



Pledge • Act • Change • Transform



SDG Handbook for Indian Higher Education



Secretariat:





"The principle of common but differentiated responsibilities is the bedrock of our enterprise for a sustainable world."

Shri Narendra Modi

Hon'ble Prime Minister of India
at the United Nations Summit (2015)

Preface

"In a gentle way, you can shake the world," said Mahatma Gandhi. Who else is better poised to make that possible, than academic institutions themselves. They possess young, energetic, and curious minds and the future belongs to them. If our students and the generations to follow them have to live in a better world, it is only through them, that change can happen on a larger scale. However, it is the responsibility of policymakers and academicians at large to ensure that they transfer necessary skills and imbibe a sense of responsibility in them. If students make up their minds, they just do not change the present scenario but inspire the generations that follow them.

"Two things will define how the progress journey of humanity will unfold in the times to come. First is the health of our people. The second is the health of our planet. The need of the hour is to think out of the box, invest in our youngsters and work towards sustainable development", said, The Prime Minister of India, Shri Narendra Modi at the Global Sustainable Development Summit held in February 2021.

PACT2030 which stands for Pledge, Act, Change, Transform – 2030; is a social enterprise that has been constituted to empower academic institutions to think beyond their boundaries and care for the world. Institutions have started to commit towards Sustainable Development Goals (SDGs) on an ongoing basis, but QSI-GAUGE knows that the power of togetherness is much mightier. As the name suggests, PACT2030 has a long-term vision and is a scalable model on global platforms. PACT2030 will champion change, not just by bringing leaders together; but by ensuring that they commit to the long-term vision of change for a better world.

Hence in achieving the Global Sustainable Development Goals, educational institutions in India have a leading role to play, through various activities viz. leadership, research, teaching and learning, campus operations, and community service. As living laboratories of transformation and innovation, the academic engagement, leadership, commitment, partnerships, and exemplar models are crucial to empower the next generations, advance SDGs' progress, and foster a resilient and equitable future.

This SDG Handbook for Indian Higher Education, which is developed by the thought leadership team of QS I-GAUGE is customised to work as a ready reckoner to Indian HEIs towards the planning and implementation of the UN's Sustainable Development Goals in their campuses and society at large. This handbook unravels the current global scenario on what is happening at the SDG front, the facts and figures from India on each of the 17 SDGs and lists out recommendations to Indian HEIs to scale up their involvement.

We hope that this handbook would be useful to you!

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Introduction

The concept of sustainability dates back many centuries. However, the growing developmental gaps in recent times and global awareness on the impact of human interventions have raised the voices around the world demanding an aligned global leadership for sustainable development and addressing the issues of poverty, inequality, and climate change.

Building on the Millennium Development Goals, in 2015, 193 member states of the United Nations have adopted an ambitious blueprint for development to achieve a better and more sustainable future for all by balancing social, economic, and environmental sustainability. The newly implemented Transforming Our World: 2030 Agenda for Sustainable Development, building on the principle of leaving no one behind, through its 169 targets under 17 goals is serving as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 2030 global agenda recognises that addressing Sustainable Development Goals (SDGs) challenges is everybody's responsibility and highlights the creativity, know-how, technology, and financial resources that are necessary to achieve these 17 Goals.

It is a historical fact that education plays an essential and decisive role in the economic, social, and political development of a country and impacts each area to a significant degree. The same is the scenario with Sustainable Development. The most effective way to promote and achieve Sustainable Development is by building the capacities of all stakeholders through awareness and education. The educational institutes are uniquely positioned to lead the capacity-building initiatives for Sustainable Development. As leaders, they can strategise and implement customised solutions; as centres for learning, they can educate and empower students to address issues related to development and sustainability. Notably, higher education institutions have a crucial leadership role to play and thereby prove their relevance to the needs and requirements of society.



