	24/07/2023 to 13/09/2023  (Duration one to two hours)	2574 Students	To implement this concept, the college formed a self help group of ten students. Through this group, a stall of environment friendly items and food was set up in the college and also promoted eco-friendly material(steel bottle ,cloth bags,)and healthy millet homemade snacks	SDG 4 SDG 5 SDG 8 SDG 9 SDG 12	4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.  4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employmentdecent jobs, and entrepreneurship.  5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related Sustainable Development Goals(SDGs)	<b>Related Sub-SDGs</b> (Source-Sustainable Development Goals 17 goals to transform our world, UN)
					<p>8.3 Promote development oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium sized enterprises, including through access to financial services</p> <p>8.9. By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and product</p> <p>9.3. Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets</p> <p>12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities</p>

## **8.2 Findings related to outcome of the activities in enhancing Sustainable and Positive impact in the society**

- 8.2.1. Activities such as Millet lunch box, cooking videos on food items, poster making regarding nutritious food, mass media campaign all directly relate to SDG 2 (Zero Hunger) which promotes food security, improve nutrition, and promote sustainable agriculture, provide education and awareness about healthy eating habits for all.
- 8.2.2. Through the activities like yoga sessions, health awareness campaigns on breast and cervical cancer, , and walking challenges contribute to promoting a healthier lifestyle among individuals, leading to reduced instances of diseases promote good health and better overall well-being.
- 8.2.3. By participating in activities such as tree plantation drives, health awareness campaigns, and entrepreneurship workshops, individuals not only gain theoretical knowledge but also helps to promote life long learning and providing hands-on opportunities to acquire new knowledge and skills in real-world settings which will ensure a holistic approach to inclusive and equitable quality education for all.
- 8.2.4. Through the activities skill-building initiatives, entrepreneurship programs, and community engagement activities, these activities empower individuals, particularly marginalized groups, and promote social inclusion and reduce inequalities within society. By ensuring equal access to opportunities and resources, they contribute to reducing inequalities within society.
- 8.2.5. Eco-friendly activities like seed ball making, e waste collection point, poster making saying no to plastic, using steel bottle, cloth bags, cycling, walking and promoting organic farming not only promote responsible consumption but also contribute to climate action by reducing carbon emissions and promoting sustainable practice.
- 8.2.5. Activities like eco friendly sele counter, alumni meet, cooking videos, prepare Millet lunch box will promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, reduce inequalities, and create opportunities for economic empowerment, fostering job creation, generate creativity and innovation, income generation, and economic growth by enhancing skills and fostering entrepreneurship among students and communities.
- 8.2.6. Collaborative efforts between students, staff, NGOs, and communities promote partnerships for the goals, provides opportunities for youth engagement and leadership development and foster a sense of

community cohesion, provide opportunities for individuals to connect with one another, strengthening social bonds and building a supportive network within the community.

## **9. Discussion**

### **9.1. The impact of the activities in promoting SDGs**

The activities initiated by the college have a significant impact on sustainability addressing environmental, social, and economic dimensions. For example- activity 1, 2,3,4,5,6,8,9 promote environmental sustainability by conserving natural resources, reducing pollution, and fostering a more sustainable ecosystem. Simultaneously, activity 1, 4, 5, 6, 7,10, promoting equitable access to healthcare and empowering marginalized groups. Furthermore activity 1,4,6,11,12 support economic sustainability by creating opportunities for income generation, job creation, and economic growth within the community. All these efforts contribute to building more resilient and sustainable communities that are better equipped to address different kinds of sustainability challenges at local and global level for a better future.

### **9.2. Possibilities of the activities in generating entrepreneurial ideas for future:**

Any economy, in particular emerging ones, depends on innovation and entrepreneurship. (Mbetwa, S.K., 2018).

According to Zhao, F. (2004) an innovative and creative entrepreneur is a significant component which enrich the economic growth of a nation. Entrepreneurship stands as a vital force in fostering sustainable development and alleviation of poverty. (ILO report, 2014). Some of the activities initiated by the college has possess the capacity to facilitate both social and environmental entrepreneurship along with striving to advance gender equality. These initiatives not only raise awareness about critical issues but also equip participants with the knowledge, skills, and inspiration needed to develop sustainable business ideas. For example activities like tree plantation drives not only contribute to reforestation efforts but also inspire eco-tourism ventures and sustainable forestry initiatives. Plastic pollution awareness campaigns raise consciousness about the negative impacts of plastic waste, it also strive for sustainable packaging alternatives where different startups ideas can be generated. Moreover, activities such as Millet lunch box, cooking videos on nutritional food items, poster making regarding millet, encourage healthy eating habits and could inspire entrepreneurial ideas in the food industry. Awareness program on yoga, cycling, walking, menstruation hygiene, breast & cervical cancer which promotes health awareness programs promote well-being which can lead to entrepreneurial ventures in the healthcare sector. Activity 11- Alumni meet helps in create awareness among students about the corporate work



culture, cultivating an entrepreneurship skills, mindset among students. This will also empower and lead the women from various backgrounds to pursue their entrepreneurial ambitions. Simultaneously, activity 12- eco friendly sale counter helps to motivating and developing the business skills among students to promote sustainable tourism that creates jobs and promotes local culture and products.

### **9.3. Contributions of the activities in strengthening Social Bonds**

Engagement in different community services at school serves as an informal but most influential tool for enriching their social and civic responsibility. (Afzal, A. & Hussain, N., 2020). Therefore, to develop social skills and values among students should be the primary focus of teaching learning process. According to Hidayah, et al. (2021) social skills are the set of optimistic attitudes and behaviors performed social setting which includes sensitivity towards societal conditions, empathy, communication skills, and pro active participation and involvement of a student towards finding solutions of social problems. Participating in a wide range of college activities, working together towards shared goals, participants not only strengthen their social networks but also enhance their communication, leadership, and problem-solving abilities and fostering a sense of teamwork and shared responsibility. All the activities specially tree planting and environmental awareness campaigns to entrepreneurship workshops, poster competitions, and job selection counters offer platforms for students to collaborate, exchange ideas, and support each other's personal and professional growth. Teacher student active involvement and community engagement in different activities ensure social justice and cultural respect foster a deeper understanding of diversity and inclusivity, promoting empathy and respect for others' perspectives. Cycling, walking, rallies for elderly awareness fostering a sense of teamwork and shared commitment to health and sustainability for the success of both within and beyond the college environment.

## **10. Implications**

- 10.1. Incorporating hands-on projects and fieldwork related to SDGs into the curriculum promotes experiential learning to the students which will help creating a sustainable mindset and skills to face the obstacles of sustainability in the real life situation.
- 10.2. The adoption of the Sustainable formation Goals (SDGs) into higher education not only facilitates the partnership with local community but it also empowers them to take leadership roles to make meaningful contributions to a more sustainable and equitable society by fostering awareness, empathy and mutual understanding to diverse culture and perspectives.

- 10.3. These activities offer a road map to strengthen the cooperation of public private partnership with higher education institutions and this relationship can bring economic sustainability and growth by enabling the students with social entrepreneurship skills.
- 10.4. The findings of the study hold significant promise for advancing innovative teaching methods that promote the Sustainable Development Goals (SDGs). These activities can easily fit into existing programs or curricula, helping students understand and apply sustainable concepts more effectively.
- 10.5. Higher Education institutions need to restructure such a way which can bring competencies like critical thinking, problem-solving abilities among students to embed the Sustainable Development Goals (SDGs) into both theory and practice. In the present scenario NEP 2020 will ensure a cohesive and transformative approach towards achieving these goals.

## **11. Suggestions**

- 11.1. More initiatives should be taken in higher education institutions that involve parents participation in activities and initiatives related to sustainability education.
- 11.2. It is necessary to organise different workshops and informational events for parents to create awareness about the importance of sustainability and social responsibility.
- 11.3. It is essential to ensure that higher education institutions promote inclusivity in all aspects of sustainable development activities by actively engaging and valuing diverse voices, perspectives, and experiences, including those from marginalized or underrepresented groups.
- 11.4. More emphasis should be given to create a partnerships between HEIs and local communities, collective action, encouraging students, faculty, staff, and community members to work together towards common goals and shared visions of sustainable development.
- 11.5. It is necessary to organise different workshops and informational events by the educational institutions in collaboration with community, NGO, government to create awareness about the importance of different aspects of sustainability social responsibility.
- 11.6. There is a necessity to incorporate technology and digital tools into sustainable development activities for increase the reach, efficient implementation and effective maintenance.

## 12. Future area of Research

- 12.1. An intensive research can be conducted to other sample such a foundational, prepatory, middle and secondary stage.
- 12.2. Replication of the study in other districts of Maharashtra , other states of the country may be done so that possible differences in the findings resulted from cultural variations can be known.
- 12.3. More Samples can be taken by using other research methods rather than case study so that findings can be more generalise in the society.
- 12.4. Another intensive research can be conducted applying quantitative research approach or descriptive servey method to evaluate the status of the implementation SDGs in different higher education institutions in India.

## 12 Conclusion

The findings of the present study uncovers and provide significant insights that all the activity and initiatives taken by the college will help the students to create a deep understanding regarding the real meaning of sustainable development and able to internalise the activities relate with different SDG goals and sub goals and empower them to become catalysts for a sustainable future without any compromising the present. There is necessary to encourage such kind of practical initiatives ,conscious effort initiated by the higher education institutions in the collaboration with the community at a large level to improve the gap between theory and action and to achieve the milestone of SDG goals by 2030. Re-visioning the role of higher education using community participation can considered as a practical ,fruitful and transformative way that significantly contribute to the achievement of economic, environmental and social sustainability.

### ABBREVIATIONS:

HEI	:	Higher Education Institutions.
UNESCO	:	United Nations Educational Social & Cultural Organisation.
UN	:	United Nations.
ILO	:	International Labour Organisation.
SD	:	Sustainable Development.
SDGs	:	Sustainable Development Goals.
NEP 2020	:	New Education Policy,2020.

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## ‘Sustainable Validation’ – An Act Which Involves Business with Green Development

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### ABSTRACT

This paper explores the symbolic relationship between Sustainable Development and social entrepreneurship emphasizing how the pursuit of sustainable goals empowers & catalyses social entrepreneurship initiatives. Sustainable Development as a multidimensional concept encompassing economic, social and environmental dimensions. By addressing societal and environmental issues while generating economic value, social entrepreneurs contribute significantly to Sustainable development goals. Furthermore, it underscores the importance of collaborative Efforts on local, national and global skills to address pressing challenges such as climatic change, biodiversity loss and resources depletion. Sustainable Development offers road map towards mitigating poverty, inequality and ecological degradation.

This paper is a case study of an action research project of “Crescent Institute of Science & Technology” college. It is an attempt to understand the impact of the study on Sustainable Development. This paper examines the role of social entrepreneurship in fostering inclusive growth, reducing inequality, promoting environmental sustainability and enhancing community resilience. Moreover, it analyses various strategies and frameworks employed by social entrepreneurs to achieve Sustainable Development. Finally it concludes by highlighting the potential of Sustainable Development to catalyse a vibrant ecosystem of social entrepreneurship, driving positive social and economic outcomes on a global scale.

**(Key words :** *Social Entrepreneurship, Environmental Dimensions, Ecosystem, Ecological Degradation, Inclusive Growth*

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## INTRODUCTION

Educational institutions play a pivotal role in fostering Sustainable Development. Through the cultivation of social entrepreneurship initiatives. This elucidates The significance of educational institutions as catalysts For driving positive social and change. A famous politician [in United Nations] Gro Brundland says “ A development That meets the needs of the present without compromising the ability of the future generations to meet there own needs”. (UN, 1987).

### **1.2 Significance of Educational Institutions In Sustainable Development:**

By integrating sustainability principles into curriculum, offering specialised courses and providing Experiential learning opportunities, educational institutions empower students to develop innovative solutions to pressing Societal challenges. Moreover, these institutions serve as hubs for research, collaboration and knowledge dissemination, enabling the exchange off best practises and the incubation of impactful ventures.

### **1.3 Social Entrepreneurship**

True partnership with industry stakeholders, government agencies, local communities, educational institutions facilitate the scaling off social enterprise – hereby Amplifying their transformative potential. By nurturing a culture of social responsibility and entrepreneurship, educational institutions inspire the next generation of leaders to harness Business as a force for good, ultimately contributing to the advancement of Sustainable Development Goals on a global scale.

### **1.4 Community Engagement**

Community engagement refers to the process of actively involving individuals or group organisations within a community In various activities, initiatives or decision making Processes that effect their lives or the broader Community. It emphasises collaboration, dialogue in participation to address shared concerns, promote inclusivity and foster positive social change.

## **2. Review Of Related Literature**

The literature on community engagement Spence various disciplines and perspectives, shedding light on it multifaceted nature and it's Important in fostering inclusive and Sustainable Development. Does reviews synthesisers key finding and insights from existing studies, highlighting the diverse approaches, benefits, challenges and best practises associated with community engagement.



## 2.1 Literature from Abroad

**Pale khov at al. (2019)** : Wrote a chapter with a name to analyse the nuisances and major priority areas for higher education for Sustainable Development. At present through a historical analysis. In line with in that, the researchers analysed the obstacles bet check the technical universities of developing countries in plant and effective execution of

**Putnam (2000)** : Scholars emphasise the intrinsic value of community engagement in empowering marginalised groups, promoting social cohesion and enhancing democratic governance.

**Bryson et al (2015)** : Engage the communities are more resilient, resourceful and capable of addressing local challenges collaboratively.

**Wondolleck & Yaffee (2000)** : Moreover, community engagement fosters a sense of ownership and commitment among stakeholders, leading to more effective and sustainable outcomes.

2.3 The literature underscores the significance of community engagement as a catalyst for inclusive and Sustainable Development. By fostering collaboration participation and social capital community engagement empowers communities to address complex challenges and shape their futures. However realising that the full potential of community engagement requires addressing underlying power dynamics, promoting equity and embracing diverse perspectives to ensure that all voices are heard and valued in the decision making process.

## 3. Research Gap

It gets deep in our understanding of community engagement process, that it enhances the effectiveness of addressing these research gaps by interventions and contribute to more equitable and Sustainable Development outcomes. By bridging periodical insights with practical applications, researchers can support practitioners ,policy makers and communities in creating inclusive and participatory approaches to address complex societal challenges.

Apparently the outcome of the event of clean environment is likely to be beneficial in the areas where it was been held. Similarly it would be great if this gets spread by which the development will have high reach.

## 4. Methodology

### 4.1 Method of Research :

Qualitative sampling, pre- test, post- text

## 4.2 Identification of Environmental Issues

The first step involves identifying the environmental issues presented in the targeted areas. This may include pollution, waste accumulation, deforestation and other factors contributing to environmental degradation.

## 4.3 Assessment and Planning:

Contacting a thorough assessment of the environmental issues identified Helps in devising effective strategies and action plans. This includes analysing the causes and impacts of the problems and setting clear objectives for the clean- up activities.

## 4.4 Implementation of Clean-Up Activities :

Executing the plan activities which may include waste collection drives, tree planting campaigns, beach clean-ups and awareness raising events.

By following this methodology, we aim to contribute to the preservation and restoration of the environment, creating cleaner and healthier communities for current and future generations.

## 5. Case Description

The rural village of Green Valley, nestled In the foothills off oh lush mountain range faces environmental challenges stemming from deforestation, soil erosion and water pollution recognising the urgent need for action, a group of local residents environmental activist and representatives from non government organisations (NGO's) Come together to launch the “ **Green Horizon Initiative**”.

The green horizon initiative exemplifies the power off community engagement in addressing environmental challenges and fostering Sustainable Development the grassroots level by mobilising collective action, building local capacity and fostering a sense of ownership and pride in the natural environment. The initiative has not only transformed landscapes but also empowered communities to become agents of positive change in their own lives and for future generations.

### 5.1 Transformational Change :

The transformational change involves digitizing the library's collection, upgrading its infrastructure and expanding its services to offer a range of digital resources and educational opportunities to community members. Perhaps, the change could be transformational by the educating system followed by fellow students as candidates who approached to the local residents.

This results in increased accessibility of information and educational resources to community members who might have limited access to traditional libraries / physical books.

## 5.2 Transactional Change

Transactional change is the cornerstone for achieving sustainable development and for fostering social entrepreneurship. This pivotal shift towards sustainability and social impact necessitates a multifaceted approach that integrates economic, environmental and social dimensions.

Within this framework, social entrepreneurship emerges as a powerful catalyst for driving positive change. By harnessing entrepreneurial principles to address social and environmental challenges, social enterprises play a vital role in fostering inclusive growth, empowering communities and advancing Sustainable Developments.

## 6. Analysis

The intersection of Sustainable Development and Social entrepreneurship is where innovative solutions to complex global challenges emerge. Social entrepreneurs play a critical role in advancing Sustainable Development goals by introducing new models and approaches that empower communities, promote inclusivity and drive positive impact. By combining business acumen with a social mission, social entrepreneurs contribute to building more resilient, equitable and sustainable societies.

### 6.1 Practice

Social entrepreneurship often aligns with the principles of Sustainable Development. By focusing on creating shared values, fostering community engagement, promoting environmental stewardship and advocating for social justice. It addresses pressing social and environmental issues such as poverty alleviation, education access, healthcare delivery, environmental conservation and sustainable agriculture among others. Moreover, the principles of sustainability and social entrepreneurship often overlap in their emphasis on long-term thinking.

## 7. Discussions:

### 7.1 Relating To The Concept :

Recycling education plays a vital role in promoting sustainable practices and reducing the environmental impact of waste. By providing households with information on recycling techniques and the importance of proper waste management, education initiatives, aiming to influence behavioural change and encourage greater participation in recycling programmes.

### 7.2 Fact Of The Concept :

One of the key aspects of recycling education is raising awareness about the benefits of recycling, including conserving natural resources, reducing pollution and mitigating climate change. By understanding the environmental

implications of their actions, individuals are more likely to adopt recycling as a regular practise in their daily lives.

Moreover recycling education helps to address common misconcepts and challenges associated with recycling suggest confusion over what materials can be recycled, improper sorting techniques and lack of knowledge about local recycling guidelines.

### **7.3 Conclude The Concept:**

By providing clear and accessible information education initiatives empower households to make informed decisions and overcome barriers to recycling participation.

## **8. Overview Of The Case**

### **8.1 Location Of The Case:**

The case was handed on and by Crescent Science and Technology Institute; Kelambakkam – Vandalur Road, Chennai, Tamil Nadu.

### **8.2 The Socio-Cultural & Economic Background Of The District:**

Chengalpattu Dist., Located in the Indian state of Tamil Nadu processes are rich sure Socio- cultural background deeply rooted in history and tradition.

#### **[8.3.A] Historical Significance:**

It was a part of various South Indian kingdoms, including the Cholas, Pandyas and Vijayanagara empires.

#### **[8.3.B] Demographics Of Chengalpattu:**

According to 2021 census, population of 2,10,306 with a sex-ratio of 1020 females for every 1000 males.

#### **[8.3.C] Area :**

Chengalpattu is 788 km<sup>2</sup>including 624.15 km<sup>2</sup> rural and 153.86 km<sup>2</sup> urban.

### **8.4 Overview**

Research has shown that effective recycling education can lead to Positive changes in household behaviour. Studies have demonstrated that households who receive recycling education materials are more likely to Engage in recycling activities and demonstrate improved recycling practises compared to those who do not receive such education. This underscores the importance of targeted educational interventions in driving sustainable behaviour and the household level.

## **9. Findings :**

Findings related to the activity in the college and it's related Sustainable Development Goals and sub Sustainable Development Goals.

Activity Conducted	Positive Changes Expected In Future	Related Sustainable Development Goals	How The College Has Taken The Progress	Remarks
1. Beat the Plastic Pollution	Creating awareness can lead to behavioral changes, individuals can switch to recyclable plastic products. Through education and advocacy we can encourage citizens to recycle more plastic waste leading to reduction in plastic pollution in landfills and oceans. Innovation in sustainable packaging by using alternatives to plastic and encouraging businesses to adopt eco-friendly solutions.	Sustainable Development Goals: 14	The college has switched from harmful plastic disposable products to steel usage for food consumption. As steel doesn't leach harmful chemicals into food, making it a safer option. This was the college has reduced the waste disposition as steel is recyclable, whereas plastic ends up in polluting the environment for centuries. On the other side, the durability is higher and it is a cost-effective option.	Overall, beating plastic Pollution can lead to cleaner, healthier planet for current & future generations.
2. One Day Shop - Entrepreneurial Skills	By conduction one day shop we can foster a sense of connection & collaboration among communities, thus generating revenue and boosting local economy. By 2030, the society can lure towards	Sustainable Development Goals: 1 Sustainable Development Goals: 8 Sustainable Development Goals: 9 Sustainable Development Goals: 11	The student organizing committee of the college has set educational goals, budget & funding, vendor engagement, venue set-up, feedback collection, networking opportunities. Innovation in the	The event was a student run & student focused attaining the objectives of entrepreneurship through planning,

Activity Conducted	Positive Changes Expected In Future	Related Sustainable Development Goals	How The College Has Taken The Progress	Remarks
	sustainable consumption by using eco-friendly products. If we see from social point of view, through one-day shop we can support charitable causes or organization through fund raising or donation initiatives during the event.		areas of recycling stations, green workshops, plant give always, zero-waste goals, vendor sustainability.	marketing, logistics, operations, education and safety.
3. Each one - reach one - rural engagement/ village visit	By 2030, the access to quality education, literacy program and vocational training will empower and enhance individuals socio-economic prospects. Thus preserving the indigenous knowledge, traditions & cultural heritage. By creating awareness by 2030, there can be sustainable land use, natural resource management, environmental conservation, eco system can be protected.	Sustainable Development Goals: 3 Sustainable Development Goals: 4 Sustainable Development Goals: 6 Sustainable Development Goals: 13	The volunteers from the college have educated the villages on how to save water, stay healthy and keep the environment clean. The students carried health-related posters (to educate villagers), visual health cards (clear view of topics), plastic free bags (promote eco-friendly use) and nutritious candy bars (encourage healthy living).	Colleges can facilitate cultural exchange programs, volunteer opportunities and experiential learning activities that promote understanding appreciation & collaboration between urban & rural communities, thus promoting social cohesion.