Value proposition for academia through SDGs

The United Nations' 2030 Agenda for Sustainable Development is one of the most ambitious and vital global agreements in recent history. In response, there has already been a strong interest and commitment from governments, businesses, and organisations to influence progress. Education, research, innovation, and leadership are essential in addressing the challenges and achieving global goals. With its broad remit on creating and disseminating knowledge, the academic sector has a critical role in achieving SDGs and creating next-generation leaders. Thus, SDGs are relevant to universities and colleges, and the educational sector more broadly. The Tertiary education and scientific research sectors are explicitly recognized in a number of SDGs, and the expectation of their contribution is much broader and critical for SDGs.

The universities and other higher education institutions in the country have a leading role in helping society achieve the Global Sustainable Development Goals through leadership, research, teaching and learning, campus operations, and community service. As living laboratories of transformation and innovation, academic engagement, leadership, commitment, partnerships, and exemplar models are crucial to empower the next generations, advance SDGs' progress, and foster a resilient and equitable future. They also have a pivotal role in serving as agents of change, educating the public and other sectors on the SDGs, and advocating for the importance of the SDGs.

The academic involvement with SDGs creates value for both its internal and external stakeholders. Engaging with SDGs as a moral imperative would provide a platform for educational institutions to demonstrate their contribution to local and global wellbeing and a powerful narrative of their impact as agents of change to their stakeholders. This would also enable the institute to foster new collaborations and access new funding calls from government agencies, international banks, and philanthropists around the achievement of the SDGs. Besides, with government and business increasingly embedding the SDGs as a strategic focus, academia can cater to the demand for trained graduates who understand and can implement the SDG agendas at an organisational level. Overall, the academic engagement with SDGs would position them as impactful institutions, create demand for SDG-related education, and further attract global talent in achieving its core objectives.

Through their business-as-usual activities in education, research, and operations, universities and colleges already make many vital contributions to the achievement of the SDGs. However, for the SDGs to be truly successful globally, they need to become champions of sustainable development and play a leading role in implementing the SDGs. Some of the main ways in which academia could contribute to the implementation of SDGs are:

1. Teaching and Learning:

The academic institutions play a crucial role in SDG implementation through their extensive learning and teaching activities – including undergraduate and graduate teaching, professional and vocational training, executive and adult education, online learning, co-curricular activities, and student clubs and societies. They have access to large concentrations of young and curious people who are passionate, creative, and desire a better world. They have a leading role in nurturing talent and creativity, informing sustainable lifestyles, and creating current and future SDG implementers.

To become effective SDG implementers, students need knowledge and understanding of the SDG framework, besides cross-cutting skills and competencies such as systems thinking, design thinking, critical thinking, self-awareness, integrated problem-solving, creativity, entrepreneurship, curiosity, and learning skills, social responsibility, and partnership competencies. The institutions need to develop necessary resources, tools, and pedagogy to provide students with essential knowledge, skills, and motivation to understand the challenges, opportunities, and interactions between the SDGs and empower the youth to design and implement SDG solutions.

Also, the institutions should aim to provide accessible, affordable, and inclusive education to all, promote lifelong learning opportunities for all, and contribute directly to SDG-4. In partnership with industry, new entrepreneurship and employment opportunities can be developed in implementing SDGs.

2. Research:

To achieve the SDGs, we require transformations in how societies and economies function and our interaction with our planet. Several SDG targets directly refer to the need for research-related activities as essential components of addressing the SDGs. Academia serves as incubators for the rapid development and fusion of sustainable development technologies. Through traditional disciplinary approaches and newer interdisciplinary, transdisciplinary, and sustainability science approaches, the institutions can provide the necessary knowledge, evidence-based policies and solutions, technologies, pathways, and innovations to underpin and support the research and implementation to overcome SDG challenges. More than ever, collaborative research and open science are needed to contribute to the recovery and resilience of societies, connecting education to other sectors, such as health, employment, or the environment. Institutes need to provide the necessary support to mobilise resources to build local capacities to undertake research and utilize SDG solutions, progressing the SDG agenda to local levels.

3. Institutional Operations and Governance:

Universities are complex and diverse and are often significant employers, consumers, investors, and real estate holders, with their campuses functioning as small size cities. Their staff, students, campuses, neighbourhoods, and supply chains have significant social, economic, and environmental footprints. By addressing their impacts within each area of the SDGs through their internal policies and operations, universities can significantly achieve the SDGs within their spheres of operation. The institutions can demonstrate mainstreaming SDG principles into governance structures and operational policies and decisions, such as those relating to employment, finance, campus services, social responsibility, facilities, procurement, human resources, and student administration, and contribute to the country's commitment to sustainable development, and influence global development. Also, the SDG targets can be translated to institute-level indicators and incorporated into institutional reporting for SDGs.