Activity Conducted	Positive Changes Expected In Future	Related Sustainable Development Goals	How The College Has Taken The Progress	Remarks
4. Polythene Carry Bag - Harmful effects of plastic	By 2030, responsible consumption patterns can be developed. Reducing the polythene carry bags production, posing a significant reduction in usage of plastic thus protecting the marine ecosystems, marine biodiversity and ocean health. Even terrestrial ecosystems and wildlife can be protected.	Sustainable Development Goals: 13 Sustainable Development Goals: 14 Sustainable Development Goals: 15	The media club as the college has played a vital role by creating a video to inform about the harmful effects of polythene pollution, habitat destruction and threats to wildlife. The viewers were educated to increase the usage of reusable bags, bottles, containers, proper waste disposal.	Overall educating the public and inculcating practices will align them with multiple Sustainable Development Goals, thus contributing to sustainable development.
5. Visit to a School	By 2030, awareness and better understanding will be created on the importance of milk consumption for health & nutrition. Consciousness for using only quality and hygiene practices. Shift towards healthier food choices. Creating availability of more nutritious options both at school & home.	Sustainable Development Goals: 4 Sustainable Development Goals: 5 Sustainable Development Goals : 10	College student have carried materials like postcards, playcards, origami, charts, cardboards etc,. And displayed them on desk for better understanding of concepts. Real time experiences were showcased on consumption of milk and prevention from any form of food borne diseases.	As the causes and prevention strategies for food borne diseases are clearly understood. Steps can be taken to minimize the risk of contracting illnesses.



Activity Conducted	Positive Changes Expected In Future	Related Sustainable Development Goals	How The College Has Taken The Progress	Remarks
6. Illness - creating awareness about healthy food habits	By 2030, we can contribute to better physical and mental well-being through consumption of nutritious foods which will improve quality of life and over all happiness. Health care expenditure can be reduced as a whole. Reduction in green house emissions, preservation of natural resources is possible through sustainable food production.	Sustainable Development Goals : 2  Sustainable Development Goals : 3	Social awareness club team has collected materials for the junk food and air pollution through systematic process like interviews. All the ingredients used for the preparation of junk food and the process were discussed upon, for the audience to understand the side effects of in taking the junk food in the long-term as well.	
7. Model United Nations	By 2030, we can have individuals with critical thinking capabilities, analyse complex problems considering multiple perspectives and formulate effective solutions within a simulated diplomatic environment. Adaptability in the roles such as delegates, chairs, organizers & leaders.	Sustainable Development Goals: 4  Sustainable Development Goals: 16	The college focused on the powerful educational tool: Model United Nations that offers high benefits such as confidence, leadership skills, research, public speaking professionalism and global acumen.	Helped students as delegates to understand decisions that affect politics, nationally, regionally & globally.

Activity Conducted	Positive Changes Expected In Future	Related Sustainable Development Goals	How The College Has Taken The Progress	Remarks
8. Rally - The Abuse of Older People	by 2025, the target is to recognize the vulnerability of older individuals to various forms of abuse and to protect their rights. By 2030, older people empowerment needs to be achieved through improved well-being.	Sustainable Development Goals: 3  Sustainable Development Goals: 10  Sustainable Development Goals: 16	The college has conducted rally by showcasing solidarity and amplifying the message to increase the reach within community. Banners, signs, playcards were used to emphasize the importance of treating elderly person with respect & care.	
9. Making Posters & Greetings - Global Warming Awareness Program	By 2030, through awareness programs we can prompt individuals to adopt more eco-friendly habits, such as reducing energy consumption or public transportation. Better disaster preparedness measures can be implemented by investing in renewable energy.	Sustainable Development Goals: 12  Sustainable Development Goals: 13	The college had organised a competition with the motto - Painting is a tool for understanding Sustainable Development. The charts depicted the causes and its effects on Global warming. The challenges faced by Earth, climate change, biodiversity loss and solutions to Global Warming.	Overall, creating awareness can contribute to a more informed and proactive approach to addressing the challenges of global warming.

Activity Conducted	Positive Changes Expected In Future	Related Sustainable Development Goals	How The College Has Taken The Progress	Remarks
10. Outdoor Classroom in Open Atmosphere	This concept of teaching in nature beneath trees enhances learning experiences, connection with nature for improved health and well-being. Holistic development is possible through outdoor classroom teachings. Problem solving skills in real time contexts can be improved.	Sustainable Development Goals: 3 Sustainable Development Goals: 4 Sustainable Development Goals: 15	The college has organised the outdoor teaching sessions considering the accessibility, safety, proximity to educational facilities, weather conditions, etc., through collaboration with Estate officer of Infrastructure and Campus Development. This idea aims to inspire sustainable practices and address various environmental issues.	
11. Yoga thon for Youngsters - 25 sets of Surya Namaskars	Over years, we have been seeing the increased awareness and adoption of Yoga worldwide because of the therapeutic benefits for physical & mental well-being. Yoga's adaptability allows to be tailored to different populations, school, prisons, rehabilitation centers, workplaces. Yoga also creates Cultural Exchange and Global Unity.	Sustainable Development Goals: 3 Sustainable Development Goals: 4 Sustainable Development Goals: 11	The volunteers organised materials for Yoga (Mats, First-aids kits, Hydration Stations) for the smooth conducting of event. 25 sets of Sun Salutation (Surya Namaskars) was performed by Youngsters. Also, awareness on Yoga's effectiveness in reducing anxiety and depression was explained.	Yoga is poised to play a significant role in promoting holistic well-being, contributing to a harmonious world.

### **9.1 Beat The Plastic:**

It is a multi faced campaign aimed at addressing the pervasive issue of plastic pollution initiated by a environmental organisation government bodies and grassroots activities to promote sustainable practises by partnering with businesses and industries. The campaign encourages the adoption of sustainable practices such as Reducing packaging waste and investing in recyclable materials.

### **9.2 One Day Shop – Entrepreneurial Skills :**

This is a unique initiative designed to cultivate entrepreneurial skills in aspiring business owners within a condensed timeframe. Participants in this programme are given the opportunity to experience the entire process of running a small business from conception to execution all within the span of a single day.

The one day shop provides A dynamic and immersive learning experience that empowers individuals to explore their entrepreneurial potential and develop essential business skills.

### **9.3 Each One- Reach One – Rural Engagement/ Village Visit:**

Eradicate hunger and poverty farming can have far reaching effect. The programme operates on the principle that each individual has the capacity to positively impact their community and aims to harness this potential through meaningful engagement and collaboration.

By empowering individuals with the skills, resources and support they need to drive the positive change. This initiative is helping to build stronger, more resilient rural communities that are better equipped to address the challenges they face.

### **9.4 Visit To School – Milk Consumption:**

Implement educational initiatives to raise awareness about the nutritional benefits of milk, emphasising its role in supporting bone health, muscle development and overall well-being. Interactive sessions, posters and educational materials were used to convey the key message.

Monitoring and evaluation will be essential to assess the effectiveness of interventions strategies and ensure sustained behaviour change over time.

### **9.4 Harmful Effects Of Plastic On Environment – Polythene Carry Bag :**

Polythene carry bags, ubiquitous in modern society pose severe threats to the environment due to their harmful effects. These non-biodegradable bags contributes significantly to pollution, clogging waterways, choking wildlife and degrading ecosystems. Their persistence presents in landfills and oceans leads to long- term environmental degradation.

As a result, concerted efforts to reduce the usage of polythene carry bags and promote sustainable. Alternatives are imperative to mitigate their detrimental impact on the environment and safeguard the health of ecosystems for future generations.

### **9.6 Illness – Creating Awareness About Health And Food Habits :**

Creating awareness about healthy food habits is crucial for preventing illness and promoting overall well-being. By educating individuals about the importance of consuming a balanced diet rich in fruits, vegetables, whole grains Proteins and healthy fats we can empower them to make informed choices that support their health.

Through community outreach programmes, educational workshops and accessible resources we can create a culture of health and wellness that promotes healthy food habits and empower individuals to thrive.

### **9.7 Model United Nations :**

It is an educational simulation and academic activity where students' role play delegates to the UN and simulate UN Committees participants known as delegates, represent different countries all stakeholders and engage in debates, negotiations and drafting resolutions on various global issues.

Model UN serves as a valuable educational tool for developing critical skills fostering global awareness and inspiring future leaders.

### **9.8 Rally – The Abuse of Older People:**

Rally to raise awareness about the abuse of older people is a powerful platform to address uh but I think issue affecting vulnerable members all society. Besides to address the abuse of older people is a powerful tool for raising awareness and advocating for change.

By coming together in solidarity we can work towards a future where all older people can live safely with respect and free from abuse.

### **9.9 Making Posters – Global Warming Awareness :**

Making fosters on global warming is there powerful way to raise awareness and inspire action on one of the most pressing issues off overtime through compelling visuals and informative content.

With strategic design elements and impactful messaging posters on global warming can empower Individuals to make informed choices and contribute to a more sustainable and resilient future for our planet.

### **9.10 Outdoor Classroom in Open Atmosphere:**

It offers a dynamic and immersive learning environment that harness is the natural world as a valuable Educational resources situated amidst the beauty of nature.

By embracing the natural world as a classroom education can inspire students to connect with their surroundings and deepen their understanding of the world and become more active participants in creating a sustainable future.

### **9.11 Yogathon for Youngsters:**

A yogathon offers a unique and holistic approach to promoting physical, mental in promotional well-being among young people. This event combines the practise of yoga with the energy offer marathon.

Yogathon offers a fun, Inspiring and transformative experience that empowers young people to prioritise their health and well-being. By incorporating yoga into their lives youngsters can cultivate a strong foundation for lifelong Wellness and fulfilments.

## **10. Suggestion:**

10.1 Encouraging social entrepreneurship is a powerful way to drive Sustainable Development, as it focuses on creating solutions to social environmental challenges while also generating economic value. Here are some suggestions on how to encourage social entrepreneurship for Sustainable Development.

10.2 By implementing education and awareness, access to funding, providing incubators and accelerators, having a policy support, dealing in partnerships, building capacity common networking opportunities, measuring the impact, advanced or basic technology integration, focus on local community.

10.3 By implementing these suggestions, stakeholders can create an enabling environment for social entrepreneurship to thrive and contribute significantly to Sustainable Development. Encouraging Innovation, collaboration and impact measurement will be key in harnessing the potential of “ Social Entrepreneuers” To create positive change in society.

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Sustainable Development Guide Bok for Youth in Action

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**A Study on Implementation of SDG's at Higher Education  
Institutions with Reference to  
Nehru Memorial College (Autonomous),  
Puthanampathhi, Tiruchirapalli district, Tamilnadu**

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●—————\*Dr. P Meena Kumari

**ABSTRACT**

Higher Education institutions are indispensable actors in the global quest for sustainable development. By leveraging their intellectual, human, and social capital, HEIs contribute to the achievement of the SDGs by generating knowledge, nurturing talent, and fostering collaboration. To maximize their impact, universities, colleges must embrace a culture of sustainability across all aspects of their operations and actively engage with stakeholders to co-create innovative solutions that address pressing global challenges. Through collective action and shared commitment, higher education can serve as a driving force for building a more equitable, resilient, and sustainable world for future generations. HEIs serve as dynamic hubs for innovation, knowledge dissemination, and capacity building.

HEIs facilitate interdisciplinary research collaborations aimed at finding solutions to pressing environmental, social, and economic issues. By nurturing a culture of inquiry and critical thinking, universities empower students and faculty to develop cutting-edge technologies, sustainable practices, and policy recommendations that promote SDGs implementation.

HEIs equip students with the knowledge, skills, and values needed to contribute positively to society and advance sustainable development agendas. By integrating sustainability principles across disciplines, universities cultivate a holistic understanding of interconnected global challenges and encourage students to adopt sustainable lifestyles and practices. They serve as engines of societal transformation by engaging with local communities and stakeholders

**Keywords :** *Higher education, Sustainable Development Goals (SDGs), Research, Education, Community engagement, Innovation, Interdisciplinarity, Capacity building.*

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## INTRODUCTION

The role of education, particularly higher education, in equipping individuals and communities with the tools necessary to tackle complex challenges which argues for a shift towards a multidisciplinary approach in instruction and highlighting the importance of cross-disciplinary and cross-cultural perspectives in teaching. By adopting a multidisciplinary approach, higher education institutions can better prepare students to address multifaceted issues that require knowledge and skills from various fields. This approach encourages collaboration and integration of diverse perspectives, which are essential for finding innovative solutions to complex problems. Moreover, the integration of sustainability education into the curriculum provides an avenue for engaged learning. By focusing on important social and environmental issues, students are not only equipped with theoretical knowledge but also gain practical skills and experiences that are applicable to real-world challenges. This approach not only benefits the community by addressing pressing issues but also empowers students to become agents of change in their respective fields. This approach benefits both the community and students, creating a win-win situation where education becomes a powerful tool for positive change.

## Review of Literature

1. According to Justice Mensah ORCID Icon, Sandra Ricart Casadevall (Reviewing editor) in their study "Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review" stated that achieving sustainable development requires a holistic approach that balances environmental, economic, and social considerations. It demands collaboration, long-term thinking, and active participation from all stakeholders to address the complex challenges facing society while ensuring the well-being of present and future generations.
2. According to Chen Kim Lim, ORCID, Martin Shafiihuna Haufiku, Kian Lam Tan, Minhaz Farid Ahmed, ORCID and Theam Foo Ng, ORCID in their study "Systematic Review of Education Sustainable Development in Higher Education Institutions" find that HEIs have a unique role to play in fostering sustainability in a global context, leveraging their education, research, innovation, operational practices, community engagement, and global networks to drive positive change towards a more sustainable future.
3. According to Natália Ueda Yamaguchi, Eduarda Gameleira Bernardino, Maria Eliana Camargo Ferreira, Bruna Pietroski de Lima, Mauro Renato

Pascotini & Mirian Ueda Yamaguchi, in their study “Sustainable development goals: a bibliometric analysis of literature reviews”, the SDGs should prioritize the development of more effective monitoring methods, theoretical frameworks, interdisciplinary collaboration, practical applications, and a systems thinking perspective. By addressing these key areas, researchers can contribute to accelerating progress towards achieving the SDGs by 2030 and fostering a more sustainable and equitable future.

4. According to Fiorella Frank, Julia Winterstein, André Habisch in their study “Desire for exploration beats price: empirical study on customer motives for using digital monetary food sharing platforms” found that intrinsic motivations play a significant role in shaping consumer behavior and decision-making processes. Understanding these intrinsic motivations can help researchers develop more accurate models of consumer behavior and predict market trends more effectively. Also focusing on providing opportunities for exploration and fulfilling intrinsic needs may be more effective in attracting and retaining users compared to solely emphasizing extrinsic benefits. Therefore, businesses may benefit from prioritizing features and experiences that cater to users’ intrinsic motivations, such as offering diverse and novel food options, rather than solely focusing on economic or sustainability-related incentives

### Research Problem

Sustainable Development presents a complex web of challenges that necessitate a comprehensive and collaborative approach. Sustainability consulting services play a pivotal role in this endeavor by serving as catalysts for change. They offer specialized knowledge and strategic guidance to help businesses, governments, and organizations navigate the complexities of sustainability integration. Innovation is also critical in advancing sustainability goals. By fostering the development of new technologies, business models, and approaches, innovation can unlock new opportunities for sustainable development. Whether it’s through renewable energy technologies, circular economy practices, or social innovation initiatives, innovation has the potential to catalyze transformative change and drive progress towards a more sustainable future. By harnessing the expertise, resources, and creativity of diverse stakeholders, we can address the interconnected challenges of resource scarcity, environmental degradation, social inequality, and economic instability, and create a more sustainable and resilient world for future generations.

### Objectives:

1. To assess transformative change in the field of social entrepreneurship
2. To understand how action research can contribute to the achievement of SDGs and promote sustainability

**Methodology:**

Quantitative Research emphasizes objectivity, reliability, and generalizability, qualitative research prioritizes depth, context, and richness of understanding. Both approaches have their strengths and weaknesses, and the choice between them often depends on the research questions, goals, and context of the study. In some cases, researchers may use a mixed-methods approach, combining elements of both quantitative and qualitative research to gain a more comprehensive understanding of a research problem.

Case study research often involves identifying patterns, themes, and relationships within the data, rather than relying on statistical tests or generalizable findings. Case studies are particularly useful when researchers seek to gain a deep understanding of specific contexts, processes, or experiences that cannot be adequately captured through quantitative methods alone. Here we used Case study methodology for analysis.

**Case Description**

Nehru Memorial College (Autonomous), Puthanampatti, Tiruchirappalli District, Tamil Nadu, India has initiated sustainability education programmes in their college. By involving students in creating various projects or initiatives, educators can empower them to take ownership of their learning, foster creativity and innovation, and cultivate essential skills that will benefit them both inside and outside the classroom they divided them in groups called self help groups. These groups help them to enhance their entrepreneurial skills, creating awareness on water pollution, beat the plastic, An out door class, Rally on Elder Abuse, yogathon for youngsters 50 students and 10 staff members had the opportunity to learn about and practice yoga, Slow Cycling Competition, Eco-friendly Sales Counter, Tiger Conservation And Its Challenges, Butterfly Counting Program, a chance to socialize and raise public awareness.

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
1. Self Help groups	90 Students	Self-help groups play a multifaceted role in advancing sustainable development by addressing poverty, hunger, health, education, gender equality, decent work, reduced inequalities, sustainable communities, climate action, and peacebuilding. Their collective efforts at the grassroots level have the potential to create meaningful and lasting impacts on the achievement of the SDGs.	SHGs within educational institutions play a crucial role in nurturing entrepreneurial talent, fostering innovation, providing support and resources, and promoting an entrepreneurial mindset among students. By harnessing the collective potential of students, faculty, alumni, and external stakeholders, SHGs contribute to creating a vibrant entrepreneurial ecosystem within educational settings.	SHGs within educational institutions play a vital role in addressing societal challenges, promoting social justice, empowering marginalized groups, fostering sustainable development, and building inclusive and resilient communities. Through their collective efforts, SHGs make meaningful contributions to creating a more equitable, just, and prosperous society for all.
2. Beat the plastic	135 Students	Beating plastic pollution is essential for achieving multiple SDGs by addressing environmental degradation, promoting sustainable consumption and production	Entrepreneurship plays a crucial role in addressing the plastic pollution crisis by driving innovation, creating sustainable businesses, promoting environmental	By addressing plastic pollution comprehensively and considering its implications across various sectors and aspects of society, we can pave the way for a more sustainable, resilient, and environmentally

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		patterns, protecting biodiversity, ensuring access to clean water and sanitation, and advancing human health and well-being. By taking concerted action to reduce plastic pollution, we can contribute to building a more sustainable and resilient future for people and the planet.	stewardship, and fostering collaboration across sectors. By seizing opportunities to develop and implement solutions that reduce plastic waste, entrepreneurs can contribute to building a more sustainable and resilient future for society and the planet.	conscious future for all. The interconnectedness of plastic pollution with other challenges, fostering collaboration among diverse stakeholders, promoting long-term sustainability, encouraging behavioral shifts, adopting adaptive management practices, and fostering global solidarity, we can make meaningful progress towards beating plastic pollution and building a better world for future generations.
3. An Outdoor Class	60 Students	Outdoor classes can have far-reaching positive impacts on society, promoting health and well-being, enhancing education and learning outcomes, fostering community engagement, raising environmental awareness, promoting equity and inclusion, building resilience,	Outdoor classes provide hands-on, experiential learning opportunities that can be particularly beneficial for entrepreneurship education. Instead of learning solely from textbooks or lectures, students can engage in real-world activities such as team building	outdoor classes can contribute to a healthier, more connected, and environmentally conscious society by promoting physical and mental well-being, fostering environmental awareness, building community, enriching education, preserving culture,

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		fostering cultural appreciation, and advancing environmental justice. By integrating outdoor education into formal and informal learning settings, communities can reap the social, educational, and environmental benefits of outdoor learning experiences.	exercises, problem-solving challenges, and outdoor simulations that mimic entrepreneurial scenarios and provide an inspiring setting that encourages students to think creatively and generate innovative ideas for potential business ventures. Integrating outdoor classes into entrepreneurship education can enrich the learning experience, foster essential skills and qualities, and better prepare students for the challenges and opportunities of entrepreneurial ventures.	promoting sustainability, and developing valuable skills. By integrating outdoor education into formal and informal learning settings, communities can work towards creating a more sustainable and resilient future for generations to come.
4. Water Pollution In Cinna Eri	5 Students	Water pollution has numerous negative impacts on society, affecting various aspects of life and well-being. Addressing water pollution requires comprehensive strategies encompassing	water pollution in the Cinna Eri river can present both challenges and opportunities for entrepreneurs across various sectors. Entrepreneurs who innovate sustainable solutions, adapt	Water pollution in Cinna Eri, like in any other region, can have significant impacts on society. Contaminated water can lead to a range of health issues for the population. Diseases such as cholera, typhoid, and dysentery can



Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		<p>pollution prevention, water quality monitoring, enforcement of environmental regulations, investment in infrastructure for wastewater treatment and sanitation, and public education and awareness campaigns. By mitigating water pollution and safeguarding water resources, societies can protect human health, promote environmental sustainability, and foster social and economic well-being for present and future generations. Collaboration among government agencies, businesses, non-governmental organizations, communities, and individuals is essential to address the complex challenges posed by water pollution effectively. Together, we can work towards a healthier, more sustainable future</p>	<p>to regulatory changes, and prioritize environmental and social responsibility can mitigate the negative impacts of water pollution while contributing to positive change in their communities. Entrepreneurs in the healthcare sector may see increased demand for medical services and products due to the health effects of water pollution. This could include healthcare facilities treating waterborne diseases, pharmaceutical companies producing medications for water-related illnesses, and businesses providing water purification solutions for households and communities. Entrepreneurs</p>	<p>spread easily through polluted water sources. This can lead to increased healthcare costs, loss of productivity due to illness, and even fatalities, particularly among vulnerable populations such as children and the elderly. Addressing water pollution in Cinna Eri requires coordinated efforts from government, industry, civil society, and individuals. This may involve implementing and enforcing stringent environmental regulations, investing in wastewater treatment infrastructure, promoting sustainable agricultural and industrial practices, and raising awareness about the importance of water conservation and pollution prevention.</p>



Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		where clean water is accessible to all.	operating businesses near the Cinna Eri river may incur additional costs to comply with environmental regulations aimed at mitigating water pollution. This could include investing in pollution control measures, implementing wastewater treatment technologies, obtaining permits, and conducting environmental assessments to meet regulatory requirements. Water pollution may prompt businesses to prioritize corporate social responsibility initiatives aimed at environmental conservation and community development.	