4. Leadership:

Academia holds a position of a neutral and trusted stakeholders within our society. They have the capacity and responsibility to guide and lead the local, national, and international response to the SDGs. Through partnerships and leadership, the institutions could facilitate cross-sectoral dialogue, develop leadership capacities to advocate for the importance of SDGs and strengthen public participation, and further demonstrate the importance of the education sector in the implementation of SDGs.

5. Partnerships:

Success in achieving the SDGs will necessitate multi-stakeholder partnerships that mobilise and share knowledge, expertise, technology, and financial resources to support the Sustainable Development Goals in all countries. The SDG agenda provides a common framework for academia to guide and lead different sectors and organizations to connect and work together on shared interests. This will allow academic institutions to form new collaborations with the government, industry, and the community. Besides, the SDG framework can converge interests across different university areas, helping to drive cross-disciplinary partnerships, collaboration, and innovation.



Current Engagement of Academia in Progressing Goals 4 and 11

Addressing the challenges of the SDGs will require new knowledge, new ways of doing things, hard choices between competing options, and in some cases profound transformations. HEIs have been delivering by their technological and policy research for societal progress. Their services are also critical in helping the global community understand the challenges, opportunities, and interactions between the SDGs, develop and implement solutions, develop and assess policy options and transformation pathways, and monitor progress. Many HEIs have constantly been engaging in addressing the challenges and monitoring the progression of SDGs goals. The current engagement of academia in progressing SDG Goals, specifically 4, and 11 is as below. However, the engagement of HEIs in progressing SDGs is not limited to just goals 4 and 11.

Goal-4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Goal 4 aims to ensure inclusive and equitable access to (and completion of) quality education. This goal promotes the acquisition of the knowledge, skills, and values needed to function well and contribute to society. The targets of this goal range from ensuring universal youth literacy and numeracy, expanding the global number of scholarships available to developing countries, and ensuring equal access for all to affordable and quality technical, vocational and tertiary education.

The main challenge facing the education system of the 21st century is education quality and relevance. Indian HEIs have taken innovative approaches to implement future-oriented pedagogy to cope with this. Future systemic pedagogy serves as a systemic compass directing pedagogical organisational development in education. A significant number of Indian HEIs are upgrading their curriculum to align with the OECD 2030 Education Project. In addition to this, HEIs are supporting vulnerable and disadvantaged people by implementing policies to provide access for differently able and economically weaker students.

Goal-11: Make cities and human settlements inclusive, safe, resilient, and sustainable



Goal 11 aims to make cities and other human settlements inclusive, safe, resilient, and sustainable while stimulating innovation and employment. As urbanisation rises and transforms societies, the promotion of cohesive city-level strategies to innovate, transform and drive economic and socially sustainable development will be key to the achievement of the SDGs.

Making the cities and settlements inclusive, safe, resilient, and sustainable is the most challenging part of the urbanising world. HEIs are scaling up and delivering sustainable solutions to global challenges developed for the wider community and industry. HEIs are engaging in research studies to address environmental problems and develop technological solutions for smart cities at the community level. HEIs are building eco-friendly infrastructure aligning with LEED certification at the institutional level. HEIs are ensuring that the campus remains secure with installation of CCTVs and security personnel on regular patrols. Campuses are also maintained green with at least 20% green cover. They have also implemented best policies and practices for utilising renewable energy, water and waste management practices, and many other innovative initiatives.

Academic Engagement to Accelerate SDGs

There is no doubt that Higher Education must be among the most prominent players in moving society to a more sustainable path. Academics have played a pivotal role in the theoretical debates and practical experimentations concerning the best route towards Sustainable Development. Higher Education is vested by society with the mission of discerning truth, imparting knowledge, skills, and values, and preparing responsible citizens and competent workers who will contribute to a sustainable world. Through their learning experiences, future graduates would embrace interdisciplinary strategies and a system thinking approach to address sustainability issues.