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
5. Drama on Elder Abuse	13 Students	Drama highlighting elderly abuse can raise awareness about the importance of ensuring the health and well-being of elderly individuals. By shedding light on the prevalence and consequences of abuse, it may encourage action to improve healthcare services, mental health support, and social services for the elderly population. Portrayals of elder abuse can underscore the need for effective legal and institutional frameworks to prevent abuse, prosecute perpetrators, and support victims. By highlighting gaps in justice systems and protection mechanisms, such drama can advocate for stronger institutions and rule of law to safeguard the rights of elderly individuals. Drama on elderly abuse can contribute to	Dramatic portrayals of elderly abuse can shape public perception of businesses and entrepreneurs. If a business or entrepreneur is depicted as neglectful or exploitative of the elderly, it can erode trust in their brand or enterprise. This could lead to decreased customer loyalty, negative publicity, and potentially impact sales or investment opportunities. High-profile cases of elderly abuse depicted in drama may prompt increased regulatory scrutiny from government agencies. Entrepreneurs operating in industries related to elderly care or services may face more stringent regulations or compliance requirements, impacting their business operations and	powerful tool for raising awareness and prompting action. Drama has the ability to reach wide audiences and capture their attention in a compelling way. By depicting realistic scenarios of elder abuse and its various forms (physical, emotional, financial, etc.), audiences can gain a deeper understanding of the issue and its prevalence in society. Many cases of elder abuse go unreported due to various factors such as fear, shame, or lack of awareness of available resources. Drama can highlight the importance of reporting abuse and accessing support services, empowering viewers to take action if they suspect abuse is occurring. drama has the

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		<p>advancing several SDGs by raising awareness, fostering dialogue, and mobilizing action to address the root causes and consequences of abuse. By leveraging storytelling and media platforms, such drama has the potential to drive positive social change and promote a more equitable and inclusive society for elderly individuals worldwide.</p>	<p>bottom line. On the positive side, heightened awareness of elderly abuse through drama may spur entrepreneurial innovation in the elder care industry. Entrepreneurs may develop new technologies, products, or services aimed at safeguarding the well-being of elderly individuals, such as monitoring systems, home care services, or community support networks. Perception of the elder care industry among investors may be influenced by dramatizations of abuse. Entrepreneurs seeking investment in this sector may encounter greater scrutiny and due diligence as investors assess the potential risks and ethical considerations associated with the business.</p>	<p>potential to provoke thought, evoke emotions, and inspire action on the issue of elder abuse, ultimately contributing to a safer and more supportive environment for older adults within society.</p>

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
6. Rally on "The abuse of older people"	65 Students	The rally can raise awareness about the physical and mental health consequences of elder abuse. By advocating for better healthcare services and support for victims, it contributes to Goal 3's objective of ensuring healthy lives and promoting well-being for all ages. "The abuse of older people" can play a crucial role in advancing several SDGs by raising awareness, advocating for policy change, mobilizing resources, and fostering collaboration among stakeholders. By addressing the rights and well-being of older persons, such events contribute to building a more inclusive, equitable, and sustainable world for people of all ages.	A rally focused on "The abuse of older people" can serve as a catalyst for entrepreneurship by highlighting unmet needs, increasing awareness of ethical responsibilities, stimulating innovation, and shaping regulatory and market dynamics in industries serving older populations. Entrepreneurs who are responsive to these challenges and opportunities may find new avenues for business growth while making a positive impact on the well-being of older individuals in society. The rally may spur entrepreneurial innovation in the elder care industry, as entrepreneurs seek to develop new products, services, and	The rally serves as a platform to raise public awareness about the prevalence and consequences of elder abuse. By bringing attention to this often overlooked issue, the rally educates community members about the signs of abuse, the resources available for victims, and the importance of taking action to prevent and address older abuse. The rally challenges cultural attitudes and beliefs that perpetuate elder abuse. By promoting a culture of respect, dignity, and interdependence across the lifespan, the rally contributes to shifting societal norms towards valuing and safeguarding the rights of older people and strengthens community resilience by fostering networks of support and

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
			business models that prioritize the well-being and safety of older individuals. This could include technology-enabled solutions for remote monitoring and assistance, community-based support networks, or alternative care models that empower older adults to maintain independence while reducing the risk of abuse.	solidarity. By connecting individuals and organizations committed to elder protection, the rally builds social capital and community capacity to prevent and respond to elder abuse effectively."The abuse of older people" has the power to raise awareness, empower victims, mobilize support, promote policy change, shift cultural norms, and build community resilience in the fight against elder abuse. By engaging society as a whole in this important cause, the rally contributes to creating a safer, more inclusive, and age-friendly society for older individuals to thrive with dignity and respect.
7. Slow Cycling Competition	20 Students	The Slow Cycling Competition, focused on promoting leisurely and sustainable forms of transportation, can have several impacts on the Sustainable	Organizing a slow cycling competition creates opportunities for entrepreneurship. Entrepreneurs can start businesses related to event management,	Elder abuse is a deeply concerning issue that has significant impacts on both individuals and society as a whole. When explored in drama, it can serve as a

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		<p>Development Goals (SDGs), particularly those related to environmental sustainability, health, and community well-being and can encourage the development of cycling infrastructure within cities, promoting safer and more accessible urban spaces for cyclists. the direct impact of a single slow cycling competition on the SDGs may seem limited, its cumulative effect, when combined with other initiatives promoting sustainable transportation and community well-being, can contribute significantly to the achievement of multiple SDGs like Sustainable Cities and Communities, Good Health and Well-being, Decent Work and Economic</p>	<p>such as organizing and promoting the competition, managing logistics, providing catering services, or selling merchandise related to the event. Slow cycling competitions may stimulate innovation in cycling equipment. Entrepreneurs can develop and market specialized bicycles, accessories, or apparel tailored to the needs of participants in such events, thus fostering entrepreneurship in the cycling industry. The promotion of cycling as a leisure activity through slow cycling competitions can create opportunities for entrepreneurs in the health and wellness sector. Businesses offering services such as fitness training, sports massage, nutritional</p>	<p>low cycling can provide an alternative mode of transportation in urban areas, reducing dependence on cars and public transport. This can alleviate traffic congestion and parking issues while providing a more sustainable and eco-friendly means of getting around.</p> <p>Economy: The promotion of slow cycling can stimulate economic activity by supporting local bike shops, cycling events, and tourism related to cycling routes and destinations. Additionally, reduced healthcare costs due to improved public health can positively impact the economy. Slow cycling produces zero emissions, making it an</p>

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		Growth, can help reduce greenhouse gas emissions associated with conventional modes of transport such as cars.	counseling, or wellness retreats tailored to cyclists may thrive in areas where such events are popular. Entrepreneurship opportunities may arise in the development of sustainable transportation solutions. Slow cycling competitions contribute to promoting cycling as an eco-friendly mode of transport, which can inspire entrepreneurs to invest in businesses related to bicycle-sharing schemes, bicycle repair and maintenance services, or the development of cycling infrastructure.	environmentally friendly mode of transportation. Increased adoption of cycling can lead to reductions in air pollution, greenhouse gas emissions, and noise pollution, contributing to efforts to mitigate climate change and improve air quality.
8. Yoga thon for young sters	50 Stu-dents	yogathon events for youngsters have the potential to positively influence several SDGs by promoting health and well-being, education, inclusivity, community	yogathons can serve as a catalyst for entrepreneurship in the yoga and wellness industry by providing platforms for promotion,	yogathons play a valuable role in promoting holistic well-being, fostering social connections, and empowering individuals to make positive contributions to their communities



Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		<p>engagement, environmental sustainability, peace, and partnerships for sustainable development. Yogathon events often include educational components about the principles and benefits of yoga. Yoga practices promote inner peace, mindfulness, and conflict resolution skills. By fostering a culture of peace and non-violence, yogathon events contribute to building stronger, more resilient communities and institutions.</p>	<p>collaboration, innovation, and community engagement. Entrepreneurs who leverage these opportunities effectively can enhance their businesses' growth and success while contributing to the overall health and well-being of their communities. For yoga studios and instructors, organizing workshops, classes, or special events like yogathons can provide an additional source of revenue and help diversify their income streams. By offering unique and engaging experiences to their clients, entrepreneurs can increase customer loyalty and generate new revenue opportunities.</p>	<p>and the world. By embracing principles of inclusivity, sustainability, and social responsibility, yogathons can inspire positive change and create lasting impacts on society. Yogathons encourage physical activity and mindfulness practices such as yoga and meditation, which have been shown to improve overall health and well-being. By promoting healthy lifestyles, yogathons contribute to reducing the burden of chronic diseases and improving the quality of life for participants. By raising awareness of the importance of mental well-being, yogathons contribute to destigmatizing mental health issues and promoting self-care practices.</p>

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
9. Eco-friendly Sales Counter	30 Students	Sustainable Development Goals (SDGs), aligning with global efforts to address environmental sustainability, economic prosperity, and social well-being. An eco-friendly sales counter promotes responsible consumption and production by reducing the environmental impact of retail operations. Using sustainable materials, minimizing waste generation, and adopting energy-efficient practices can help mitigate resource depletion and pollution associated with traditional retail activities. Transitioning to an eco-friendly sales counter can serve as a practical and tangible way for businesses to contribute to multiple SDGs simultaneously, demonstrating a commitment to environmental stewardship, economic	Implementing an eco-friendly sales counter can have a significant impact on entrepreneurship, particularly for businesses that prioritize sustainability and innovation. It can catalyze entrepreneurship by driving innovation, market differentiation, cost savings, and brand building while aligning business objectives with environmental sustainability goals. Entrepreneurs who embrace sustainability as a core value can create meaningful impacts on both their businesses and the broader society. Designing and implementing eco-friendly sales counters often require innovative solutions and	Implementing an eco-friendly sales counter can have several positive impacts on society, aligning with broader efforts to promote sustainability and address environmental challenges. Eco-friendly sales counters can have far-reaching positive impacts on society by promoting environmental awareness, reducing resource consumption, enhancing health and well-being, fostering community engagement, creating economic opportunities, advancing social equity, and inspiring sustainable living practices. By prioritizing sustainability in retail operations, businesses can contribute to building a more

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		prosperity, and social responsibility. Collaborating with suppliers, customers, and stakeholders to implement and promote eco-friendly practices at the sales counter can foster partnerships for sustainable development, encouraging collective action towards achieving	creative approaches. Entrepreneurs may need to develop or source sustainable materials, explore energy-efficient technologies, and design aesthetically pleasing yet eco-friendly displays. This process of innovation can stimulate entrepreneurial creativity and drive product development in the green technology and sustainable design sectors. Entrepreneurial ventures that prioritize sustainability can leverage this unique selling proposition to gain a competitive advantage in the market and capture a niche segment of eco-conscious customers.	prosperous, equitable, and resilient society for present and future generations.

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
10. "Tiger Conservation And Its Challenges"	75 Students	<p>Tiger conservation and its associated challenges have significant impacts on sustainable development (SD) due to their interconnectedness with environmental, social, and economic dimensions. Tiger conservation contributes directly to environmental sustainability by preserving biodiversity and maintaining healthy ecosystems. Tigers are apex predators and play a crucial role in regulating prey populations, which in turn helps to maintain the balance of their habitats. By conserving tiger habitats, efforts also protect forests, grasslands, and water resources, which are vital for supporting biodiversity and mitigating climate change.</p>	<p>Tiger conservation and its associated challenges can have both direct and indirect impacts on entrepreneurship, particularly in regions where tigers are native or where conservation efforts are concentrated. Tiger conservation efforts often promote eco-tourism as a sustainable way to generate income for local communities. Entrepreneurs may seize opportunities to establish eco-lodges, tour companies, restaurants, and souvenir shops catering to tourists visiting tiger reserves and protected areas. This can stimulate local economies, create jobs, and foster entrepreneurship in the tourism sector.</p>	<p>Tiger conservation and its challenges have significant impacts on society at various levels, ranging from local communities to global stakeholders. Tiger conservation can bring economic benefits to local communities through eco-tourism. Protected areas where tigers reside attract tourists, generating revenue that can be used for conservation efforts and community development projects. This revenue can provide livelihood opportunities for local people, reducing dependence on activities harmful to tiger habitats like logging or poaching.</p>

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
11. Butterfly Counting Program	30 Students	Butterfly counting programs often involve monitoring butterfly populations in specific areas. This data can contribute to understanding changes in biodiversity over time, which is crucial for conservation efforts. By preserving butterfly habitats, these programs indirectly support the conservation of other species and ecosystems, contributing to SD goals related to biodiversity and have positive impacts on sustainable development by contributing to biodiversity conservation, ecosystem health, community engagement, ecotourism, and education. These programs leverage citizen science and public participation to address environmental challenges and promote the well-	Butterfly Counting Programs can indirectly stimulate entrepreneurship by creating demand for ecotourism services, educational initiatives, technological innovations, community engagement platforms, and butterfly-themed products. Entrepreneurs can leverage these opportunities to build businesses that contribute to both economic development and environmental sustainability. Entrepreneurial opportunities exist in the development and marketing of butterfly-related products and services. Entrepreneurs may create and	Butterfly Counting Programs have positive impacts on society by promoting environmental awareness, community engagement, education, cultural enrichment, and scientific research. These programs empower individuals to become active participants in conservation efforts, fostering a sense of environmental stewardship and collective responsibility for the well-being of ecosystems and future generations. By involving citizens in monitoring butterfly populations, these programs educate the public about the interconnectedness of species and habitats. Increased environmental awareness can lead

Name of the activity	No of Participants	Impact on SDG	Impact on Entrepreneurship	Impact on Society
		being of both ecosystems and communities. Sustainable ecotourism can contribute to SD by generating income, promoting conservation awareness, and supporting local livelihoods.	sell butterfly-themed merchandise such as apparel, artwork, home décor, or souvenirs targeting nature enthusiasts and ecotourists. By capitalizing on the popularity of butterflies and the growing interest in environmental conservation, these ventures can generate revenue while raising awareness about butterfly conservation issues also have indirect impacts on entrepreneurship, particularly in the context of ecotourism and community engagement.	to more informed decision-making and behavior change, promoting sustainable practices and conservation efforts in society. these programs enhance scientific literacy and promote lifelong learning, empowering individuals to become active contributors to environmental conservation and sustainable development.



**DISCUSSION:**

- ❖ **Formation of Self-help groups** Forming self-help groups (SHGs) among students can be an effective way to promote personal development, peer support, and collective empowerment. It helps students to promote personal development, peer support, and collective action for positive change in the community, teamwork, building social responsibility. These values and skills not only enrich individual lives but also contribute to the collective well-being and progress of entrepreneurial skills. Encourage them to explore innovative business models, technologies, or solutions that address societal challenges,. Provide them with mentorship, networking opportunities, and access to resources to help turn their ideas into reality.
- ❖ **Beat the Plastic Pollution** Students can be empowered to become agents of change in tackling plastic pollution and promoting environmental sustainability. Can be an effective way to raise awareness, educate students, and encourage sustainable behaviors regarding plastic use. educational institutions serve as catalysts for cultivating a generation of environmentally conscious individuals who are equipped with the knowledge, skills, and values needed to address plastic pollution and other environmental challenges. By nurturing a sense of responsibility, empathy, and stewardship among students, schools contribute to creating a more sustainable world for future generations.
- ❖ **An Outdoor Class** Outdoor classes promote environmental justice by advocating for equitable access to clean and safe outdoor environments for all communities. By addressing environmental inequalities and advocating for the preservation of natural spaces in urban areas, outdoor education initiatives contribute to creating more just and sustainable societies. Also promotes equitable access to education and recreational opportunities for all members of society, regardless of socioeconomic background or physical ability and offer a dynamic and experiential learning environment that enhances academic engagement and knowledge retention. Hands-on activities, nature exploration, and outdoor experiments stimulate curiosity, creativity, and critical thinking skills among students. Outdoor learning experiences can also foster a deeper connection with the natural world and promote environmental stewardship.
- ❖ **Water Pollution In Cinna Eri** Polluted water from the Cinna Eri river can pose serious health risks to nearby communities. Contaminants such as industrial effluents, sewage, and agricultural runoff can introduce harmful chemicals, pathogens, and heavy metals into the water supply. Exposure to polluted water can lead to waterborne diseases, skin



infections, gastrointestinal illnesses, and respiratory problems, particularly among people who rely on the river for drinking water, bathing, and sanitation. Preventing pollution at the source is the most effective way to safeguard water resources. This involves implementing measures to reduce or eliminate the discharge of pollutants into water bodies. Examples include promoting sustainable agriculture practices to minimize runoff of pesticides and fertilizers, encouraging industries to adopt cleaner production technologies, and implementing stormwater management practices to prevent runoff from urban areas.

- ❖ **Drama on Elder Abuse** a drama on elderly abuse can serve as a catalyst for positive change, aligning with the SDGs, shaping societal attitudes, and inspiring entrepreneurship aimed at addressing the needs of older populations and promoting a more inclusive and equitable society. The drama can raise awareness about the physical and mental health implications of elder abuse, advocating for better healthcare services and support systems for elderly individuals. Older women are often disproportionately affected by abuse. By highlighting gender disparities in elder abuse, the drama can contribute to efforts to achieve gender equality and empower older women. Elder abuse is often linked to inequalities in power, resources, and access to services. The drama can shed light on these disparities and advocate for measures to reduce inequalities in elder care. The portrayal of elder abuse can prompt entrepreneurs to prioritize ethical business practices and social responsibility in their ventures, particularly in industries serving older populations.
- ❖ **Rally on “The abuse of older people”** a rally focused on “The abuse of older people” can play a crucial role in advancing several SDGs by raising awareness, advocating for policy change, mobilizing resources, and fostering collaboration among stakeholders. By addressing the rights and well-being of older persons, such events contribute to building a more inclusive, equitable, and sustainable world for people of all ages. Entrepreneurs operating in industries serving older populations may be particularly sensitive to issues related to elder abuse, as negative publicity or scandals can significantly damage brand reputation and customer trust. Participation in or support for initiatives aimed at raising awareness about elder abuse can signal to customers and stakeholders that a business takes these issues seriously and is committed to upholding high ethical standards.
- ❖ **Slow Cycling Competition** Entrepreneurship opportunities may arise in the development of sustainable transportation solutions. Slow cycling competitions contribute to promoting cycling as an eco-friendly mode of transport, which can inspire entrepreneurs to invest in businesses related

to bicycle-sharing schemes, bicycle repair and maintenance services, or the development of cycling infrastructure. the impact of slow cycling on society can be profound, promoting a healthier, more sustainable, and interconnected way of life. However, realizing these benefits requires concerted efforts from policymakers, urban planners, businesses, and individuals to prioritize cycling infrastructure and create an environment conducive to cycling as a mode of transportation and recreation.

- ❖ **Yogathon for youngsters** Yogathons provide opportunities for people from diverse backgrounds to come together and connect through shared interests in yoga and wellness. These events foster a sense of belonging and community, creating spaces where individuals can build supportive relationships, network, and exchange ideas. Sponsoring or participating in a yogathon can be an effective marketing strategy for entrepreneurs looking to build their brand and attract customers. By associating their brand with a popular and meaningful event like a yogathon, entrepreneurs can enhance their reputation, increase brand awareness, and differentiate themselves from competitors.
- ❖ **Eco-friendly Sales Counter** An eco-friendly sales counter promotes responsible consumption and production by reducing the environmental impact of retail operations. Using sustainable materials, minimizing waste generation, and adopting energy-efficient practices can help mitigate resource depletion and pollution associated with traditional retail activities. Entrepreneurial ventures that prioritize sustainability can leverage this unique selling proposition to gain a competitive advantage in the market and capture a niche segment of eco-conscious customers. Businesses that prioritize sustainability can inspire positive change within their communities, encourage collective action towards environmental goals, and empower individuals to make informed choices that benefit society as a whole.
- ❖ **Tiger Conservation And Its Challenges** Entrepreneurs may invest in research and technology development aimed at improving conservation outcomes for tigers. This could involve advancements in wildlife monitoring, habitat restoration, genetic analysis, or anti-poaching measures. By commercializing these innovations, entrepreneurs can contribute to conservation efforts while creating profitable ventures in fields such as biotechnology, environmental engineering, or data analytics. Additionally, sustainable forestry, agriculture, and other enterprises compatible with tiger conservation provide livelihood opportunities, reducing poverty and promoting economic resilience in rural areas.
- ❖ **Butterfly Counting Program** Butterfly counting programs generate valuable data that contribute to scientific research and monitoring efforts.

Long-term data on butterfly populations can provide insights into environmental changes, biodiversity trends, and the effects of climate change on ecosystems. By collecting standardized data across different regions and time periods, these programs support scientific understanding of ecological patterns and processes, informing conservation strategies and policy decisions. Butterfly counting programs often rely on data collection tools and technology. Entrepreneurs may develop and market innovative technologies such as mobile apps for butterfly identification and data recording, drones for aerial surveys of butterfly populations, or sensors for monitoring environmental conditions. These technological solutions can improve the efficiency and accuracy of butterfly monitoring efforts while creating opportunities for entrepreneurship in the tech sector.

### **Conclusion:**

Executing Sustainable Development programs in the educational institutions stimulates the holistic development of students by promoting social responsibility, creating awareness, building life skills, fostering healthy habits, supporting environmental conservation, providing support networks, and enhancing academic performance. Therefore, integrating such initiatives into the educational curriculum can have long-lasting positive impacts on students and their communities. Can serve as fertile grounds for nurturing entrepreneurial talent by fostering idea generation, skill development, networking opportunities, market awareness, brand building, the development of an entrepreneurial mindset, and access to incubation support. Therefore, integrating entrepreneurship-focused elements into such initiatives can further enhance their impact on students' entrepreneurial journeys.

### **Suggestions**

1. Implementing Sustainable Development requires a multi-stakeholder approach involving governments, businesses, civil society, and individuals. Integrate SDGs into national development plans, policies, and strategies. Ensure that all sectors, including health, education, infrastructure, and environment, align their activities with the SDGs. Harness the power of technology and innovation to address sustainable development challenges. Promote research and development in areas such as renewable energy, clean water, sustainable agriculture, and climate resilience.
2. Implementing Sustainable Development Goals Strengthens international cooperation and solidarity to address global challenges that transcend national borders. Supports developing countries in their efforts to achieve the SDGs through technology transfer, capacity-building, and financial

assistance creates a more inclusive, equitable, and sustainable world for future generations..Top of Form

3. Promotes education, awareness, and behavior change campaigns to foster a culture of sustainability. Empower individuals and communities to adopt sustainable lifestyles and consumption patterns. Prioritize climate action and adaptation strategies to mitigate the impacts of climate change and build resilience in vulnerable communities. Implement measures to reduce greenhouse gas emissions and transition to a low-carbon economy.
4. Fosters partnerships between governments, businesses, civil society organizations, and academia to leverage resources, expertise, and networks. Public-private partnerships (PPPs) can play a crucial role in mobilizing finance and knowledge for sustainable development projects. Mobilizes domestic and international resources for sustainable development financing. Explore innovative financing mechanisms, such as green bonds, impact investing, and carbon pricing, to attract private sector investment in SDG-related projects
5. Improves data collection, monitoring, and evaluation mechanisms to track progress towards SDGs. Invest in statistical capacity-building to ensure the availability of high-quality data at all levels. Integrates SDGs into national development plans, policies, and strategies. Ensure that all sectors, including health, education, infrastructure, and environment, align their activities with the SDGs.
6. Strengthens the capacity of governments, local authorities, and communities to implement and monitor the SDGs effectively. Provide training and technical assistance on sustainable development planning, budgeting, and implementation. And Ensures policy coherence across different sectors and levels of government to avoid trade-offs and conflicts between SDGs. Adopt a holistic approach to development planning that considers social, economic, and environmental dimensions.

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**ANNEXURE 2**

1. <https://www.youtube.com/watch?v=zWr81TK6OWI>
2. [https://www.facebook.com/nmc.photogallery/posts/1300746910575320?ref=embed\\_post](https://www.facebook.com/nmc.photogallery/posts/1300746910575320?ref=embed_post)
3. [https://www.facebook.com/nmc.photogallery/posts /1300746910575320?ref=embed\\_post](https://www.facebook.com/nmc.photogallery/posts/1300746910575320?ref=embed_post)
4. <https://youtu.be/qfubApp6mUg>
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10. [https://www.facebook.com/nmc.photogallery/posts/1313409292642415?ref=embed\\_post](https://www.facebook.com/nmc.photogallery/posts/1313409292642415?ref=embed_post)
11. [https://www.facebook.com/nmc.photogallery/posts/1313403695976308?ref=embed\\_post](https://www.facebook.com/nmc.photogallery/posts/1313403695976308?ref=embed_post)



## Implementation Of Sustainable Development Goals Through Community Engagement: A Case Study On Pramukh Swami Science and H. D. Patel Arts College, Kadi, Gujrat

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### ABSTRACT

The term sustainable development is being considered as an act of humanity where development should take place without bargaining the requirements of the future generation. The sphere where humans live in is generally known as environment and those entire acts humans do in order to improve their lives within that habitat is known as development. These two terms go hand in hand and are attached to each other. Sustainable development is basically concerned about these two terms – environment and development. The ideology depicts that nature (earth, biodiversity), life support (ecosystem, resources and environment) and community should be sustained and people, society and economy should be developed. In this context, the present study has made an attempt to explore the implementation of sustainable development goals through community engagement by Pramukh Swami Science and H. D. Patel Arts College, Kadi, Gujrat. Qualitative research method was used here to study the college activities and identify whether they can bring any positive change in the community or not; to examine how the college activities help to promote sustainable growth and to identify how the college activities can motivate entrepreneurial ideas among students. It is found from the present study that the college have done ten activities in total to achieve different sustainable development goals and successfully bring positive changes in the community. The college also helps to promote sustainable growth and the college activities motivate students in developing different entrepreneurial ideas.

**KeywordsS :** *Sustainable development goals, community engagement, higher education institutions.*

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### 1.1 Sustainable Development: Concept

Sustainable development can be defined as an approach towards economic expansion of a country without deviate the quality of the environment for upcoming generations. Sustainable development tries to find equilibrium between economic development, environmental protection, and social well-being. In the year 1987, the United Nations World Commission on Environment and Development released the report named Our Common Future which is commonly known as the Brundtland Report. According to the Brundtland Report the term sustainable development was defined as the development which fulfils the requirements of the present generation without compromising the ability of future generations to fulfil their own requirements. Nowadays the concept of sustainable development mainly concentrates on three things – economic development, social development and environmental protection for future generations.

In the year 1992, sustainable development was first become very popular at the time of Earth Summit in Rio de Janeiro. In 2015 the United Nations General Assembly (UNGA) obtained the Sustainable Development Goals (2015 to 2030) and explained how the goals are incorporated and indivisible to achieve sustainable development at the global level. As per 2030 agenda for sustainable development, there are 17 world Sustainable Development Goals (SDGs) adopted by all United Nations members in 2015. The SDGs were formed with the aim of peace and prosperity for people and the planet – while handling climate change and working to save oceans and forests. The SDGs put impulse on the interrelated environmental, social and economic angles of sustainable development by putting sustainability at their center. The goals to transform the world and their respective targets are mentioned below:

**Table 1: SDGs and their focus areas**

S. No.	Goals	Focus Areas
SDG : 1	No Poverty	The main aim of this goal is to abolish poverty in all its forms. It also aims to provide basic needs to all the people and bring out them from the helpless situations of poverty.
SDG : 2	Zero Hunger	This goal focuses on removing all dimensions of malnutrition and increase agricultural productivity. Enhancing the sustainable ways of production, maintaining ecosystem and improving farming techniques.

**Table 1: SDGs and their focus areas**

S. No.	Goals	Focus Areas
SDG : 3	Good Health and Well - being	The goal emphasizes in reducing maternal mortality ratio and strengthens the preventions and treatment measure for premature mortality. It also promotes mental health and well-being by providing availability of good medicines and vaccination.
SDG : 4	Quality Education	Without proper education development is not possible. This goal aims at ensuring quality education for all without any discrimination.
SDG : 5	Gender Equality	Equal opportunity should be there and no disparities with reference to gender should exist. Women should get equal rights in education, political empowerment and should not be in any case of violence and enjoy the same liberty as males.
SDG : 6	Clean water and Sanitation	Water is a basic necessity for the survival of life. Thus this goal aims to supply clean water in both ways quality and quantity wise. Also to provide access to proper sanitation facilities.
SDG : 7	Affordable and Clean Energy	This is an approach towards clean resources and sources of energy, available at reasonable rates.
SDG : 8	Decent Work and Economic Growth	The ultimate goal is to accomplish economic growth in sustainable ways, thus everyone should have access to work opportunities. Sufficient establishment of industries and MSMEs should be there for employment generation.
SDG : 9	Industry, Innovation, and Infrastructure	This goal is an attempt to promote sustainable industrialization using environment-friendly techniques to boost production. Building small scale industries with financial support.

S. No.	Goals	Focus Areas
SDG : 10	Reduced Inequality	There should not be any inequalities within the country and among the countries on the basis of rich-poor criterion.
SDG : 11	Sustainable Cities and Communities	Building cities and communities by preserving the natural heritage and providing safe and amenities inclusive habitat to live in.
SDG : 12	Responsible Consumption and Production	The responsibility lies in both production and consumption. This goal focuses on various ways to prevent overuse and promote reuse, recycle and reduce techniques.
SDG : 13	Climate Action	The threats of climate hazards need to be resolved immediately thus this goal emphasizes on creating awareness about climate change and adopting ways to protect it and also to support the facilities to cover natural hazards.
SDG : 14	Life below Water	The motive of this goal is that there should not be any marine pollution and life underwater should be protected by not contaminating it. Taking special measures in regards to overfishing and promoting scientific methods to improve the water life.
SDG : 15	Life on Land	The most important is to conserve wildlife, ecosystem and the whole biodiversity. This goal also works in order to the restoration of territorial life, quality of soil, degraded land due to deforestation and improve the capacity of natural resources to facilitate sustainable development.
SDG : 16	Peace and Justice Strong Institutions	Reducing all type of violence in the form of trafficking, abusing and exploitation of any age group is the main concern of this goal. This includes a strong legal framework and access to justice by all.
SDG : 17	Partnerships to achieve the Goal	This is the main factor as these targets can be achieved only through the collective and integrated efforts of all countries together.

Source: Sustainable Development Goals Basel Report, 2016.

The term sustainable development is interrelated to the normative concept of sustainability. The United Nations Educational, Scientific and Cultural Organization (UNESCO) formulated a differentiation between the two concepts. According to UNESCO the term sustainability is frequently thought of as a long-term goal (i.e. a more sustainable world); on the other hand, sustainable development indicates towards many processes and pathways to accomplish it. The concept of sustainable development is a topic of debate because some notice it as paradoxical or oxymoron and regard development as inherently unsustainable, others are disillusioned in the lack of progress that has been achieved so far. Part of the problem is that development itself is consistently failed to define. Such point of view contradicts the mainstream academic community, which frequently admits that the processes of capitalism are unable to coexist with the long-term sustainability of human life.

## 1.2 Objectives of Sustainable Development

The objectives of sustainable development are focused on the environmental, economic and social challenges presently facing by the world. These objectives provide a framework for promoting sustainable economic growth and securing the needs of future generations are fulfilled. The major aims of sustainable development are as follows:

1. **Abolition of Poverty:** To eradicate poverty sustainable development attempts to ensure everyone has access to basic requirements i.e. – food, clean water, and healthcare.
2. **Inclusive Education:** The purpose is to offer quality education for everyone, fostering lifelong learning opportunities that empower individuals and enhance an informed society.
3. **Gender Equality:** Sustainable development attempts to alleviate gender discrimination by ensuring equal rights and opportunities for all.
4. **Health and Well-being:** The focus is on accessible healthcare, disease prevention, and mental wellness support for individuals of all ages.
5. **Clean Water and Sanitation:** Sustainable development tries to provide safe and clean water supplies combined with adequate sanitation facilities to protect public health.
6. **Inexpensive and Clean Energy:** The reason is to promote renewable energy sources and technologies that are accessible and cheap while reducing dependency on fossil fuels.
7. **Decent Work and Economic Growth:** Sustainable development fosters productive employment and fair working conditions, encouraging economic growth that benefits to individuals and societies as well.

8. **Industry and Innovation:** The purpose is to stimulate responsible industrialization, innovation, and infrastructure development that provide advantage to economies and societies.
9. **Reducing Inequality:** Sustainable development encourages fair opportunity for all through emphasizing the reduction of income inequality within countries.
10. **Sustainable Cities and Communities:** The goal is to build up inclusive, safe, and resilient urban settings that are environmentally sustainable and respond to the needs of all citizens.
11. **Responsible Consumption and Production:** Sustainable development advocates for efficient resource utilisation, minimizing waste and nurturing sustainable consumption behaviours.

### 1.3 Five Pillars of Sustainable Development

There are 5 pillars of sustainable development. The pillars are also known as 5 Ps (i.e. –people, planet, prosperity, peace and partnerships) of sustainable development. It covers 5 overarching areas that each of the SDG's address. These are of key importance to act towards over the next decade. These pillars are there to enlighten decision making around interventions installed by the government that work towards the SDG's.

At the time of adopting any new policy, it must consider the consequences it will have upon any of the 5 Ps. Today, United Nations fruitfully continues to consider these pillars against each of their development goals and they also offer a blueprint that many organisations can evaluate their own actions against.

### 1.4 Achievements in Sustainable Development Goals in India

NITI Aayog is the nodal institution in India for achieving SDGs by leading the 2030 Agenda with the spirit of cooperative and competitive federalism. It monitors the national and sub-national levels progress through different mechanisms, like – the SDG India Index and Dashboard, Multidimensional Poverty Index: Progress review 2023, North Eastern Region Index and Dashboard and so on. State governments are key to India's progress on the SDGs as they are best placed to 'put people first' and to ensure that 'no one is left behind'. The UN Country Team in India supports NITI Aayog, Union ministries and state governments in their efforts to address the interconnectedness of the goals to make sure that no one is left behind and to promote adequate financing to attain all SDGs.

By the year 2030 India committed to achieve all goals through targeted actions, policies, and international cooperation. The SDGs provide a comprehensive framework for sustainable development, guiding efforts to create

more fair, comprehensive and sustainable world for present and upcoming generations.

India has made significant progress in diverse areas aligned with the SDGs. Efforts to diminish poverty have turned down in the poverty rate by lifting millions of people out of poverty. India has made strides in improving access to education, achieving near-universal primary school enrolment. Maternal and child health indicators have also enhanced with a reduction in maternal and under-five mortality rates. Access to clean water and sanitation facilities has improved and enhancing the quality of life for many people.

There are many factors among them social capital played a crucial role in effectively achieving the SDGs in India. Social capital refers to the networks, relationships and norms that facilitate cooperation and collective action. It also enabled communities to come together, share resources and work towards achieving common goals. Further, it facilitated the implementation of various development programs, enhanced community participation, promoted inclusive decision-making processes, mobilising resources, fostering partnerships, and promoting social cohesion.

As per the United Nations SDG Index and Dashboards Report 2023, which assesses countries' progress towards the Sustainable Development Goals (SDGs), the SDG Index Rank of India is 112 out of 166 countries, with an overall index score of 63.5 percent and spill-over score of 99.4 percent.

### **1.5 Role of Education to Achieve Sustainable Development**

Education for sustainable development (ESD) is a term which is formally introduced by the United Nations. It is defined as education practices that promote changes in knowledge, skills, values and attitudes to facilitate a more sustainable and just society for humanity. Education for sustainable development aims to empower and equip present and upcoming generations to fulfil their requirements using a balanced and integrated approach to the economic, social and environmental dimensions of sustainable development.

Agenda 21 was the first international document that recognized education as an important tool for achieving sustainable development and highlighted areas of action for education. Education for sustainable development is basically a measuring element that indicates Sustainable Development Goal 12 (SDG) for responsible consumption and production. 20 years after the declaration of Agenda 21 document, the 'Future we want' document was declared in the Rio+20 UN Conference on Sustainable Development by stating that "We resolve to promote education for sustainable development and to integrate sustainable development more actively into education beyond the Decade of Education for Sustainable Development."



One version of education for Sustainable Development identifies current environmental challenges and search out new ways and dimensions to adjust with the changing biosphere and engage individuals to address societal issues that come with them. In the International Encyclopedia of Education, this approach to education is observed as an effort to transfer consciousness toward an ethics of life-giving relationships that respects the interconnectedness of man to his natural world in order to provide future members of society with environmental awareness and a sense of responsibility to sustainability.

According to the UNESCO, education for sustainable development means to integrate key sustainable development issues into teaching and learning process. This may include instruction about climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. Participatory teaching and learning methods that motivate, inspire and empower learners to change their behaviours and take action for sustainable development is also needed. Education for sustainable development helps to promote many competencies like – critical thinking, imagining future scenarios and making decisions in a collaborative way etc.

In December 1997, The Thessaloniki Declaration by UNESCO and the Government of Greece was presented at the “International Conference on Environment and Society: Education and Public Awareness for Sustainability” that highlights the importance of sustainability not only with regards to the natural environment, but also with many other aspects like – poverty, health, food security, democracy, human rights, and peace.

## **1.6 Pedagogical Approaches in Education for Sustainable Development**

There is no exact pedagogy for sustainability education. There is only a broad consensus that it needs a shift towards active, participative and experiential learning methods to keep the learner and make a real differentiation to their understanding, thinking and ability to perform.

There are five pedagogic elements recognized that cover a host of pedagogical approaches that staff at Plymouth might use to bring these elements into the learning environment.

- 1. Critical reflection** – It includes more traditional lecture but also newer approaches like – reflexive accounts, learning journals and discussion groups.
- 2. Systemic thinking and analysis** – Real-world case studies and critical incidents, project-based learning, stimulus activities and the use of the campus are used as a learning resource.



- 3. Participatory learning** – It includes group or peer learning, developing dialogue, experiential learning, action research/learning to act and developing case studies with local community groups and business.
- 4. Thinking creatively for future scenarios** – It includes role play, real-world inquiry, futures visioning, problem-based learning and providing space for emergence.
- 5. Collaborative learning** – It includes contributions from guest speakers, work-based learning, interdisciplinary/multidisciplinary working and collaborative learning and co-inquiry as well.

### 1.7 Community Engagement

The term community engagement is based on the democratic idea. It seeks to engage community as a whole to achieve long-term and sustainable outcomes, processes, relationships, discourse, decision-making or implementation. It holds the assurance that public actively participate in decision-making process to make decisions more equitable. It helps to intense relationships and collaboration between government organisations and communities to create and realize sustainable visions for community's future. To be successful, it employs various strategies and processes that are sensitive to the community-context in which it occurs. It also places a premium on fostering and enhancing trust as a critical element in long-term, sustainable engagement and helps in effective governance mechanism.

To understand the meaning of community engagement more promptly, we can identify the meaning of two terms separately as follows:

- **Community** – The term community is a broad term used to define groups of people based on common geographic location (country, state, region, suburb, neighbourhood, etc.) or common interest (customs, values, religion, needs, etc.), which may include citizens, businesses, residents, stakeholders, and more.
- **Engagement** – Engagement is a framework of guiding principles, strategies and approaches. This framework is based on principles that respect the right of all community members to be informed, consulted, involved and empowered. It is the process of including stakeholders in activities and communications and allowing them to contribute in a meaningful way.

The United Nations Community Engagement Guidelines on Peace building and Sustaining Peace defined the term community engagement as a strategic process that directly involve local people in all aspects of decision-making process, policy development and implementation to strengthen local ownership,

capacities and community structures as well as to improve transparency, accountability and optimal resource allocations across diverse settings.

Therefore, the term community engagement is strategic in nature that has definite purpose of working with identified groups of people, whether they are connected by geographic location, special interest or affiliation to identify and address issues that affecting their welfare. The combining of the term 'community' to 'engagement' serves to enlarge the scope, shifting the focus from the individual to the joint, with the associated implications for extensiveness to ensure consideration is made of the variety that exists within any community.

## **2. Review of Literature**

There are various studies conducted dealing with the sustainable development goals and community engagement in India as well as in abroad. In this section, a brief review of existing literature that has explored the relationship between sustainable development goals and community engagement is presented.

### **2.1 Indian Studies:**

**Rajul Singh, Roma Mitra Debnath (2012)** arrange a study on 'Modelling sustainable development: India's strategy for the future' to understand the relationships among various enablers of Clean Development Mechanism (CDM) to know their degree of dependence and driving power. It aims to investigate the viability of sustainable development in Indian scenario. An interpretive structural model (ISM) has been developed to model the various parameters of sustainable development in the Indian context. The result of the study shows that sustainable development is attainable if the nation emphasizes strategic goals and mission.

**Harjit Singh, Nikunj Aggarwal (2013)** conducted a study titled 'Achieving sustainable development goals through elevating socio-economic status' to examine the financial and operating performance of Saraswati Sugar Mills Limited and its impact on the society in the employment generation and upliftment of the socio-economic status. It aims to identify the factors responsible for low performance (if any). It helps in comparison of changes in static data from years 1995-1996 to 2010-2011. Ratio analysis and quantitative techniques such as discrete and continuous time approach have been introduced in the study to analyze the data. To measure the financial appraisal, five financial ratios (i.e. working capital turnover ratio, percentage of net sales to capital employed, percentage of gross profit to capital employed, cost output ratio and value added per man/month) were calculated and analyzed to understand the changes in the financial and operating situation of the company.

The findings have shown the mixed trends of profit and losses. Net sales and capital employed showed a growing trend while the percentage of net profit to capital employed and the cost output ratio decreased from 1995-1996 to 2010-2011. Working capital was utilized efficiently. Value-added per man/month also registered an increase of 120.11 percent. In nutshell, the financial and operational performance analysis shows the efficiency of the Saraswati Sugar Mills Private Limited and its role towards sustainable development of its immediate society.

**A. Amarinder Reddy, Ch. Radhika Rani, Timothy Cadman, Soora Naresh Kumar, Anugula N Reddy (2016)** examine a study on the topic 'Towards sustainable indicators of food and nutritional outcomes in India' to evaluate performance of India in food and nutrition security in respect of other Asian countries like – Bangladesh, China, Africa and also developed countries from the year 1991 to 2016. The study is based on FAO food security indicators under four dimensions, i.e., food availability, access, stability and utilization. These indicators are further categorized into determinants and outcome indicators of food security. A comprehensive fifteen indicators are examined in the study.

**Ranajit Chakrabarty, Mahuya Chakrabarti, Ayan Chattopadhyay (2016)** inspected a study titled 'Millennium development goals achievement in different states of India (2003-2004 to 2013-2014)' to explore the status of these goals during the year 1993-1994 to 2013-2014 at state level using 12 targets and 35 indicators relevant for India. The study also explains inter-state variations in this regard.

**Madhulika Sahoo, Jalandhar Pradhan (2019)** explore a study on 'Sustainable development goals and reproductive healthcare rights of internally displaced persons in India'. The basic objective is to look into the internally displaced persons (IDPs) reproductive healthcare situation in India and to identify the role of sustainable development goal (SDG) in addressing the reproductive healthcare rights of the IDPs in India.

## **2.2 Foreign Studies:**

**Yacy-Ara Froner (2017)** conducted a study titled 'International policies for sustainable development from cultural empowerment' to explore the international agenda regarding the discussion on sustainable development. This study also throws light on the issues of contemporary heritage science theory on the debate concerning the cultural heritage preservation and management issues. The study provides a historical context about the enlargement of the debate regarding the international policies for sustainable development from cultural empowerment. It suggests that UNESCO, WHC and ICCROM have been promoting positive projects in vulnerable regions.