Indian Higher Education is at a crossroads and must change to contribute more effectively to the ethical knowledge base, supporting the public good. Doing so helps alleviate many of the inequalities and inequities in society. Re-visioning the role of Higher Education for Sustainable Development involves changing the means and processes of knowledge production and how students are trained, making students more socially responsible, critical and sensitive towards sustainability issues life-long.

Given the size of achieving the SDGs and the critical role, universities have in supporting and delivering on them, there is an imminent need for the sector to accelerate action on the SDGs. The institutions can deepen their engagement with SDGs by mapping out their existing activities for SDGs; building capacities of institutional stakeholders to deliver for results; identifying priorities, opportunities, and existing gaps in mainstreaming SDG implementation into planning, policies, and operations; and monitoring and communicating their success stories with stakeholders.

Globally several universities have already onboarded themselves onto the implementation of SDGs with the efforts from organisations such as Sustainable Development Solutions Network (SDSN), Future Earth, the UN Educational, Scientific and Cultural Organisation (UNESCO), Principles of Responsible Management in Education (PRME), etc. In India, there is a critical need to accelerate the contribution and leadership of educational institutes for SDGs up to the local level. This necessitates a platform in the country for academic involvement from local to national to international level. PACT2030 is the platform envisioned for educational institutions to lead the SDG agenda.

PACT2030: Engaging Academic Leadership towards Sustainable Development Goals

There is increasing awareness of the critical role universities have in SDG implementation and increasing commitment of academic institutions towards Sustainable Development Goals (SDGs) on an ongoing basis. Still, we know that the power of togetherness is much mightier. As Mahatma Gandhiji said, "In a gentle way, you can shake the world." Hence, PACT2030 is the culmination of several discussions between the United Kingdom founded QS I-GAUGE in India and academic institutions. PACT2030, which stands for Pledge, Act, Change, Transform – 2030, is a social enterprise that empowers educational institutions to think beyond their boundaries and care for the world. QSI-GAUGE is the first secretariat for this initiative with the support of several partners.

As the name suggests, PACT2030 has a long-term vision and is a scalable model, representing local leadership on global platforms. It brings together like-minded leaders, founders/heads, and chancellors of academic institutions, policymakers, and the government to engage all the intelligent forces for creating a better world. PACT2030 will champion change, not just by bringing leaders together but also by ensuring that they commit to the long-term vision of change for a better world.

The first meeting was held in Goa from 10th – 12th March 2022. Over 100 acclaimed leaders of esteemed universities, schools, and other academic institutions converge to make a first-of-its-kind and historic declaration on sustainable development and pledge to be the change-makers.

During the first summit of PACT2030, the academic engagement and leadership fostered around SDGs 4 and 11 for the academia to actively initiative new commitments, multi-stakeholder partnerships, and contribute to the goals of quality education, and sustainable cities and communities through sustainable campuses and their outreach activities; and further pave a way to the holistic engagement of academia in global sustainable development.

Through this platform, the academic leaders would commit to translating the global sustainable development agreements to institutional commitments embedded into its vision, goals, and strategies; to benchmark sustainable practices and initiatives, reiterate institution's responsibility as responsible and environmentally sensitive; develop a consortium of institutions for sustainable initiatives, foster goal-specific active partnerships, and strengthen the network of student and faculty community to facilitate key engagements. As well as advocate for the education sector's role and enhance the footprint of academia in the well-being of global society by providing mentoring and networking opportunities for mutual learning; and further enable partnerships to access new funding streams, address the dynamic needs of businesses, and communities through a one-window platform; and provide governance and direction to funded initiatives, and act as a

governing body for the consortia.

Over the next few years, the education institutions in the country are envisioned to embark on a journey towards excellence in sustainable development, like no other in history, leveraging cutting-edge knowledge and borderless engagement.