**Carol Pomare (2018)** conducted a study on 'A Multiple Framework Approach to Sustainable Development Goals (SDGs) and Entrepreneurship'. The researcher discusses sustainable development goals (SDGs) and entrepreneurship from an economic as well as social point of view. Descriptive statistics is being used in the study to analyze the challenges faced by small & medium enterprises (SMEs). Data are collected from various SMEs. It is found from the study that there is a need to make SMEs and make general public aware about the 6 healthier way of living, with a focus on entrepreneurs who believe their SME needs to act as a 'good corporate citizen' with the responsibility to sustain the environment for upcoming generations and taking care of the well-being of society at large.

**David Littlewood, Diane Holt (2018)** organised a study on 'How Social Enterprises Can Contribute to the Sustainable Development Goals (SDGs) – A Conceptual Framework'. The main focus of the study is to identify the role of social enterprises in achieving SDGs and to introduce a framework about the conceptual problem. This paper starts by reviewing what has been written about social enterprises and the SDGs and followed by the development and presentation of the theoretical framework. The contribution of the study helps the social enterprises to enhance their existence by contributing in SDGs.

**Gayle C. Avery (2018)** conducted a study on 'Blueprint for implementing the UN's sustainable development goals'. The main objective of the study is to explain the 17 goals in detail and to provide simple examples of how different goals provide a purpose in the lives of both ordinary and extraordinary individuals.

**Jan Bebbington, Jeffrey Unerman (2018)** examine a study 'Achieving the United Nations Sustainable Development Goals: An enabling role for accounting research' to establish and advance the role of academic accounting in the pursuit of the United Nations Sustainable Development Goals (SDGs). The study offers a synthesis of interdisciplinary perspectives on sustainable development. Potential accounting research contributions are also proposed by the study to support the development of new research avenues. The SDGs focus highlights new sites for empirical work and also inviting innovation in accounting theoretical frameworks. Additionally, the SDGs provide a context for (re)invigorating accounting's contribution to sustainable development debates. This study throws light on the roles of academic accounting in furthering the achievement of the SDGs through enhanced understanding, critiquing and advancing of accounting policy, practice and theorizing.

**Karin Buhmann, Jonas Jonsson, Mette Fisker (2018)** conducted a study titled 'Do no harm and do more good too: connecting the SDGs with business and human rights and political CSR theory' to explain how companies can benefit from their human rights due diligence process. The study also

identifies opportunities for sustainable development goals (SDGs) activities in operationalization of political corporate social responsibility (PCSR). The study provides theory-based guidance to the companies that how can they assess their capacity for contributing societal value through human rights oriented SDG interventions.

**Marcelo de Sousa Monteiro, Fernando Luiz E. Viana, José Milton de Sousa-Filho (2018)** explore a study on 'Corruption and supply chain management toward the sustainable development goals era' to identify academic literature studies on corruption in the supply chain management (SCM) from the year 2005 to 2016 to propose a research agenda. A literature review method was used in the study to recognize which approaches are used for corruption in SCM. The analysis of the context of SDGs required an integrated approach once the goals are interrelated despite the increase in research studies in the year 2015. There is a broad opportunity to connect the research on corruption in SCM with the context of the practice to achieve the SDGs.

**Omar Sacilotto Donaire, Luciana Oranges Cezarino, Adriana Cristina Ferreira Caldana and Adriana Cristina Ferreira Caldana (2018)** examined a study 'Sustainable Development Goals – An Analysis Of Outcomes' to revise the concept of sustainability to build up its integrative understanding. It concentrates to develop an approach in order to determine the effectiveness of SDGs. To analyze the outcome of SDGs, correlation is used as all the goals are interconnected with each other. The emerging pattern of correlations reflected the systemic coherence of the efforts as an indication of self-organization towards sustainability. This pattern also revealed that the efforts are still spotty and that the systemic synergy has not yet taken place. The data about Brazil's progress towards the SDGs are collected from the World Bank's World Development Indicators (WDI) database. The result indicated that Brazil as a whole cannot yet be seen as a self-organizing system that is growing towards sustainability. In Brazil, it is important to maintain the public policies that influence SDG 1-6, but it is necessary to develop policies geared towards SDG 12. Environmental goals also need more public policies (SDGs 14 and 15). To achieve these 2030 Agenda, much effort will be required for SDG 17, which is related to greater synergy through partnerships.

**Maria A. Pineda-Escobar (2019)** proposes a study on 'Moving the 2030 agenda forward: SDG implementation in Colombia'. The main objective of the paper is to contribute to the debate regarding the understanding of the multiple manifestations and alternatives for the implementation of sustainable development goals (SDGs) across national borders in Columbia. The study incorporates two-stage qualitative research design with summative content analysis. The study finds that the companies in Colombia are showing an interest in incorporating the SDGs into their corporate sustainability reporting.

### **2.3 Research Gap**

Depending on the review of existing literature, it is found that in India as well as in abroad there are limited studies conducted on sustainable development goals through community engagement. There are very little studies that thrown light on the sustainable development goals through community engagement.

### **3. Significance of the Study**

The information from this study will add knowledge on the topic sustainable development goals through community engagement in Pramukh Swami Science and H. D. Patel Arts College, Kadi, Gujrat.

This study provides various college activities that take place to achieve sustainable development goals and identify whether they can bring any positive change in the community or not. Further, this study identifies the impact of different college activities to promote sustainable growth. Finally, the study also identifies how the college activities can motivate entrepreneurial ideas among students.

### **4. Objectives of the Study**

1. To study the college activities and identify whether they can bring any positive change in the community or not.
2. To examine how the college activities help to promote sustainable growth.
3. To identify how the college activities can motivate entrepreneurial ideas among students.

### **5. Research Methodology**

#### **5.1 Sample Selection**

For the purpose of the study, I have considered Pramukh Swami Science and H. D. Patel Arts College, which is located at Kadi under Mehsana district of Gujrat.

#### **5.2 Study Period**

The study period is considered for 3 months, July 2023 to October 2023.



### 5.3 Data Source

Data have been collected by using the secondary data source of Pramukh Swami Science and H. D. Patel Arts College, Kadi.

### 5.4 Tools and Techniques Used

For the purpose of analysis, qualitative method was used in the study.

## 6. Analysis and Findings

### 6.1 Overview of the Case

Pramukh Swami Science and H. D. Patel Arts College, Kadi is a renowned educational institution located under Mehsana district in the Indian state Gujarat. It was established in the year 1992. In the year 1965, Sarva Vidyalaya Kelavani Mandal (SVKM) Kadi trust established Science College in Kadi to provide higher education in Science discipline for the regional students who had to travel to remote cities for their study. Further, in the year 1991, the Kadi Science College got the divine blessings of Pramukh Swami Maharaj and the college was named as Pramukh Swami Science College. Soon the Arts faculty was also introduced in this college and the college was again renamed as Pramukh Swami Science and H. D. Patel Arts College, Kadi.

Kadi is an industrial town located in the southern part of Mehsana district in the state of Gujarat. Kadi is known for its many cotton mills and is often referred as the Cotton City of Gujarat. The town is also the administrative headquarters of Kadi Taluka. Kadi consist of 120 villages having total population of 2,60,934. Here, the average literacy rate is 65.8%. The economy of Kadi is mostly dependent on industries located in and around the town. Among them, many are agro based companies dealing in cotton ginning, cotton processing, cotton seed processing, cotton oil refineries etc. In addition, a considerable number of companies also manufacture ceramic tiles and other products alike. Realizing the industrial potential of the town Gujarat Industrial Development Corporation has also established an estate in Kadi. It offers every kind of infrastructure that required for sooth running of the industries. Many big and small scale industries have taken up plots here.

### 6.2. The activities by the college and its related SDGs:

#### Chart 1: The activities by the college and its related SDGs



Name of the activity	Date & Duration	No of Participants	Description of the Activity	Related SDG/ SDGs
1. Millet Lunch Box Policy or, Millet Food	1 Month (01/08/2023 to 31/08/2023)	50 Students	<ul style="list-style-type: none"> <li>■ Launch educational campaigns</li> <li>■ Recipe development</li> <li>■ Distribute millet samples to schools and households</li> <li>■ Millet sample collection and quality assurance</li> <li>■ Feedback collection</li> </ul>	SDG 3 SDG 11 SDG 12
2. Grow Organic Garden	Around 3 Months	65 Students	<ul style="list-style-type: none"> <li>■ Garden design and layout</li> <li>■ Compost setup and soil preparation</li> <li>■ Planting and maintenance</li> <li>■ Organic and safe practices</li> <li>■ Water management</li> <li>■ Pest and disease management</li> <li>■ Compost and waste management</li> </ul>	SDG 1 SDG 2 SDG 3 SDG 7 SDG 8 SDG 9 SDG 3 SDG 11 SDG 12 SDG 13
3. Cooking Videos on food items with millets	1 Month (01/08/2023 to 31/08/2023)	40 Students	<ul style="list-style-type: none"> <li>■ Garden design and layout</li> <li>■ Educational campaigns</li> <li>■ Recipe development</li> <li>■ Monitoring and evaluation planning</li> <li>■ Sample collection and quality assurance</li> <li>■ Feedback collection</li> </ul>	SDG 1 SDG 2 SDG 3 SDG 8
4. Picket Process for Prohibition of Plastic Bags	1 Week (15/08/2023 to 22/08/2023)	280 Students	<ul style="list-style-type: none"> <li>■ Formation of a task force</li> <li>■ Public awareness campaign</li> <li>■ Petition and signature collection</li> <li>■ Engage with local government</li> <li>■ Advocacy and lobbying</li> <li>■ Media outreach</li> <li>■ Community events and workshops</li> <li>■ Sustainability initiatives</li> </ul>	SDG 11 SDG 13

Name of the activity	Date & Duration	No of Participants	Description of the Activity	Related SDG/ SDGs
5. Awareness on Elderly Abuse Rally	1 Day (19/08/2023)	500 Students	<ul style="list-style-type: none"> <li>■ Banners, educational brochures and pamphlets</li> <li>■ Invite school to collaborate with this activity</li> <li>■ Conducting rally in Rajpur village</li> <li>■ Pledge for respect the old age people</li> <li>■ Making some video and poster for presenting during the event</li> <li>■ Conducting awareness session on old age abuse</li> </ul>	SDG 10 SDG 16
6. Slow Cycling Competition	6 Hours (21/09/2023)	60 Students	<ul style="list-style-type: none"> <li>■ Mandatory use of safety gear</li> <li>■ Regular safety briefings</li> <li>■ Medical personnel on standby</li> <li>■ Controlled track environment</li> </ul>	SDG 12 SDG 13 SDG 16
7. Challenge Walking of 10,000 steps in 90 minutes	1 Day (21/09/2023)	30 Students	<ul style="list-style-type: none"> <li>■ Awareness spreading</li> <li>■ Medical personnel on standby</li> <li>■ Adequate hydration stations</li> <li>■ Clear route markings and safety personnel</li> <li>■ COVID-19 safety protocols in place</li> </ul>	SDG 3
8. Conduct Yogathon for youngsters and competition of performing 25 sets of 'Surya Namaskars'	1 Day (07/09/2023)	210 Students	<ul style="list-style-type: none"> <li>■ Common Yoga Shibir</li> <li>■ Invite Yoga expert</li> <li>■ Surya Namaskar competition rounds</li> <li>■ Meditation and mindfulness sessions</li> <li>■ Making some video and poster for present during the event</li> </ul>	SDG 3

Name of the activity	Date & Duration	No of Participants	Description of the Activity	Related SDG/ SDGs
9. Alumni Meet (Online Mode)	1 Day (18/09/2023)	65 Students	<ul style="list-style-type: none"> <li>■ Coordinating with alumni</li> <li>■ Scheduling online sessions</li> <li>■ Prepare and share presentation materials</li> <li>■ Organizing interactive sessions</li> <li>■ Use of Zoom features</li> <li>■ Networking opportunities</li> <li>■ Gather feedback from participants</li> </ul>	SDG 11 SDG 16
10. Safety, Disaster, Risk and Crowd Management	1 Day (15/09/2023)	350 Students	<ul style="list-style-type: none"> <li>■ Seminars and case studies</li> <li>■ Improved skills</li> <li>■ Awareness of current issues</li> <li>■ Emergency response planning</li> <li>■ Invite experts and government officials</li> <li>■ Making some video and poster for present during the event</li> <li>■ Disaster preparedness and response</li> <li>■ Risk assessment and mitigation</li> <li>■ Crowd management</li> </ul>	SDG 3 SDG 11 SDG 13 SDG 16

**Source** : Report of Pramukh Swami Science and H. D. Patel Arts College, Kadi, Gujarat, 2023.

### **6.3 Findings related to objective no. 1:**

**To study the college activities and identify whether they can bring any positive change in the community or not.**

From chart 1 it can be seen that under sl. no. 1 (i.e. millet lunch box policy or, millet food) the college have done many activities (like – educational campaigns, recipe development, distribution of millet samples to schools and households, collection of millet sample and quality assurance, feedback collection etc.) to bring positive change within the community as well as in the society as a whole. The above mentioned activities can bring the following positive changes in the community:

#### **1. Improved Nutritional Health :**

Increased consumption of millets can lead to improved nutritional health among the community because millets are rich in essential nutrients like – fiber, vitamins and minerals. Millets also help to combat malnutrition and related health issues.

#### **2. Diverse Diet :**

Promoting millets can encourage dietary diversity, which is crucial for overall health. Millets offer an alternative to traditional staples like – rice and wheat, reducing the risk of monoculture dependence and associated vulnerabilities.

#### **3. Enhanced Food Security :**

Millets are hardy crops that can thrive in diverse agro-climatic conditions. By promoting millet cultivation, there can be increase in food security, especially in regions prone to climate variability and crop failures.

#### **4. Income Generation :**

Encouraging millet cultivation can provide additional sources of income for farmers. Millets can be grown alongside other crops, diversifying income sources and improving rural livelihoods.

#### **5. Reduced Non-Communicable Diseases :**

Millets have a lower glycemic index compared to refined grains, which can help to reduce the risk of non-communicable diseases like –diabetes and obesity.

#### **6. Environmental Benefit :**

Millet cultivation can reduce the pressure on water resources, minimise soil erosion and promote biodiversity in agricultural landscapes, contributing to overall environmental conservation efforts.

**7. Culinary Diversity :**

The promotion of millets can lead to resurgence in traditional and regional cuisines, fostering culinary diversity and cultural preservation.

**8. Policy Innovation :**

The implementation of a 'Millet Lunch Box Policy' showcases a commitment to innovative policies that address contemporary challenges like – nutrition, climate change and sustainability.

It can be find from chart 1 under sl. no. 2 (i.e. grow organic garden) that the college have done many activities (like – garden design and layout, compost setup and soil preparation, planting and maintenance, organic and safe practices, water management, pest and disease management, compost and waste management etc.) to bring positive change within the community. The above mentioned activities can bring the following positive changes in the community:

**1. Increased Awareness :**

Agriculture students working on the project will likely gain a deeper understanding of organic farming practices and sustainable agriculture. They will also become more aware of the importance of organic food production for both the environment and human health.

**2. Organic Garden Establishment :**

The students may successfully establish an organic garden on campus. This garden can serve as a practical learning environment where students can apply their knowledge of organic farming techniques.

**3. Crop Production :**

The project may yield a variety of organic crops like – tomato, brinjal, chilli etc.

**4. Sustainable Practices :**

The students may implement sustainable practices within the garden, including composting, water conservation and natural pest control methods. These practices can serve as examples of environmentally friendly farming techniques.

**5. Educational Opportunities :**

The garden can become a valuable educational resource for the wider community. The students may organize workshops, seminars or tours to teach others about organic gardening and sustainable agriculture.

**6. Skill Development :**

Agriculture students involved in the project will gain practical skills in organic gardening, problem-solving, team work and also project management.

**7. Environmental Impact :**

Over time, the project can contribute to environmental conservation by reducing the use of synthetic pesticides and fertilizers, promoting biodiversity and improving soil health.

**8. Positive Influence :**

This project may inspire others to adopt organic gardening practices and promote sustainability in their own lives.

Chart 1 depicts that under sl. no. 3 (i.e. cooking videos on food items with millets) the college have done many activities (like – educational campaigns, recipe development, monitoring and evaluation planning, sample collection and quality assurance, feedback collection etc.) to bring positive change in the community. The above mentioned activities can bring the following positive changes in the community:

**1. Improved Nutritional Health :**

Increased consumption of millets can lead to improved nutritional health among the population because millets are rich in essential nutrients like – fiber, vitamins and minerals. Millets also help to combat malnutrition and related health issues.

**2. Diverse Diet :**

Promoting millets can encourage dietary diversity, which is crucial for overall health. Millets offer an alternative to traditional staples like – rice and wheat, reducing the risk of monoculture dependence and associated vulnerabilities.

**3. Enhanced Food Security :**

Millets are hardy crops that can thrive in diverse agro-climatic conditions. By promoting millet cultivation, there can be increase in food security, especially in regions prone to climate variability and crop failures.

**4. Income Generation :**

Encouraging millet cultivation can provide additional sources of income for farmers. Millets can be grown alongside other crops, diversifying income sources and improving rural livelihoods.

**5. Reduced Non-Communicable Diseases :**

Millets have a lower glycemic index compared to refined grains, which can help to reduce the risk of non-communicable diseases like –diabetes and obesity.

**6. Environmental Benefit :**

Millet cultivation can reduce the pressure on water resources, minimize soil erosion and promote biodiversity in agricultural landscapes, contributing to overall environmental conservation efforts.

**7. Culinary Diversity :**

The promotion of millets can lead to resurgence in traditional and regional cuisines, fostering culinary diversity and cultural preservation.

**8. Policy Innovation :**

The implementation of a ‘Cooking videos on food items with millets’ showcases a commitment to innovative policies that address contemporary challenges like – nutrition, climate change and sustainability.

It can be seen from chart 1 under sl. no. 4 (i.e. picket process for prohibition of plastic bags) that the college have done many activities (like – formation of a task force, public awareness campaign, petition and signature collection, engage with local government, advocacy and lobbying, media outreach, community events and workshops, sustainability initiatives etc.) to bring positive change in the community. The above mentioned activities can bring the following positive changes in the community:

**1. Increased Awareness :**

The local people can be aware of the adverse effect of plastic bags on the environment.

**2. Compliance :**

There was a noticeable reduction in the use of plastic bags during the picket process period, indicating improved compliance with the ban.

**3. Behavioural change :**

Many individuals have started using eco-friendly alternatives, contributing to a reduction in plastic bag usage.

From chart 1 it can be find that under sl. no. 5 (i.e. awareness on elderly abuse rally) the college have done many activities (like – banners, educational brochures and pamphlets, invite school to collaborate with this activity,



conducting rally in Rajpur village, pledge for respect the old age people, making some video and poster for presenting during the event, conducting awareness session on old age abuse etc.) to bring positive change in the community. The above mentioned activities can bring the following positive changes in the community:

### **1. Increased Awareness :**

One of the primary goals of such rallies is to raise awareness about the issue of elderly abuse. Successful rallies can lead to increased public understanding of the types of abuse, signs to look for and the importance of addressing this problem.

### **2. Education :**

Rallies often include informational materials and speakers who can educate attendees about the rights of the elderly and the resources available to prevent and report abuse. These educational efforts can empower individuals to take action.

### **3. Community Engagement :**

Rallies can bring together various community stakeholders, including seniors, their families, caregivers, healthcare professionals, law enforcement and social service agencies. This can foster collaboration and create a network of support for addressing elder abuse cases.

### **4. Behaviour Change :**

Awareness rallies can inspire individuals to take concrete actions to prevent elder abuse, such as – reporting suspected abuse or becoming advocates themselves.

### **5. Local Initiatives :**

Rallies can serve as a catalyst for local initiatives and programmes aimed at preventing elder abuse. These initiatives may involve setting up helplines, support groups or training sessions for caregivers and professionals.

### **6. Long-term Impact :**

While the immediate impact of a rally is important, organizers often aim for longer-term change. This includes sustained awareness efforts, ongoing education and continued community involvement in addressing elder abuse.

Chart 1 depicts that under sl. no. 6 (i.e. slow cycling competition) the college have done many activities (like – mandatory use of safety gear, regular safety briefings, regular safety briefings, medical personnel on standby, controlled track environment etc.) to bring positive change in the community. Slow cycling competition helps to promote balance, control and healthy physical

activity among participants. It also aimed to raise awareness among the people about the benefits of slow cycling for both physical and mental well-being.

It can be seen from chart 1 under sl. no. 7 (i.e. challenge walking of 10,000 steps in 90 minutes) that the college have done many activities (like – awareness spreading, medical personnel on standby, adequate hydration stations, clear route markings and safety personnel, COVID-19 safety protocols in place etc.) to bring positive change in the community. This activity helps to improve physical fitness among the participants and increase awareness among the people about the importance of regular physical activity.

From chart 1 it can be found that under sl. no. 8 (i.e. conduct yogathon for youngsters and competition of performing 25 sets of 'Surya Namaskars') the college have done many activities (like – common yoga shibir, invite yoga expert, surya namaskar competition rounds, meditation and mindfulness sessions, making some video and poster for present during the event etc.) to bring positive change within the community. The yogathon and surya namaskar competition was a resounding success, promoting the practice of yoga and the surya namaskar sequence while fostering a sense of community and well-being among participants. The impact of the event extends beyond the competition itself. It inspires participants to embrace a healthier and more mindful lifestyle. The event also helps to promote yoga's benefits and bring people together in the spirit of wellness and unity.

It can be seen from chart 1 under sl. no. 9 (i.e. alumni meet through online mode) that the college have done many activities (like – coordinating with alumni, scheduling online sessions, prepare and share presentation materials, organizing interactive sessions, use of zoom features, networking opportunities, gather feedback from participants etc.) to bring positive change in the community. This activity helps to strengthen alumni connections, share knowledge and network building opportunities for students.