The SDGs, Progress, and Recommendations to HEIs





Goal 1 encompasses the aim of eradicating poverty – not only in monetary terms but in all forms and dimensions by 2030. This involves targeting the most vulnerable, increasing basic resources and services, and supporting communities affected by conflict and climate-related disasters. It calls for continuous monitoring of progress in social protection and the implementation of nationally appropriate social protection systems. The importance of mobilising resources from various sources, including through enhanced developmental cooperation, is also emphasised in this goal.

Global Progress: Facts and Figures

736 million

People still live in extreme poverty.

10%

of the world's population live in extreme poverty, down from 36% in 1990.

1.3 billion

About 1.3 billion people live in multidimensional poverty.

50%

Half of all people living in poverty are under 18.

1 in 10

One person in every 10 is extremely poor.

80%

of people living on less than \$1.90 are in South Asia and sub-Saharan Africa.

Source: UNDP

India's Progress: Facts and Figures

270 million

People lifted out of multidimensional poverty.

28.7%

of households have at least one member covered under health insurance or health scheme.

84.44%

of beneficiaries get employment under MGNREGA in 2019–20.

4.2%

of households in rural and urban India live in Katcha houses.

91.38%

of eligible beneficiaries received social protection benefits under the Pradhan Mantri Matru Vandana Yojana.

Source: NITI Aayog

Recommendations to HEIs:

- The institution provides equal employment opportunities for all economic and social classes.
- Ensure that the institution has funding and scholarship programs to support lower-income and disadvantaged backgrounds.
- Ensure all staff are paid sustainable living wages.
- Collaborate and engage with local communities to tackle poverty locally.
- Ensure fair trade and ethical supply chains to meet the institute objectives.
- Ensure institute policies promote Environment, Social, and Governance (ESG) principles.



The goal aims to end all forms of hunger and malnutrition by 2030, making sure all people – especially children – have sufficient and nutritious food all year. This involves promoting sustainable agriculture, supporting small-scale farmers and equal access to land, technology and markets. It also requires international cooperation to ensure investment in infrastructure and technology to improve agricultural productivity. The goal also focuses on – doubling agricultural productivity, maintaining the genetic diversity of seeds, plants and farmed animals, and strengthening the capacity for climate change adaptive agriculture.

Global Progress: Facts and Figures

821 million

The number of undernourished people reached 821 million in 2017.

63%

In 2017 Asia accounted for nearly two thirds, 63% of the world's hungry.

22%

Nearly 151 million children under five, 22% were still stunted in 2017.

1 in 8

More than 1 in 8 adults are obese.

1 in 3

1 in 3 women of reproductive age are anaemic.

26%

26% of workers are employed in agriculture.

Source: UNDP

India's Progress: Facts and Figures

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People lifted out of multidimensional poverty.

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of eligible beneficiaries received social protection benefits under the Pradhan Mantri Matru Vandana Yojana.

Source: NITI Aayog

Recommendations to HEIs:

- Organise nutrition awareness programs, and make available sustainable, nutritious and affordable food choices on campus.
- Reduce food wastage on campus.
- Facilitate food production on campus through student clubs and institute initiatives.
- Support farming communities in the nearby villages with farming equipment, and technical training programmes to improve the efficiency and resilience of the agricultural sector.
- Collaborate on initiatives within the community that addresses to end hunger locally.



Good health is essential to sustainable development and the 2030 Agenda reflects the complexity and interconnectedness of the two. It takes into account widening economic and social inequalities, rapid urbanisation, threats to the climate and the environment, the continuing burden of HIV and other infectious diseases, and emerging challenges such as non-communicable diseases. It calls for a renewed focus on mental health issues as well. Universal health coverage, including financial risk protection, access to quality essential health care services and access to safe, effective, quality, and affordable medicines are integral to this goal.

Global Progress: Facts and Figures

400 million

At least 400 million people have no basic healthcare, and 40% lack social protection.

1.6 billion

More than 1.6 billion people live in fragile settings where protracted crises, combined with weak capacities to deliver basic health services present a significant challenge to global health.

15 million

By the end of 2017, 21.7 million people living with HIV were receiving antiretroviral therapy. Yet more than 15 million people are still waiting for treatment.

2 seconds

Every 2 seconds someone aged 30 to 70 years dies prematurely from noncommunicable diseases – cardiovascular disease, chronic respiratory disease, diabetes or cancer.