It can be found from chart 1 under sl. no. 10 (i.e. safety, disaster, risk and crowd management) that the college have done many activities (like – seminars and case studies, improved skills, awareness of current issues, emergency response planning, invite experts and government officials, making some video and poster for present during the event, disaster preparedness and response, risk assessment and mitigation, crowd management etc.) to bring positive change in the community. The above mentioned activities can bring the following positive changes in the community:

### **1. Enhanced Knowledge :**

Participants should gain a deeper understanding of safety, disaster preparedness, risk management and crowd management principles and practices. This includes learning about relevant laws, regulations and best practices.

**2. Improved Skills :**

Seminars include practical training sessions, workshops or simulations to help attendees develop specific skills related to safety and disaster response. Attendees might learn how to administer first aid, use fire safety equipment or manage crowds during an event.

**3. Awareness of Current Issues :**

Attendees were left the seminar with an increased awareness of current safety, disaster and risk management challenges and issues facing their industries or communities.

**4. Emergency Response Planning :**

Organizations and individuals may use the seminar to develop or improve their emergency response plans. This could involve reviewing and updating evacuation procedures, communication protocols or risk assessments.

**5. Case Studies and Best Practices :**

Seminars include case studies and discussions of real-world disasters, incidents and successful crowd management strategies. It can provide valuable insights into what works and what doesn't.

**6.4 Findings related to objective no. 2: To examine how the college activities help to promote sustainable growth.**

By millet lunch box policy or, millet food activity the college helps to promote sustainable growth by the following ways:

**1. Local sourcing and sustainable farming:**

The college encourages the sourcing of millets from local, sustainable and environmentally friendly farming practices. It also helps to promote organic farming methods to reduce chemical inputs and protect soil health.

**2. Food waste reduction:**

It implements portion control measures to minimise food waste in lunches. It also establishes a food waste composting system in schools/colleges to recycle food scraps into valuable compost.

**3. Biodiversity conservation:**

The college promotes the cultivation of diverse millet varieties to preserve genetic diversity and reduce the risk of crop diseases. It also encourages the planting of native plant species around school gardens to support local biodiversity.

**4. Solar-powered kitchens:**

The college promotes the idea to equip school kitchens with solar-powered cooking appliances to reduce reliance on fossil fuels and lower greenhouse gas emissions. It also showcases how to use renewable energy sources as part of the policy.

**5. Eco-friendly packaging:**

It promotes the use of eco-friendly and biodegradable packaging materials for millet-based lunch boxes and also encourages parents to use reusable lunch containers for their children.

**6. Educational eco-modules:**

It integrates environmental education modules into the school curriculum to teach students about sustainability, conservation and climate change; use the lunch box programme as a practical example of sustainable living.

**7. Eco-friendly incentives:**

The college introduces eco-friendly incentives for schools and students that excel in sustainability practices, like – reducing waste and conserving resources. It also promotes recognition and reward system in schools for their environmental efforts.

**8. Food preservation and storage practices:**

It promotes the idea about proper food preservation and storage techniques to schools and households to reduce food spoilage and wastage. It also promotes the use of energy-efficient refrigeration and storage solutions.

**9. Environmental impact assessment:**

The college promotes to conduct regular assessment of the policy's environmental impact, including resource consumption, waste generation and greenhouse gas emissions.

By grow organic garden activity the college helps to promote sustainable growth by the following ways:

**1. Biodiversity enhancement:**

The college design the garden in such a way that it attract pollinators and beneficial insects by including native plants and creating insect-friendly habitats. It also helps to promote the importance of biodiversity in supporting healthy ecosystems.

**2. Composting workshops:**

It offers regular composting workshops to teach participants how to reduce organic waste and create nutrient-rich compost and also encourage composting at home to divert organic waste from landfills.

**3. Rainwater harvesting:**

By installing rainwater harvesting system it shows how to collect and store rainwater for garden irrigation. It promotes water conservation and reduces reliance on municipal water sources.

**4. Vertical gardening:**

The college implements vertical gardening techniques, like – using trellises and hanging gardens, to minimize space and reduce the ecological footprint of gardening in urban environments.

**5. Green energy:**

If feasible, explore the use of renewable energy sources, like – solar panels or wind turbines, to power garden infrastructure and promote clean energy.

**6. Urban gardening partnership:**

It collaborates with nearby schools, organizations or businesses to establish urban gardening initiatives and collectively address food security and urban greening challenges.

By cooking videos on food items with millets activity the college helps to promote sustainable growth by the following ways:

**1. Local sourcing and sustainable farming:**

The college encourages the sourcing of millets from local, sustainable and environmentally friendly farming practices. It also helps to promote organic farming methods to reduce chemical inputs and protect soil health.

**2. Food waste reduction:**

It implements portion control measures to minimise food waste in lunches. It also establishes a food waste composting system in schools/colleges to recycle food scraps into valuable compost.

**3. Biodiversity conversation:**

The college promotes the cultivation of diverse millet varieties to preserve genetic diversity and reduce the risk of crop diseases. It also encourages the planning of native plant species around school gardens to support local biodiversity.

**4. Solar-powered kitchens:**

The college promotes the idea to equip school kitchens with solar-powered cooking appliances to reduce reliance on fossil fuels and lower greenhouse gas emissions. It also showcases how to use renewable energy sources as part of the policy.

**5. Eco-friendly packaging:**

It promotes the use of eco-friendly and biodegradable packaging materials for millet-based lunch boxes and also encourages parents to use reusable lunch containers for their children.

**6. Educational eco-modules:**

It integrates environmental education modules into the school curriculum to teach students about sustainability, conservation and climate change; use the lunch box programme as a practical example of sustainable living.

**7. Eco-friendly incentives:**

The college introduces eco-friendly incentives for schools and students that excel in sustainability practices, like – reducing waste and conserving resources. It also promotes recognition and reward system in schools for their environmental efforts.

**8. Food preservation and storage practices:**

It promotes the idea about proper food preservation and storage techniques to schools and households to reduce food spoilage and wastage. It also promotes the use of energy-efficient refrigeration and storage solutions.

**9. Environmental impact assessment:**

The college promotes to conduct regular assessment of the policy's environmental impact, including resource consumption, waste generation and greenhouse gas emissions.

By picket process for prohibition of plastic bags activity the college helps to promote sustainable growth by the following ways:

**1. Plastic bag exchange programmes:**

It Implement a programme where people can exchange plastic bags for reusable or eco-friendly alternatives, incentivizing the reduction of plastic bag usage.

**2. Youth engagement campaigns:**

It launches educational initiatives aimed at schools and youth groups to raise awareness among the younger generation and empower them to advocate for plastic bag bans.

**3. Corporate responsibility partnership:**

The college collaborate with businesses to encourage them to reduce plastic bag distribution, promote reusable bags and implement eco-friendly packaging alternatives.

**4. Plastic bag art installations:**

It creates art installations made from collected plastic bags to raise awareness about plastic pollution and its impact on the environment.

**5. Legislation for plastic bag fees:**

It advocates for legislation imposing fees on single-use plastic bags, with proceeds directed towards environmental conservation and awareness programmes.

**6. Community plastic bag recycling:**

The college establish convenient plastic bag recycling stations in communities to ensure proper disposal and recycling of plastic bags.

**7. Plastic bag-free zones:**

It works with local businesses and municipalities to designate specific areas or neighbourhoods as plastic bag-free zones, promoting sustainable practices.

**8. Digital awareness campaigns:**

It utilizes digital platforms, like – virtual reality experiences or augmented reality apps, to engage the public in interactive educational campaigns about plastic pollution.

**9. Plastic bag deposit systems:**

It introduces deposit-refund systems for plastic bags, similar to those for bottles and cans to encourage recycling and proper disposal.

**10. Innovative packaging alternatives:**

It supports and also promotes research and development of innovative, biodegradable packaging materials as alternatives to plastic bags.

An awareness rally focused on elderly abuse can vary depending on several factors, including the scale of the event, the strategies employed and the level of community engagement. By awareness on elderly abuse rally activity the college helps to promote sustainable growth by the following ways:

**1. Increased Awareness:**

One of the primary goals of such rallies is to raise awareness about the issue of elderly abuse. Successful rallies can lead to increased public understanding of the types of abuse, signs to look for and the importance of addressing this problem.



**2. Education:**

Rallies often include informational materials and speakers who can educate attendees about the rights of the elderly and the resources available to prevent and report abuse. These educational efforts can empower individuals to take action.

**3. Community Engagement:**

Rallies can bring together various community stakeholders, including seniors, their families, caregivers, healthcare professionals, law enforcement and social service agencies. This can foster collaboration and create a network of support for addressing elder abuse cases.

**4. Behaviour Change:**

Awareness rallies can inspire individuals to take concrete actions to prevent elder abuse, such as – reporting suspected abuse or becoming advocates themselves.

**5. Local Initiatives:**

Rallies can serve as a catalyst for local initiatives and programmes aimed at preventing elder abuse. These initiatives may involve setting up helplines, support groups or training sessions for caregivers and professionals.

**6. Long-term Impact:**

While the immediate impact of a rally is important, organizers often aim for longer-term change. This includes sustained awareness efforts, ongoing education and continued community involvement in addressing elder abuse.

By slow cycling competition activity the college helps to promote sustainable growth with providing cycling as a mean of eco-friendly mode of transportation.

By challenge walking of 10,000 steps in 90 minutes activity the college helps to promote sustainable growth with encouraging walking and physical activity which reduce the carbon footprint associated with transportation, contributing to environmental sustainability.

The five elements of yoga like - air, water, fire, earth and space are connected to the environment. The imbalance in any of them will cause problems for mankind. By Conduct yogathon for youngsters and competition of performing 25 sets of 'surya namaskars' activity the college helps to promote sustainable growth with convey the message that we need to preserve our earth by leading a sustainable lifestyle where yoga play very important role.

By alumni meet (online mode) activity the college helps to promote sustainable growth by incorporate environmental awareness and also sustainability initiatives.

By safety, disaster, risk and crowd management activity the college helps to promote sustainable growth by prepare a good team of volunteers every year to work in any emergency situation. The college also plan to do this activity every year and open this activity for common people.

### **6.5 Findings related to objective no. 3:**

#### **To identify how the college activities can motivate entrepreneurial ideas among students.**

From millet lunch box policy or, millet food activity of the college students can get the following entrepreneurial ideas:

##### **1. Sustainable farming:**

The students of the college may interested in sustainable and environmentally friendly farming practices. They also promote organic farming methods to reduce chemical inputs and protect soil health.

##### **2. Diverse millet varieties:**

The students can be interested in the cultivation of diverse millet varieties to preserve genetic diversity and reduce the risk of crop diseases.

##### **3. Solar-powered kitchen appliances:**

The students can get the idea to start a business with solar-powered cooking appliances to reduce reliance on fossil fuels and lower greenhouse gas emissions.

##### **4. Eco-friendly packaging:**

The students can get the idea to start a business with the eco-friendly and biodegradable packaging materials for millet-based lunch boxes.

From grow organic garden activity of the college students can get the following entrepreneurial ideas:

##### **1. Rainwater harvesting:**

The students can get the idea to start a business by installing rainwater harvesting system for garden irrigation.

##### **2. Vertical gardening:**

The students can get the idea to start a business of vertical gardening, like – using trellises and hanging gardens, to minimize space and reduce the ecological footprint of gardening in urban environments.

From cooking videos on food items with millets activity of the college students can get the following entrepreneurial ideas:

**1. Shop on millet food items:**

The students can get the idea to open a shop and start a business of different millet food items.

**2. Prepare recipe book:**

The students can prepare different recipes on millet food and sell it.

**3. Eco-friendly packaging:**

The students can get the idea to start a business with the eco-friendly and biodegradable packaging materials for millet-based lunch boxes.

From picket process for prohibition of plastic bags activity the college students can get the following entrepreneurial ideas:

**1. Plastic bag recycling:**

The students can get the idea to start a business by establishing convenient plastic bag recycling stations to ensure proper disposal and recycling of plastic bags.

**2. Innovative packaging alternatives:**

The students can get the idea to start a business with biodegradable packaging materials as alternatives to plastic bags.

From awareness on elderly abuse rally activity the college students can not get any business activities.

From slow cycling competition activity the college students can start business of cycle or its related parts or, can make garage near bus stop or railway station.

From challenge walking of 10,000 steps in 90 minutes activity the college students can get an idea to start their own gym.

From conduct yogathon for youngsters and competition of performing 25 sets of 'surya namaskars' activity the college students can get an idea to open yoga centre.

From alumni meet (online mode) activity the college students can get an idea to start online business.

From safety, disaster, risk and crowd management activity the college students can get an idea to start business with safety tools and kits.

## 7. Summary and Conclusion

The purpose of the study is to examine the college activities and identify whether they can bring any positive change in the community or not. It is found from the study that Pramukh Swami Science and H. D. Patel Arts College, Kadi have incorporated ten activities in total to achieve sustainable development goals through community engagement. Through those activities the college try from their side to bring positive change in the community. Another objective of the study is to examine how the college activities help to promote sustainable growth and how the college activities can motivate entrepreneurial ideas among students. In this regard, the college activities positively help to promote effective sustainable growth and provide various motivational entrepreneurial ideas among students for their future growth.

## 8. Limitations

Pramukh Swami Science and H. D. Patel Arts College, Kadi have conducted only ten activities in total to achieve sustainable development goals through community engagement. The study period is also too small.

## 9. Suggestions

Keeping the limitations set aside, it is to be hoped that the study has thrown light on the sustainable development goals through community engagement. It may attract attention of all those who are concerned for a better solution of the problem at the academic and professional level, on the one hand, and at the Government level, on the other.

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## The impact of Higher Education Institutions on Sustainability, Entrepreneurship, and Community Engagement : A Case Study of Maulana Azad College, Aurangabad, Maharashtra

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### ABSTRACT

Community engagement stands as a beacon of inclusive decision-making, where communities, governments, and organizations converge to shape sustainable futures. It transcends mere participation, fostering intentional interactions that honor the lived experiences of community members, as elucidated in the 2030 Agenda. This case study delves into Maulana Azad College's Eco-SDG Championship initiatives, unravelling the intricate tapestry of entrepreneurship, community engagement, and education for sustainable development. Through qualitative analysis, the study unveils the roots and dynamics of community involvement within the college's sustainability endeavours. It unveils the pivotal role of strategic alliances with local NGOs, businesses, and governmental bodies in amplifying the impact of these initiatives. Moreover, it uncovers the motivations, hurdles, and best practices underpinning community engagement efforts, illuminating the delicate balance between institutional objectives, stakeholder interests, and community aspirations. By spotlighting collaborative approaches, student leadership, and institutional dedication, this research underscores the transformative power of meaningful community engagement in propelling sustainability agendas forward. It offers invaluable insights for higher education institutions, policymakers, and practitioners, enriching their repertoire of effective strategies to foster sustainability through robust community engagement endeavours.

**Key Words :** *Community Engagement, Sustainable Development Goals, Education, entrepreneurship*

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## INTRODUCTION

Nations recognise the connection between economic progress, social well-being, and environmental conservation, making sustainable development aims a global priority. The SDGs emphasize a comprehensive approach to sustainability and give a framework for solving these difficult issues (United Nations, 2015). Higher education institutions (HEIs) are crucial to attaining the SDGs and moving toward sustainability (Blanco-Portela et al., 2017). Beyond information transmission, HEIs contribute to sustainability through research, innovation, community involvement, and operations (Leal Filho et al., 2019). The concept of “Education for Sustainable Development” (ESD) requires a major change in education. It teaches the information, skills, and attitudes needed to build an equitable, sustainable, and economically viable society (UNESCO, 2014). HEIs adopt ESD and train sustainability-minded leaders and changemakers (Tilbury, 2011). This needs to shift from teacher-centric to learner- and community-centric paradigms. HEIs foster problem-solving, systems thinking, and positive change by immersing students in sustainability issues (Barth & Michelsen, 2013).

The Maulana Azad College of Arts, Science, and Commerce in Aurangabad, Maharashtra, exemplifies HEI sustainability, entrepreneurship, and community connection. The college promotes sustainable development and engages students, staff, and the community through its Eco-SDG Championship. Maulana Azad College’s Eco-SDG Championship shows its commitment to sustainability, entrepreneurship, and community participation. These activities allow students to actively solve environmental issues and promote creativity and teamwork. The institution equips students with the knowledge, talents, and values to create a sustainable future via championship activities. The projects foster critical thinking, problem-solving, and active citizenship in students through learner- and community-centric methods. Maulana Azad College’s Eco-SDG Championship programmes support SDG targets for excellent education, sustainable cities and communities, and collaborations. The college supports the SDGs and global sustainability by raising awareness, encouraging action, and partnering with local NGOs and companies. Since students are encouraged to create creative sustainability solutions, the projects have entrepreneurial potential. The institution trains students for jobs and boosts community economic and social development by encouraging entrepreneurship and creativity.

Therefore, Maulana Azad College’s Eco-SDG Championship activities demonstrate how HEIs may combine sustainability, entrepreneurship, and community participation into their curricula. The college promotes sustainability and equity by empowering students, advancing the SDGs, and forming community collaborations. HEIs may improve future generations via collaboration and innovation. As HEIs recognise their vital role in sustainability,

they strive toward Education for a Sustainable World via learner-centeredness and community participation. HEIs prepare students for future problems and help build a more fair, resilient, and sustainable society.

## Review of Literature

### ❖ **SDGs and Higher Education**

In the quest for a sustainable future, higher education institutions (HEIs) stand as beacons of hope, driving progress towards the United Nations Sustainable Development Goals (SDGs). Through the lens of Blanco-Portela et al. (2017), HEIs emerge as dynamic hubs, playing multifaceted roles pivotal to achieving these global targets. In the corridors of academia, knowledge blooms, and cascades, echoing the research endeavours chronicled by Leal Filho et al. (2019). HEIs, as bastions of learning, not only generate but also disseminate wisdom, nurturing a consciousness primed for informed action. Yet, their impact transcends lecture halls and laboratories. Guided by Tilbury (2011), HEIs mould the next generation of sustainability champions, endowing students with the tools and ethos to confront complex challenges head-on. Moreover, as illustrated by Trencher et al. (2014), these institutions serve as epicentres of innovation, forging pathways to a greener tomorrow through collaborative endeavours with industry partners. In their backyard, HEIs lead by example, as outlined by Velazquez et al. (2006), weaving sustainability into the fabric of their operations, inspiring emulation, and underscoring their unwavering commitment to the SDGs.

### ❖ **Sustainability Initiatives in Educational Settings**

Amidst the bustling corridors of education, tales of sustainability echo with resounding fervor. In these narratives, Holdsworth et al. (2021) and McIntosh & Noone (2018) paint a vivid picture of empowerment, where students emerge as architects of change. Venturing beyond classroom confines, partnerships blossom between HEIs and local communities, as chronicled by Trencher et al. (2013). Together, they embark on a journey of shared purpose, tackling real-world challenges hand in hand. Amidst this tapestry of collaboration, Mejia-Cano et al. (2022) weave a narrative of innovation and enterprise. Within the hallowed halls of academia, budding entrepreneurs are nurtured, armed not just with knowledge but with a steadfast commitment to sustainability.

This literature review highlights the significant role HEIs play in advancing the SDGs and fostering sustainability practices. It also demonstrates the effectiveness of student-led initiatives, community collaboration, and entrepreneurship education that support these aims.

## RESEARCH PROBLEM STATEMENT

This study examines how Maulana Azad College's Eco-SDG Championship activities promote entrepreneurship, community participation, and sustainable development education (ESD). The research examines how these activities advance sustainability goals in the campus community and beyond. How Maulana Azad College's Eco-SDG Championship activities help sustainability, entrepreneurship, community participation, and ESD is the research problem. This includes assessing the nature and extent of these efforts, their implementation methods, and their effects on student, staff, and community sustainability knowledge, skills, and behaviours. The study problem statement examines how entrepreneurship drives college sustainability. It examines how Eco-SDG Championship projects enable sustainable solutions, ideas, and practises through entrepreneurship.

The study also examines how these entrepreneurial ventures affect economic growth, social development, and environmental stewardship in the college community and surrounding areas. Additionally, the research challenge emphasises community participation in sustainability efforts. It examines how Maulana Azad College's Eco-SDG Championship activities engage students, teachers, staff, residents, NGOs, and corporations to work toward sustainability. Explore how the college develops collaborations, networks, and collective action to address sustainability concerns and improve social and environmental results. Finally, the research problem statement examines how education for sustainable development (ESD) influences college stakeholders' sustainability values, attitudes, and behaviours. It examines Maulana Azad College's Eco-SDG Championship activities' design, execution, and assessment using ESD principles. The pedagogical methods, learning experiences, and educational resources used to improve sustainability literacy, critical thinking, and action competence among students and other participants are examined. This research aims to critically investigate Maulana Azad College's Eco-SDG Championship activities and their multidimensional impact in promoting entrepreneurship, community participation, and education for sustainable development. The report analyses these programmes to provide insights, suggestions, and best practices for college sustainability and environmental, social, and economic well-being.

## Research Objectives

1. To understand the impact of the Maulana Azad College's Eco-SDG Championship activity on sustainability.
2. To assess the potential of the Maulana Azad College's Eco-SDG Championship activity on future entrepreneurship.
3. To assess the potential social impact of the Maulana Azad College's Eco-SDG Championship activity towards community bonding.

## Research Methodology

This research used a qualitative case study method to investigate how Sustainable Development Goals (SDGs) are implemented at Maulana Azad College of Arts, Science and Commerce, Aurangabad. The case study approach allowed for a detailed examination of the college's specific initiatives and their results. Data for this research was gathered by analyzing documents. In particular, Data for this study was collected through document analysis, with a focus on the report from the District Eco SDG Championship 2023, which pertains to higher education institutions. The main document analyzed was the report from Maulana Azad College of Arts, Science, And Commerce in Aurangabad. This document offered important insights into the research topic.