7 million

7 million people die every year from exposure to fine particles in polluted air.

1 in 3

More than one of every three women have experienced either physical or sexual violence at some point in their life resulting in both short- and long-term consequences for their physical, mental, and sexual and reproductive health.

Source: UNDP

India's Progress: Facts and Figures

113

Maternal mortality per 1,00,000 live births.

36 children

Aged under five years die for every 1,000 live births.

37

Physicians, nurses, and midwives per 10,000 population.

177 tuberculosis

Cases notified per 1,00,000 population.

0.05 HIV

Incidence per 1,000 uninfected population in 2019 compared to 0.07 in 2017.

13%

of monthly per capita household consumption expenditure is on health.

94.4%

of total deliveries reported happening in health institutions.

91%

of children aged between 9-11 months are immunised.

Source: NITI Aayog

Recommendations to HEIs:

- Review, create, and coordinate campus policies and infrastructure with attention to health, well-being, and sustainability.
- Organise periodic health and well-being programmes, including health camps, awareness on physical and mental health, sanitation, hygiene, substance abuse etc.
- Provide on-campus physical and mental health counselling services and access to affordable health and wellbeing services through insurance mechanisms.
- Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness, and mobilise knowledge and action for health promotion locally and globally.
- Ensure appropriate practices are in place for dealing with hazardous substances.



Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal is aimed at ensuring that all girls and boys complete primary and secondary schooling by 2030 and are provided equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. Additionally, it emphasises lifelong learning opportunities, to achieve substantial adult literacy and numeracy, and on building and upgrading existing education facilities that are child, disability and gender-sensitive.

Global Progress: Facts and Figures

- 91%**
Enrollment in primary education in developing countries has reached 91%.
- 57 million**
Still, 57 million primary-aged children remain out of school, more than half of them in sub-Saharan Africa.
- 1 in 4**
In developing countries, one in four girls are not in school.
- 50%**
About half of all out-of-school children of primary school age live in conflict-affected areas.
- 103 million**
103 million youth worldwide lack basic literacy skills, and more than 60% of them are women.
- 6 of 10**
6 out of 10 children and adolescents are not achieving a minimum level of proficiency in reading and math.

Source: UNDP

Recommendations to HEIs:

- For students, institutions should emphasise developing high-level cognitive and non-cognitive skills such as problem-solving, critical thinking, creativity, teamwork, communication skills, conflict resolution, etc. embedded into course curriculum and pedagogy.
- Design courses and encourage research on Sustainable Development.
- Promote distance learning and the digitisation of the curriculum to ensure inclusivity.
- Enhance opportunities for capacity building of students from local communities to address the challenges relating to the SDGs at the local level.
- Provide in-depth academic or vocational training to implement SDG solutions.
- Support vulnerable and disadvantaged people to access and participate fully in the university, including persons with disabilities, indigenous peoples, people experiencing financial difficulty, and set new benchmarks for inclusivity.

India's Progress: Facts and Figures

- 87.26%**
Adjusted net enrolment ratio at elementary (class 1-8) education.
- 50.14%**
gross enrolment ratio for higher secondary education.
- 26.3%**
of students aged 18-23 years enrolled in higher education.
- 71.9%**
of class 8 students achieved minimum proficiency in language and mathematics.
- 74.6%**
Literacy level among persons aged 15 years and above.
- 19.3%**
of persons with disabilities (15 years and above) completed at least secondary education.
- 1**
Gender parity index. 1 implies parity between females and males in higher education (18-23 years).
- 84.76%**
of schools had access to electricity and drinking water.
- 83%** Trained teachers in secondary schools and 21:1 pupil-teacher ratio at the secondary level.

Source: NITI Aayog

- Providing programs to enhance literacy and education in communities and schools in the institute's local area and beyond.
- Through education and co-curricular activities, promote student volunteering activities that address the SDGs.
- Embed Education for Sustainable Development into all undergraduate and graduate courses and entrepreneurship and graduate research training.
- Encourage and support all student clubs and societies to engage with the SDGs and enhance student-led inter-university engagements for SDG-related events and activities.
- Support students to engage in national and global leadership programs for young people on the SDGs, such as SDSN Youth, UNMCGY platform etc.
- Train and produce well-qualified teachers for primary and secondary education, and also for the vocational, and technical schools.