## Case Description

### Institutional Profile:

Maulana Azad College of Arts, Science, and Commerce in Aurangabad is a reputable school that provides high-quality education in these subjects. Former Minister and MP Dr. Rafiq Zakaria started the college in June 1963. Mughal architecture and well-kept gardens make the campus ideal for study. The Government of India, MGNCRE, Department of Higher Education, and Ministry of Education named the institution a District Green Champion (2021-22). The institution believes a clean, healthy atmosphere promotes learning. It actively promotes resource conservation via numerous activities. These programmes include required environmental science courses, frequent environmental education seminars, and water, waste, and energy management systems. The college conserves water, segregates garbage, vermicomposts, and is plastic-free. The institution follows environmental rules by planting many trees and reducing its carbon footprint. Maulana Azad College aggressively promotes campus sustainability and environmental goals via administration, staff, and student activities. The college performs an annual Green Audit to evaluate its environmental performance against its policies and goals. Over 10,000 pupils of all castes, classes, creeds, and faiths attend seventeen schools on campus.

### Activities :

The college completed 10 Sustainable Development Goal-related activities for the District Eco SDG Championship 2023 higher education institutions programme (SDGs). Ten events were held with 50 participants. Activities include:

Name of the activity	Date & Duration	No of Participants	Description of the activity	Linked With SDG(s)
1. Picketing process for not allowing the Plastic bags at the gates/ entrances/ Adopted village.	1 week	NSS Volunteers	NSS student volunteers led a week-long campaign against plastic pollution on campus, in tourist areas, and a village. Planning, partnerships, and actions promoted awareness and cleaner practices.	12 (Responsible Consumption), 14 (Life Below Water), 15 (Life on Land)
2. Conduct Mass Media Campaigns on SDG activities	4 week	Most of the College Students	The “Mass Media Campaigns on SDG Activities” initiative employed a coordinated social media strategy, with college students and staff sharing SDG - related content on various platforms, effectively raising awareness.	4 (Quality Education), 17 (Partnerships)
3. Implement “Cloth Carry Bag in College Bag”	3 week	More than 50	In a 21-day campaign, student volunteers, aided by local NGOs, distributed cloth bags and educated the community on plastic pollution, promoting sustainable alternatives.	12: Ensure sustainable consumption and production patterns
4. Millet Lunch Box Policy	4 week	50 Students	The “Millet Lunch Box Policy” initiative, lasting four weeks, promoted millet’s nutritional and environmental benefits through circulars, lectures, recipes, and cooking workshops, bolstered by NGO collaboration.	2 (Zero Hunger), 3 (Good Health), 12 (Responsible Consumption)
5. Outdoor Classroom in an open atmosphere	6 week	50 Students	The “Outdoor Classroom in an Open Atmosphere” initiative promoted outdoor learning	Education), 15 (Life on Land)



Name of the activity	Date & Duration	No of Participants	Description of the activity	Linked With SDG(s)
			for environmental discussions, enhancing student engagement and fostering collaboration with local NGOs, garnering social media visibility.	
6. E-Waste collection point	4 week	10 Students	The “E-Waste Collection Point” initiative established a designated collection box for responsible disposal, monitored by student volunteers, and promoted through social media and collaboration with local NGOs.	11 (Sustainable Cities), 12 (Responsible Consumption)
7. Reminder posters and Greetings on Plastic Pollution	3 Hours	50 Students	The “Reminder Posters and Greetings on Plastic Pollution” initiative raised awareness within the college community by creating eye-catching posters and greetings on the “People, Plastic, and Planet” theme, inaugurated by Principal Dr. Mazahar Ahmad Farooqui.	12 (Responsible Consumption)
8. “Beat the Plastic Pollution”	2 week	15 Students	The “Beat the Plastic Pollution” initiative reduced plastic use in the college through circulars, campaigns, and replacing plastic with sustainable alternatives, aided by NGO collaboration and media coverage.	12 (Responsible Consumption), 14 (Life Below Water), 15 (Life on Land)



Name of the activity	Date & Duration	No of Participants	Description of the activity	Linked With SDG(s)
9. "Each One-Reach One" Rural Engagement/ Village	1 Day	50 Students	NSS volunteers collaborated with village leaders for a day-long awareness session in Rasulpoura. The "Each One - Reach One" initiative emphasized environmental pledges and community outreach.	4 (Quality Education), 17 (Partnerships)
10. School Visit to promote the prevention, detection, and management of food-borne diseases	3 Hours	30 Students	The "School Visit" initiative collaborated with local schools to raise awareness of food safety, hygiene, and nutrition through pamphlets and organized visits, emphasizing health practices.	2 (Zero Hunger), 3 (Good Health), 6 (Clean Water & Sanitation)

## CASE ANALYSIS

**Activity 1:** Picketing Against Plastic Bags is a major sustainability campaign that promotes responsible consumerism, trash reduction, and marine and terrestrial environment conservation. A campaign against plastic bags supports Sustainable Development Goals (SDGs) 12, 14, and 15, which aim to promote responsible consumption and production, life below water, and life on land.

By encouraging people to avoid single-use plastic bags, the campaign promotes sustainable consumerism. Reduce demand for these goods to reduce plastic waste and help reduce waste. Reduced plastic bag use helps alleviate plastic pollution's detrimental effects on aquatic and terrestrial ecosystems, aligning with SDGs 14 and 15, which aim to conserve and preserve ocean, marine, and terrestrial ecosystems.

The activity also promotes garbage sorting, recycling, and plastic waste upcycling as entrepreneurial prospects. The project promotes trash management innovation and sustainable business models to solve environmental issues and boost community economic growth and job creation. The initiative empowers and engages communities beyond environmental concerns. Through student and community involvement in the anti-plastic bag campaign, the effort fosters waste management ownership and responsibility. This participation cleans the campus, tourist sites, and the chosen town and promotes sustainability and community action. Thus, Picketing Against Plastic Bags shows how targeted lobbying may solve environmental issues while empowering communities and boosting entrepreneurship.

**Activity 2:** Mass Media Campaigns on SDG Activities demonstrate how media and technology can promote sustainability, community participation, and entrepreneurship. First, these initiatives have a big communal influence. These programmes use mass media to make sustainability activities known and inspire a larger population to go green. These media activities enlighten and inspire people to make sustainable lifestyle choices through appealing narratives, educational information, and interactive campaigns.

Second, these initiatives are sustainable, especially for SDG 4—Quality Education. These programmes spread information and promote sustainability in institutional and community settings by using technology and media for sustainability education. These programmes teach people about sustainable behaviours using multimedia material, seminars, and internet resources, giving them the tools to make good environmental and social changes.

These initiatives have tremendous entrepreneurial possibilities, especially for social media marketing and communication students. Sustainability

communication is becoming increasingly significant in corporate and societal settings, giving prospective entrepreneurs several opportunities to start sustainability communication enterprises or media campaigns.

These businesses may create cash and improve social and environmental results by capitalizing on the rising need for real and meaningful sustainability messages. Mass Media Campaigns on SDG Activities demonstrate community benefit, sustainability, and business potential. These programmes employ creative media and technology to promote awareness, motivate action, and build meaningful involvement and entrepreneurship for sustainable development.

**Activity 3:** A simple yet effective way to promote sustainability in society, especially among college students, is a “Cloth Carry Bag in College Bag”. Its communal influence is substantial. The campaign encourages students to use cloth bags instead of single-use plastic bags, changing their behaviour off campus. Students, retailers, and vendors ponder throwaway plastic bags, reducing plastic waste. This collaboration cleans markets and public places, improving the community’s aesthetics and environment.

Sustainability-wise, the programme supports SDG 12—Responsible Consumption and Production. It encourages sustainable consumerism and the use of reusable cloth bags instead of disposable ones. This change decreases waste and the environmental effects of plastic bag manufacture and disposal. The initiative promotes sustainable methods to teach students and the community environmental responsibility and resource conservation.

The “Cloth Carry Bag in College Bag” idea has entrepreneurial possibilities, especially for sustainability and business students. Students might start enterprises making recycled or sustainable bags. Repairing and upcycling fabric bags might increase their lives and save trash. Students’ inventiveness and entrepreneurial spirit may boost the local economy and improve the environment through creative businesses. The “Cloth Carry Bag in College Bag” campaign shows how community impact, sustainability, and entrepreneurship are linked. A modest yet effective solution shows how small-scale efforts may have a big impact on the environment and local economy.

**Activity 4:** The “Millet Lunch Box Policy” initiative embodies a holistic approach to sustainability, entrepreneurship, and community engagement within educational settings. Firstly, it significantly impacts the community by promoting healthy eating habits among students and staff through the incorporation of millet-based meals. These grains, rich in nutrients, not only enhance dietary diversity but also support local farmers, fostering a sense of interconnectedness and sustainability.

In terms of sustainability, the initiative aligns with multiple SDGs. By advocating for the cultivation and consumption of millets, it promotes

sustainable agriculture (SDG 2) and healthy diets (SDG 3), addressing malnutrition while reducing the environmental footprint associated with conventional farming practices. Additionally, by encouraging responsible consumption (SDG 12), it fosters mindful food choices and supports environmentally friendly food production systems.

Moreover, the initiative presents entrepreneurial opportunities within the burgeoning market for healthy and sustainable food options. Entrepreneurs can seize opportunities to establish millet-based food businesses, offer catering services, or conduct educational workshops on millet-based cuisine. These ventures not only promote community health but also contribute to local economic growth and skill development, exemplifying how sustainability initiatives can catalyze entrepreneurial endeavours and community empowerment.

**Activity 5:** The “Outdoor Classroom in an Open Atmosphere” initiative redefines education, intertwining it with community impact, sustainability, and entrepreneurial avenues. In terms of community impact, this initiative immerses students in outdoor learning experiences, fostering a profound connection to nature and heightened environmental awareness. Through hands-on activities and exploration, students cultivate a deep appreciation for the environment, subsequently fostering a culture of environmental stewardship within the community.

In the realm of sustainability, the initiative aligns with multiple Sustainable Development Goals. By offering innovative, experiential learning opportunities, it enhances quality education (SDG 4) and promotes holistic student development. Additionally, by nurturing an understanding of biodiversity and ecosystem dynamics, it contributes to the conservation of terrestrial ecosystems (SDG 15).

Furthermore, the initiative holds promising entrepreneurial prospects. Students may envision nature-based educational businesses, ranging from outdoor adventure camps to guided nature tours, leveraging their passion for outdoor learning. Additionally, entrepreneurial ventures could emerge in outdoor classroom design services, catering to the unique needs of educational institutions and community organizations. So, the “Outdoor Classroom in an Open Atmosphere” initiative not only enriches student learning experiences but also catalyzes sustainability efforts and entrepreneurial innovation within the community.

**Activity 6:** The establishment of an “E-Waste Collection Point” stands as a cornerstone initiative, intertwining environmental stewardship, community mobilization, and entrepreneurial prospects. Through robust educational campaigns and outreach endeavours, the initiative catalyzes community

awareness and action, addressing the perils of improper e-waste disposal and advocating responsible practices.

In the realm of sustainability, this endeavour mirrors the essence of Sustainable Development Goals (SDGs) 11 and 12. By facilitating sustainable waste management practices within the college community, it advances SDG 11 - Sustainable Cities and Communities. The provision of a centralized hub for e-waste collection not only diverts electronic devices from landfills but also promotes resource conservation, aligning with SDG 12 - Responsible Consumption and Production.

Furthermore, the initiative unlocks entrepreneurial avenues, capitalizing on the burgeoning e-waste market. Entrepreneurs can seize opportunities to establish e-waste recycling enterprises, specializing in the extraction of valuable materials for reuse. Additionally, repair and refurbishment services can extend the lifespan of electronic devices, curbing the demand for new products and fostering circular economy principles. So, the “E-Waste Collection Point” initiative exemplifies the synergy between proactive waste management strategies, community engagement, and economic innovation. By nurturing environmental consciousness, fostering entrepreneurship, and promoting sustainable consumption patterns, it not only mitigates e-waste’s adverse impacts but also cultivates a resilient and thriving local ecosystem.

**Activity 7:** The implementation of “Reminder Posters and Greetings on Plastic Pollution” illustrates a creative and accessible approach to promoting sustainability, fostering community engagement, and unlocking entrepreneurial potential. This initiative prompts reflection on plastic usage among college students, encouraging them to adopt more sustainable practices in their daily lives. By increasing visibility and sparking dialogue, it extends its impact beyond the campus, potentially catalyzing broader societal change.

Aligned with Sustainable Development Goal (SDG) 12 - Responsible Consumption and Production, the initiative targets plastic waste reduction and promotes responsible consumption behaviours. By advocating for alternatives to single-use plastics, it cultivates a culture of sustainability within the college community, fostering a collective commitment to waste reduction and sustainable consumption patterns.

Moreover, the initiative holds promising entrepreneurial prospects. Students can explore business opportunities in eco-friendly art supplies or upcycling projects using collected plastic waste. By leveraging creativity and sustainability, they contribute to waste reduction efforts while generating economic opportunities, thus fostering innovation and contributing to the circular economy.

Overall, “Reminder Posters and Greetings on Plastic Pollution” showcases how simple yet impactful interventions can drive positive change in attitudes

and behaviours towards plastic usage. Through community engagement, sustainability alignment, and entrepreneurial innovation, the initiative inspires action and creativity in addressing this pressing environmental challenge.

**Activity 8:** The “Beat the Plastic Pollution” initiative showcases a trifecta of sustainability, entrepreneurship, and community engagement, each aspect intertwining to create a holistic impact. Firstly, its community engagement is evident in its influence on consumption habits within the college canteen and hostel. Through educational campaigns and the promotion of sustainable alternatives, such as reusable containers and water bottle refill stations, the initiative fosters a culture of awareness and collective responsibility for environmental stewardship among students and staff.

In terms of sustainability, the initiative aligns with Sustainable Development Goals (SDGs) 12, 14, and 15. By advocating for responsible consumption and production, it addresses SDG 12, contributing to the reduction of single-use plastics and fostering more sustainable waste management practices. Additionally, by minimizing plastic pollution in campus areas, it supports SDG 14 (Life Below Water) and SDG 15 (Life on Land), safeguarding both aquatic and terrestrial ecosystems from the detrimental effects of plastic waste.

Furthermore, the initiative presents promising entrepreneurial opportunities for students. Through the development of businesses offering sustainable alternatives like reusable containers and innovative solutions to reduce plastic usage, students can not only address a pressing need within the college community but also promote environmental sustainability. These ventures contribute to the growth of a green economy and the cultivation of sustainable business models, unlocking avenues for students to merge their creativity with their commitment to sustainability. Thus, the “Beat the Plastic Pollution” initiative epitomizes the integration of community engagement, sustainability, and entrepreneurial innovation, paving the way for a greener future.

**Activity 9:** The “Each One - Reach One” Rural Engagement/Village initiative embodies a holistic approach to fostering community engagement, sustainability, and entrepreneurial endeavours, showcasing the transformative potential of collaborative efforts and knowledge sharing. In terms of community impact, the initiative stands out for its profound influence on the adopted village. Through educational workshops, practical projects, and outreach endeavours, students and faculty collaborate closely with residents to tackle environmental challenges and promote eco-conscious behaviours. This cooperative approach not only strengthens ties between the college and the community but also instills a sense of ownership and collective responsibility for environmental stewardship.



Regarding sustainability, “Each One - Reach One” is aligned with Sustainable Development Goals (SDGs) 4 and 17. It contributes to SDG 4 - Quality Education by offering environmental education and fostering awareness of sustainable practices within the village. By empowering villagers with knowledge and skills, the initiative enables them to make informed choices and act for environmental preservation. Additionally, by nurturing partnerships between the college and the village for sustainable development, it supports SDG 17 - Partnerships for the Goals, advocating collaboration and joint efforts to achieve shared objectives.

Furthermore, the initiative holds promising entrepreneurial potential. Students may explore social enterprise opportunities tailored to the village’s needs, such as solar power solutions, waste management systems, or eco-friendly technologies. By leveraging their expertise and resources, students can create innovative solutions that not only boost the village’s economy but also contribute to long-term environmental sustainability and community advancement. Thus, “Each One - Reach One” serves as a paradigm for effective community engagement, sustainable development practices, and entrepreneurial innovation.

**Activity 10:** The “School Visit to Promote the Prevention, Detection, and Management of Food-borne Diseases” initiative is a proactive endeavour addressing health and hygiene issues among schoolchildren while fostering community impact, sustainability alignment, and entrepreneurial potential.

Through interactive workshops and educational sessions, the initiative enhances health and hygiene awareness among students, especially in vulnerable communities. Empowering them with knowledge and skills to prevent food-borne diseases fosters a culture of well-being within the community.

Aligned with SDG 2 (Zero Hunger), the initiative promotes food safety practices, ensuring access to safe, nutritious food. Addressing SDG 3 (Good Health and Well-being) and SDG 6 (Clean Water and Sanitation), it contributes to overall health and lays the groundwork for sustainable development.

Students can explore entrepreneurial ventures focused on developing affordable, nutritious food products that meet safety standards. They may also create educational health programs, fostering economic opportunities while addressing critical health challenges and driving positive social impact.

Thus, this initiative showcases how targeted interventions can address health issues among schoolchildren, align with sustainability goals, and unlock entrepreneurial opportunities, underscoring the power of collaboration and innovation in promoting community well-being.



## Overall Impact of Activities

The Maulana Azad College's Eco-SDG Championship promotes empowerment, awareness, habit change, and community participation. First, these programmes encourage kids to adapt and envisage a sustainable future. Through championship activities, students may own sustainability initiatives, gain leadership skills, and improve their campus and community.

Students acquire confidence in their potential to alter and contribute to Sustainable Development Goals via hands-on projects, collaborative problem-solving, and lobbying (SDGs). Second, the activities increase student and community knowledge, critical thinking, and sustainable habits. Educational workshops, seminars, and awareness campaigns educate participants about environmental and social concerns, urge them to critically assess their behaviour and consumption habits, and motivate them to live more sustainably. The projects modify behaviour and encourage eco-friendly lives by promoting sustainability and environmental awareness.

Through active community participation, the projects develop stakeholder relationships and improve the community's well-being and environment. The college forms significant collaborations with local NGOs, government agencies, corporations, and community organizations to address difficult sustainability issues and pool resources and expertise. Beyond the college campus, outreach programmes, volunteer activities, and joint projects promote environmental quality, social cohesion, and access to sustainable resources and opportunities for the community. Student-led sustainability activities like Maulana Azad College's Eco-SDG Championship show its transformational power.

These projects empower students, raise awareness, modify behaviour, and involve the community, driving a ripple effect of positive change in the institution and community toward a more sustainable and equitable future.

## Further Discussion

### Best Practices

The Maulana Azad College's Eco-SDG Championship exemplifies best practices for sustainability initiatives in higher education. By adopting a student-centric approach, the championship empowers students to take the lead in driving sustainability activities, fostering ownership and leadership. Community collaboration, particularly with the adopted village, underscores the importance of strategic partnerships for sustainable solutions, broadening reach and fostering trust. The championship's diverse range of activities, spanning awareness campaigns to practical actions, promotes cross-disciplinary learning and a holistic approach to sustainability issues, aligning with the college's commitment to multidisciplinary collaboration and addressing interconnected social, economic, and environmental factors.

### **Alignment with Academic Programmes**

The Eco-SDG Championship activities at Maulana Azad College seamlessly integrate with academic programs, offering students valuable experiential learning opportunities. Hands-on projects like the “Millet Lunch Box” campaign and the “E-waste Collection Point” provide practical, real-world experience aligned with students’ studies, such as health science, nutrition, environmental studies, and technology. These activities serve as rich case studies, bridging theory and practice in courses like business management, environmental science, and public health. Maulana Azad College enriches academics and cultivates critical thinking by immersing students in tangible sustainability initiatives (Lambrechts & Van Petegem, 2016).

### **Positive Effects on Community Relationships**

Maulana Azad College’s initiatives forge robust community relationships, enhancing its reputation through collaborative endeavors. Partnering with NGOs, schools, and the local community fosters trust and a sense of shared purpose, bolstering the college’s leadership in sustainable development (Trencher et al., 2014). Tangible outcomes, like reduced plastic waste and improved environmental quality, showcase the college’s commitment and generate community goodwill (Trencher et al., 2013). Student ambassadors amplify outreach efforts, inspiring greater participation and fostering a sense of shared responsibility for a sustainable future. This heightened community engagement solidifies Maulana Azad College’s position as a beacon of positive change and community-focused institution.

### **Suggestions**

To extend the impact of Maulana Azad College’s sustainability initiatives to other institutions, various strategies can be implemented. These include creating a toolbox or best practices guide for sharing success stories and implementation frameworks, establishing a sustainable student network for collaboration, implementing mentorship programs to guide interested individuals, hosting capacity-building workshops for educators and administrators, and fostering collaborative research efforts among colleges. These initiatives aim to promote knowledge sharing, cross-institutional cooperation, and capacity building to advance sustainability practices in higher education.

### **Partnerships : Proactively seek partnerships to enhance future efforts:**

To fortify future sustainability endeavours, Maulana Azad College can forge partnerships with diverse stakeholders. Collaborating with local businesses enables joint efforts on waste reduction and sustainable practices, benefiting both the college and the local economy. Aligning with NGOs enhances training programs and awareness campaigns, amplifying project impact. Engaging government agencies facilitates access to funding and technical

support for recycling and waste management initiatives. Collaborations with academic institutions foster knowledge exchange and innovation, enriching sustainability education and research efforts through interdisciplinary learning and student exchange programmes.

**Sustaining Impact: To ensure the long-term success of these initiatives, consider:**

To sustain the impact of Maulana Azad College's sustainability initiatives, strategies include institutionalization through events like "Sustainability Week" and forming an Eco-SDG Club, fostering a sustainable culture. Securing dedicated funding sources via grants and sponsorships ensures project continuity and encourages student engagement. Implementing robust evaluation systems, capacity-building initiatives, and integrating sustainability principles into the curriculum further bolster sustainability efforts. Additionally, a framework for social responsibility and community engagement, including faculty capacity building and internship opportunities, embeds social responsibility within higher education in India, ensuring long-term sustainability impact.

## CONCLUSION

Maulana Azad College's Eco-SDG Championship shows how higher education can alter sustainable development. The college has contributed to the UN Sustainable Development Goals through student-led projects, collaborative collaborations, and hands-on learning. Plastic waste reduction, sustainable food systems, environmental education, and community participation have made campus life more sustainable, empowered students, and benefited the community.