Ending all discrimination against women and girls is a basic human right and is a prerequisite for sustainable development. Goal 5 calls for ending all forms of violence, trafficking and sexual exploitation of women and girls. Recognising and valuing unpaid care and domestic work is a key component of this goal, with emphasis on the importance of full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life for women.

Global Progress: Facts and Figures

77 cents

Women earn only 77 cents for every dollar that men get for the same work.

1 in 3

35% of women have experienced physical and/or sexual violence.

13%

Women represent just 13% of agricultural landholders.

750 million

Almost 750 million women and girls alive today were married before their 18th birthday.

2 of 3

Two-thirds of developing countries have achieved gender parity in primary education.

24%

Only 24% of national parliamentarians were women as of November 2018, a small increase from 11.3% in 1995.

Source: UNDP

India's Progress: Facts and Figures

8.46%

of seats in the state legislative assemblies are held by women.

0.33

Ratio of female to male labour force participation rate as against 1.

899

sex ratio at birth (females per 1,000 males).

72% of married women have their demand for family planning met by modern methods.

62 Cases of crime against women are registered for every 1,00,000 female population.

20 Women experienced cruelty/physical violence by the spouse or his relatives for every 1,00,000 female population.

190

Among every 1,000 persons in managerial positions are women.

13.96%

of operational landholders are female.

33%

Higher wages for men than women in rural and urban India.

Source: NITI Aayog

Recommendations to HEIs:

- Support gender equality by paying male and female staff the same and ensuring senior positions are reflective of the diverse society in which we live.
- Institution improves employment opportunities for women from the neighbouring villages.
- Provide flexible working and supportive maternity and paternity policies.
- Provide on-campus childcare facility, and promote workplace flexibility.
- Have stringent HR policies about gender discrimination and sexual abuse.
- Continued engagement with the local community women to promote female education and empowerment through employment.
- Celebrate International Women's Day and organise activities to raise awareness of gender inequality and how to improve it.
- Implementing workplace gender equity strategies, including those for improving the representation of women in university leadership positions and senior academic roles.



Goal 6 calls for access to safe and affordable drinking water, sanitation facilities, and hygiene for all by 2030. Water resources are also critical for agriculture and industrial use, and therefore protecting and restoring water-related ecosystems is essential. The goal is aimed at -improving water quality by reducing pollution, substantially increasing water-use efficiency across all sectors, and strengthening the participation of local communities in improving water and sanitation management.

Global Progress: Facts and Figures

5.2 billion

71% of the global population, 5.2 billion people, had safely-managed drinking water in 2015, but 844 million people still lacked even basic drinking water.

2.9 billion

39% of the global population, 2.9 billion people, had safe sanitation in 2015, but 2.3 billion people still lacked basic sanitation. 892 million people practised open defecation.

80%

80% of wastewater goes into waterways without adequate treatment.

2 billion

Water stress affects more than 2 billion people, with this figure projected to increase.

80%

80% of countries have laid the foundations for integrated water resources management.

70%

The world has lost 70% of its natural wetlands over the last century.

Source: UNDP

India's Progress: Facts and Figures

100%

Districts verified as open defecation free (ODF).

95%

of schools have separate toilet facilities for girls.

51.36%

Rural population receives safe and adequate drinking water through the piped water supply.

97.44%

Rural population have access to an improved source of drinking water.

63% Net available groundwater withdrawn in 2017 and 17.24% blocks over-exploited.

88.4%

of polluting industries comply with central pollution control board norms for wastewater treatment.

Source: NITI Aayog

Recommendations to HEIs:

- Encourage research into innovation to improve water conservation and sanitation.
- Use water-saving irrigation techniques for the maintenance of green areas on the campus.
- Develop plans for on-campus biodiversity and ecosystem management.
- Work towards achieving zero waste generation campus.
- Install water harvesting, storage and reuse systems.