The college's experience shows how sustainability best practises could be integrated into academic curricula. Students' active participation creates immediate change and develops future leaders and entrepreneurs with the skills and drive to create a more fair and sustainable society. Knowledge-sharing, collaborations, and sustainability may help Maulana Azad College grow. These efforts can motivate students to start new firms that solve local sustainability issues and improve society and the environment.

Maulana Azad College's Eco-SDG Championship shows how sustainability-focused efforts may improve business, community participation, and sustainable development education.

The institution has empowered students as leaders, built significant relationships with local communities, and enhanced academic programmes with practical, hands-on experiences via creative initiatives and collaborations. Maulana Azad College has promoted creativity, accountability, and collaborative action while promoting environmental protection and social well-being. As the projects grow, they inspire other institutions to work together to achieve a more sustainable and fair future. With steadfast dedication, Maulana Azad College creates sustainable change and inspires future generations.

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**Community Engagement of HEIs :  
A Case Study of Nehru Memorial College,  
Puthanampatti, Tiruchirapalli, Tamil Nadu**

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**ABSTRACT**

When a problem is solved through joint efforts, the problem is solved in a much shorter time. These joint efforts in solving a society's problems are community engagement. Currently, there are some problems in the world which cannot be solved by a country or an organization alone. The United Nations has brought together those issues and set some goals as a way to address them, which we know as sdg17. Some felt the need for sustainable development. Like other countries, India is also working towards meeting SDG17 Community engagement programs are being organized by various public and private initiatives in India. Education sectors in India are also working on community engagement projects. This research has only analyzed the community involvement project of Nehru Memorial College, Puthanampatti, Tiruchirapalli, Tamil Nadu following case study methodology. Nehru Memorial College initially organized various activities based on community involvement in the academic session 2023 aimed at sustainable development of the communities adjacent to the college. The aim of the study is to review and discuss the activities of the college in the light of the Sustainable Development Goals and its contribution to the community.

**Keywords** : *Sustainable Developments, Community Engagement, Entrepreneurship skills, Self help group.*



## INTRODUCTION

Community engagement is a powerful force of governments, education institutions and in various communities also.

It's a phrase you will likely to hear again and again if you're a project manager, business leader, council/government employee, health executive, university researcher, or growth-minded businessperson.

Community engagement involves taking a *strategic* approach to an organization's community-based on stakeholders. This includes building relationships, developing communications, and managing interactions in order to achieve specific outcomes for the organization and the community itself. (Simply Stakeholders, by Allison Hendricks, 2023)

Community Engagement is the process of working under collaboration with a community of people challenged by geographical condition and juxtaposition of social well being and special to increase the standard of the society and its surrounding. It is a powerful vehicle for bringing about environmental and behavioural changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help to mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (CDC, 1997). When an entire community is facing with one or more problems, the whole community must come together to solve those problems. In general, this is called community engagement. It is based on the democratic concept. In community engagement, the whole community which is affected involving in the decision-making process. Moreover, this democratic concept believes on people's participation. It holds the belief that, public participations can affect service provision, vision for the future and the sustainability of our communities. To acquire sustainable development of the community, building strong relationships with community stakeholders; called community engagement. In any community engagement activity, all parties who are involved feel respected, empowered, and informed. An organization is not dependent on one person or its own self. It must build relationships with those outside of it. It is an essential step and quite challenging too. Building trusting relationships with communities outside the organization benefits the organization and its projects. The organization benefits from an engaged and empowered community as they all advocate for and support the work of the organization. These supports multiply the chances of reaching project goals. By engaging local community on all levels, from regional governments to individuals, Bridges to Prosperity advances a sustainable model that puts the focus on people and the opportunities that make it possible for them to thrive. Through connection, we create the foundation for opportunity.



During the United Nations General Assembly high-level week in September 2023, Heads of State and Government gathered at the United Nations Headquarters in New York to review the implementation of the 2030 Agenda for Sustainable Development and the 17 Sustainable Development Goals (SDGs).

The High-Level Political Forum on Sustainable Development in July 2022 called for the Summit to “mark the beginning of a new phase of accelerated progress towards the Sustainable Development Goals. (UN, SDG SUMMIT, 2023)

The UN in 2015 Summit presented Sustainable Development opportunity to bring the citizens of the world together to undertake on a new path to improve the lives of people over the world. Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UN 2015). In 2015 Summit UN announced their 17 goals which will guide the global course of action to end poverty, promote prosperity and well-being for all, protect the environment and address climate change for years to come. The short titles of the 17 SDGs are: No poverty (SDG 1), Zero hunger (SDG 2), Good health and well-being (SDG 3), Quality education (SDG 4), Gender equality (SDG 5), Clean water and sanitation (SDG 6), Affordable and clean energy (SDG 7), Decent work and economic growth (SDG 8), Industry, innovation and infrastructure (SDG 9), Reduced inequalities (SDG 10), Sustainable cities and communities (SDG 11), Responsible consumption and production (SDG 12), Climate action (SDG 13), Life below water (SDG 14), Life on land (SDG 15), Peace, justice, and strong institutions (SDG 16), and Partnerships for the goals (SDG 17). The goals were created to seek the universal peace and prosperity for people and the planet and to be achieved by 2030. The 2030 Agenda for Sustainable Development adopted by 193 Member States at the UN General Assembly Summit in September 2015, and which came into effect on 1 January 2016. UN has given importance to the values of Community Engagement to meet this goal. Due to various social issues and economic dispute, some of the countries are showing a major failure in the progress made.

The NITI-AAYOG was formed to be the country's policy making institution. It was formed on 2015 and since then it has been the “think-tank” for the economic growth of the country. Its ambition is to create a strongest and dynamic nation. The objectives of the Niti-Aayog are full participation of the state and to provide a framework “National Agenda”

The Niti-Aayog has recently created a model act for the welfare of the Farmers and it hopes that every state will implement and adopt. The aim behind this initiative is to provide easy accessibility credit to the farmers and the land-related litigations as well as transparent real estate transactions and land acquisition for infrastructural development.

Overall, India has also been actively progressing towards the improvement of sustainable environmental development through various measures and initiatives. The country has set serious target to increase renewable energy capacity to achieve 450 GW by 2030.

While the SDG is taking major and minor goals to fulfil the dream of a better INDIA through comprehensive framework but there are several challenges like climate change, biodiversity loss, unsustainable consumption, production water scarcity, and pollution, governance and policy implementation etc. To combat these atrocities the government, need multi-faceted approach that will incorporate environmental consideration into developmental planning by promoting sustainable practises, enhancing capacity building efforts and nurturing international cooperation.

In a nutshell, I would like to conclude by addressing that Sustainable Developmental Goal will not fail till the governments, businesses, leaders and individual take decisive steps to decrease the huge pressure placed on nature. As taking care of nature is essential for progressive society and sustainable future.

### **Delimitations of the Study :**

The study is delimited with the college activity of the Nehru Memorial College, Puthanampatti, Tiruchirappalli, Tamil Nadu.

### **Objectives:**

1. To assess the appropriateness of the activities of Nehru Memorial College, Tamil Nadu. in the light of the values of community engagement and SDGs.
2. To assess the impact of the program on the local community.
3. To understand the impact of this action research on sustainability aspects.

### **Methodology:**

The study followed qualitative research methods to figure out a clear picture of Nehru Memorial College's sustainable development activities.

### **Case Description**

Nehru Memorial College is an **Autonomous, Aided** institution affiliated to **Bharathidasan University** in Puthanampatti, Tiruchirappalli, Tamil Nadu, established in 1967. The college has a motto "**Knowledge, Justice and Peace**". This college has taken up the initiative to spread the awareness in the society regarding Sustainable Development and to fulfil its 17 Goals engaging the people of the community. The college has engaged its students and staffs to reach the noble goal for the development of society and a better future.

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related to SDG
1. Avoid plastic bags and balloons in and around the Nehru Memorial College Campus	21 days (30/08/23 to 22/09/23)	5 Students	Discussion with Principal and Coordination regarding releasing circular forwarding all the depts. For prevention of plastics. The circular was prepared both in Tamil and English language. Published in LCD board, notice board implemented successfully	No.3; No.6; No. 11; No.12; No.13; No.14 & No.15
2. An Outdoor Class	1 hour (25/08/23)	60 Students	Identified the goal of the activity; chose a location; select activities; gathered materials; developed a lesson plan; communicate with students and parents; precaution for all types of weather; flexibility; Made it fun and respectful to nature	No.3; No.4; NO.7; No.8; No.9; No.11; No.15; No.16 & No.17
3. Water Pollution in Cinna ERI (LAKE) Thuraiyur creation of an awareness	1 day (25/08/23)	5 Students	Decision was made to aware the public hence launched an awareness programme planning was made to shoot a video to publish in social media; google website & college website	No.4; NO.6; No.9; No.12; No.14
4. Drama on elder abuse	1 hour (14/09/23)	13 Students	Identified the goals; chose the audience; Developed the story; chose the cast and crew; rehearsed the drama; promoted the drama; evaluated the drama	No.3; NO.4; No.6

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related to SDG
5. Rally on "the abuse of older people"	1 hour (16/09/23)	65 Students	Setting a date & time for the event; choosing a location for the rally; identifying speakers& performers; developing a route for the march; obtaining the necessary permits & permissions; promoting events to the public	No.3; No.4; No. 16
6. Slow cycling competition	1 hour (16/09/23)	20 Students	The planning for the event organised by the Eco Club (NMC); would have involved the steps to choose a safe and scenic route that is appropriate for all skill levels; promoting an event to a wide range of audiences including students, families and community members; encourage participants to dress in costumes or decorate their bikes etc	No.11; No.12; No.13; No.15; No.17
7. Yogathan for youngsters	1 hour (16/09/23)	50 Students	Formation of a committee to plan and organise the event; selecting a venue; arranging for yoga instructors& other staff members to lead the event. Finally promoting the event for students & staff members	No.3; No.8; No.16; No.17
8. Eco friendly sales counter	1 hour (13/09/23)	30 Students	Students are motivated to organise the sales counter to sell eco friendly materials such as cloth bags, jute bags, palm products, millet based snacks etc	No.3; No.8; No.9; No.11; No.12

Name of the activity	Date & Duration	No of Participants	Description of the activity	Related to SDG
9. Tiger reservation and its challenges	1 day (28/07/23)	75 Students	The programme was organised in connection with celebration of international Tiger Day to create awareness and their conservation to the students and staff of various dept. Of college	No.13 No. 15
10. Butterfly counting programme	1 day (18/09/23)	30 Students	The organizers chose a date and location that would be convenient for participants and that would be a good place to observe butterflies	No.11 No.13 No.15 No.17

### Chart Analysis

- ❖ As per the discussion based on the Activity **“AVOID PLASTIC BAG AND BALLOONS IN & AROUND NEHRU MEMORIAL COLLEGE CAMPUS”** which took place for 21 days from 30<sup>th</sup> Aug, 2023 to 22<sup>nd</sup> Sept, 2023. 5 students actively participated in this activity along with the staff coordinator.

They discussed with the principal regarding the release of the circular and forwarding it to all the departments for prevention of plastics. Hence, the circular was prepared both in Tamil and English language and published in LCD board, college notice board and was implemented successfully to enhance the value of community engagement.

The SDG goals related to this activity are No.3; No.6; No.11; No.12; No.13; No.14; & No.15. Now-a-days modern science is very concerned about the marine life as well as the life on land. Plastic bags are severely affecting both. It is creating a prevention against peaceful existence. We should take immediate measures like the above discussed activity. However, amongst many SDG NO. 13, 14, 15, are strongly related with this activity.

This activity also modifies their skill of public communication which helps them to be vocal regarding the social issues. It will motivate them to be a part of social activist.

### ❖ Regarding the second Activity

**“AN OUTDOOR CLASS”** the initiative was taken by 60 students from B. Com & B.A for the duration of 1 hour dated on 25<sup>th</sup> Aug, 2023.

This activity is a perfect example of community engagement. It is a very newsworthy event. The students of the college identified the goals of activity then chose a location; selected an activity; developed a lesson plan. They talked to the parents and other students. Keeping in mind about all types of weather they took sunscreen, mosquito repelling cream, water, twigs, canvas for temporary shade etc.

This successful and meaningful event overshadows the SDG NO. 3; No. 4; No. 7; No. 8; No. 9; No. 11; No. 15; No. 16; No. 17. Students could use natural twigs, flowers, leaves etc. to create bird nest or collage or rocks to paint a landscape. Hence, by providing access to students with variety of material they are engaging an outdoor class a quality education; decent work, innovative minds, partnership goals and strong institution.

This skill has several entrepreneurship activities such as art & craft skill, to make DIY products with natural products, to learn the technique to organise an outdoor event also.

- ❖ The Third activity **“WATER POLLUTION CINNA ERI LAKETHURAIYUR, CREATION OF AN AWARENESS”** states that 5 students with staff coordinator took the responsibility for 1 day initiative held on 25<sup>th</sup> Aug, 2023.

The prime reason of this activity is to make the public and officials to take care of the polluted water bodies. The students actively participated and promptly acted on identifying the polluted site. The immediate remedial process must be taken for the polluted water bodies involving the task of community engagement.

As per the allotted goals of Sustainable Development No. 4; No. 6; No. 9; No. 12; No. 14 seems to be relatable with this activity. Clean water is needed for various purposes but we should have the proper knowledge about keeping the water bodies pollution free. It will help the people with quality education to increase awareness regarding nature and life below water.

- ❖ In the case of Activity **“DRAMA ON ELDER ABUSE”** is seemed to be a unique as well as rare concept. It is a type of older empowerment. To aware the society that abusing old people is not only crime but also a sin.

This activity took place on 14<sup>th</sup> Sept, 2023 for 1 day with 13 students. The initiative starts with identifying the goals then choosing the audiences;



developed a story; chose the cast & crew; rehearsed the drama, promoted it & evaluated it.

This activity was undertaken to motivate the young people for passionately protecting their old ones at homes or wherever they come across to see such incident and to make the environment a healthy place to live in peacefully. Thus, there will be a difference to the society.

The SDG no.3; No .4; No.15 focuses on this issue. A good health and well being highly needed for survival. The children will adapt the moral values and the worth of share from the old people around us. As a result, it will create an impact on a child's mind which will lead to a quality education and strong personality. Moreover, the crimes happening in the society will reduce and the life on land will be peaceful.

This activity will create an entrepreneur skill among the students. They will learn the technique of acting. It may create an interest in them to be join theatres as a profession.

- ❖ The fifth Activity **“RALLY ON THE ABUSE OF OLDER PEOPLE”** was undertaken by 65 people for 1 hour on 16<sup>th</sup> Sept, 2023. The principal of the college including the Eco-Club coordinator Staff supported this activity.

The plan included setting a date and time for the event. Then choosing an appropriate location for the rally. They identified good speakers and performers. A well crowded route was selected to march the rally so that a good amount of mass is engaged. The college took necessary permits and permissions. Finally, they could successfully promote the events to the public.

This event is planned to aware about the abuse of the old people and to the policymaker. Changes are required in the policymaking system to secure the elders in our society. SDG NO.3; NO.4; NO.15 is relatable as the previous ones. This will strongly enhance good health and well being of the future generation. It will create their moral values to respect elder people. Hence, this will lead to quality education.

This activity increases the entrepreneur skill of mass interaction. They could be able to be a good orator to convince people towards the safety, security, love and care of old people in the society. They could acquire knowledge and courage to revolt against crime.

- ❖ World Health Organisation has established 03<sup>rd</sup> June as a WORLD BICYCLE DAY stating the benefits of cycling to human health as well as to the environment. Keeping in mind 20 students of the college took up this activity on 16<sup>th</sup> Sept. 2023 for 1 hour programme named as **“SLOW CYCLING COMPETITION”**.

The activity needed few easy steps to follow as they need to take necessary permits and permission; to decide a designated route set up for the participants. They have provided water and refreshment in the course and at the finishing line. Volunteers have set up water station along the



course set, traffic control and first-aid. They tried hard to promote the event to a wide range of audiences, including students, families and community members. They encourage participants to dress in costumes or decorate their cycles.

They tried to think out of the box and come up with the new ideas to solve the challenges we face. They showed perseverance and determination which are essential qualities for success. This activity connects with SGD No.11,12,13,15,17. It promotes a special environmental theme to control climatic action. Slow cycling has several environmental benefits. It is non-motorized vehicles so it can reduce traffic congestions. Hence, it helps to promote pollution free life on land. It also enhances partnership goals.

There is a hope to have a scope for them to take environment friendly initiative as an entrepreneur skill.

- ❖ **“YOGATHON FOR YOUNGSTERS” is the activity** conducted on 16<sup>th</sup> Sept, 2023 for 1 hour by 50 students and 10 staff members.

They had the opportunity to learn about and practice yoga, the holistic practice that offers a wide range of benefits to mind and body.

This is an indoor activity specially but often people choose to conduct it outdoors. But the college organised this programme at Mookka Pillai Auditorium within the college campus.

This activity needed a proper planning. They included the members of the eco-club as well as the other staff members who were interested in yoga and promoting it. By this they wanted to proceed towards community engagement. They selected a date & venue. They searched for a yoga instructor; they bought Yoga mat; yoga strap and of course of water and juices at the finishing point. The news of **“WAY2NEWS”**

This enables us to relate with SDG 3,8,16,18. This includes the health condition and limitations of the people. The environment issues and nature-inspired elements in the class should be incorporated. This is a community engagement in the school. This will maintain a holistic practice for good health and well being.

As Yoga is a holistic practice and related to spiritual path hence, it promotes peace, justice and strong institution. It also strengthens partnership goals.

It is a decent work and has an economic growth. The entrepreneur skill can be achieved by learning the methods.

- ❖ In the case of this **Activity “Eco-friendly Sales Counter”** creates awareness to live life in an eco friendly manner. This initiative was conducted for 1 hour duration on 13<sup>th</sup> Sept, 2023 by 30 students who are very excited to sell eco-friendly material such as cloth bags, palm products, jute bags, millet based snacks, silver vessels etc.

A discussion with students was done to identify student's interests and skill so they can be assigned task that they were well-suited for. Students are asked to plan for purchasing the material. This helps them for community engagement. They could engage as many people they could involve suitably.

The SDG NO.3, 8, 9,10,11 clearly mentions about the reduced inequalities and also sustainable cities and communities. Eco friendly lifestyle will be best life on earth.

It has a great source of earning in the later life. To sell eco friendly products has a huge market. Recently people are opting for eco friendly products.

- ❖ The Ninth **Activity “ Tiger Conservation& its Challenges”** was conducted on 28<sup>th</sup> July,2023 for 1 day along with 75 students on the occasion of **International Tigers’ Day** on 29<sup>th</sup> July,2023.

The main aim was to provide awareness about Tigers and their conservation. It also provided great opportunity for interacting with the students and faculty members to share idea on its Habitat and its conservation.

This initiative was taken for mass awakening regarding animal on earth. Hence, SDG 13; 15 has a huge impact on climatic change to the animal life.

They will gradually increase their communication, power of interaction, engaging mass.

- ❖ The Activity named as “ **Butterfly Counting Programme**” is a very rare initiative taken in India. This counting programme was conducted by American college along with Nehru Memorial college for 1 day programme on 18<sup>th</sup> Sept,2023.

It is done to make students learn about the life-cycle of the butterflies, different types and their role in the eco-system.

The organizers chose a proper location to observe butterflies. The college invited other colleges too for participating in this nature event. The organizers gathered all the necessary materials like butterfly identification guide, data collection sheet, pencil from a store etc.

SDG 11,13,15, 17 represents this programme to raise awareness for the butterflies and their conservation and also awareness of other insects. It also teaches us the value of teamwork, a better partnership goals. It is not possible singlehandedly to carry forward the activity alone. So teamwork is highly needed.

## CONCLUSION

The SDGs are the effective way to achieve a socially just and environmentally sustainable progressive future. The Pandemic has left behind a broken society with devastation consequences. Using SDGs are the smartest way to rebuild our economies in a resilient and sustainable way. Its aim is to focus on creating good lives on healthy planet for all people.

## ANNEXURE

1. **Activity Name :** An Outdoor Class  
[https://www.facebook.com/nmc.photogallery/posts/1300746910575320?ref=embed\\_post](https://www.facebook.com/nmc.photogallery/posts/1300746910575320?ref=embed_post)  
<https://www.youtube.com/watch?v=zWr81TK6OWI>
2. **Activity Name :** Water Pollution in CINNA ERI(Lake)  
<https://youtu.be/zWr81TK6OWI>  
<https://youtu.be/qfubApp6mUg>
3. **Activity Name :** Yogathon for Youngster  
[https://www.facebook.com/nmc.photogallery/posts/1313409292642415?ref=embed\\_post](https://www.facebook.com/nmc.photogallery/posts/1313409292642415?ref=embed_post)

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21st century's expectations from education are much different from earlier. In order to play a much needed role in addressing social challenges and regain its appropriate position of what and how 'education' is supposed to be 'engaged learning' and 'deliberating' on social issues is must. Sustainable Education is, therefore, the 'need of the hour' as it provides an avenue for engaged learning. Young minds get tremendously benefited along with the faculty members when social entrepreneurship is drawn into the centre point of academics. As a result, the present teacher centric education will become learner-centric and eventually community-centric. Engaged education and research make the education experiential. It provides an opportunity for students to understand and address the challenges experienced by communities while supporting the academic activity. Thus, it is a win-win strategy for students and community.

Dyuti Foundation (Regd under Telangana Societies Act) strives to pave a way for 'engaged learning' by erasing the distances between Educational Institutions and Neighborhoods of the institutions. It focuses on educational campaigns, rural/social internships, social entrepreneurship development programs and rural entrepreneurship development. Dyuti works closely with HEIs in several 'Action Research Projects' whereby HEIs get an opportunity to join hand and work with local sectors, local governments and local bodies and individuals. As an advanced step Dyuti Foundation brings the Action Research of HEIs into spot light by developing the task sheets as 'research papers' by furnishing all essential components of research paper with the help of motivated research scholars of all disciplines across the Nation. In brief, this is all about Bharat Record Book of Innovative Action Research.