Energy security is a prerequisite for socio-economic development. Access to energy enables people to augment their income and productivity, enhance access to healthcare, water and education, and improve their overall well-being. Goal 7 is aimed at ensuring universal access to affordable, reliable and efficient energy services by 2030. Expanding infrastructure and upgrading technology to provide clean and efficient energy is critical to this endeavour.

Global Progress: Facts and Figures

1 in 7

One in 7 people still lack electricity, and most of them live in rural areas of the developing world.

60%

Energy is the main contributor to climate change, it produces around 60% of greenhouse gases.

14%

More efficient energy standards could reduce building and industry electricity consumption by 14%.

3 billion

More than 40% of the world's population—3 billion—rely on polluting and unhealthy fuels for cooking.

20%

As of 2015, more than 20% of power was generated through renewable sources.

10.3 million

The renewable energy sector employed a record 10.3 million people in 2017.

Source: UNDP

India's Progress: Facts and Figures

99.99%

of households have access to electricity.

2,824 lakhs

LPG connections

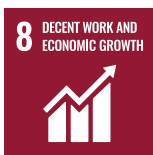
72 lakhs

PNG connections.

Source: NITI Aayog

Recommendations to HEIs:

- Invest in on-campus renewable energy production. Maximise solar power use within the campus and develop a revenue-generating model through contributing to the power grid.
- Ascertain policies and plans for net-zero emissions.
- Establish biogas plants on campus powered by the on-campus bio-waste.
- Encourage research into alternative energy sources.



Goal 8 promotes sustained economic growth, higher levels of productivity and technological innovation. Encouraging entrepreneurship and job creation are crucial to this, as are effective measures to eradicate forced labour, modern slavery and human trafficking. It also seeks to protect labour rights and promote policies that support decent job creation and safe and secure working environments. With these targets in mind, the goal is to achieve full and productive employment, and decent work, for all women and men by 2030.

Global Progress: Facts and Figures

5%

An estimated 172 million people worldwide were without work in 2018 – an unemployment rate of 5%.

1 million

As a result of an expanding labour force, the number of unemployed is projected to increase by 1 million every year and reach 174 million by 2020.

700 million

Some 700 million workers lived in extreme or moderate poverty in 2018, with less than US\$3.20 per day.

48%

Women's participation in the labour force stood at 48% in 2018, compared with 75% for men. Around 3 in 5 of the 3.5 billion people in the labour force in 2018 were men.

2 billion

Overall, 2 billion workers were under informal employment in 2016, accounting for 61% of the world's workforce.

85 million

Many women than men are underutilised in the labour force—85 million compared to 55 million.

Source: UNDP

India's Progress: Facts and Figures

5.1%

Annual growth rate of India's GDP per capita at constant prices in 2018-19.

63rd rank

in ease of doing business and 71 is India's Distance to Frontier score (DTF).

6.2%

Unemployment rate.

53.6%

Labour force participation rate.

52%

of salaried employees in the nonagricultural sector have no social security cover.

99.99% of households have bank accounts under Pradhan Mantri Jan Dhan Yojana (PMJDY) against the target and 55.3% PMJDY accounts are held by women.

12

Banking outlets per 1,00,000 population and 17 automated teller machines per 1,00,000 population.

Source: NITI Aayog

Recommendations to HEIs:

- Embed the concept of the circular economy into relevant courses and incubation centre activities.
- Look forward to identifying local talent and nurturing that to the national and international level in areas of academics, leadership, culture, and sports.
- Provide appropriately positioned and supported scholarship and financial assistance schemes for students in need.
- Support creativity and innovation through a culture of acceptable risk-taking, and provide the appropriate space and process for ideas to flourish.
- Enhance opportunities for lifelong learning, such as executive education, online learning, and vocational training.
- Form strong links with business and industry to monitor employer trends and skills requirements, to inform appropriate training within the institute.
- Maximise employability for graduates through partnerships and by ensuring that the course curriculum meets market needs.



This goal promotes investment in innovation; and reliable and resilient infrastructure which are crucial drivers of economic growth and development. It further aims at promoting increased resource use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes. It recognises the importance of promoting sustainable industries and investing in scientific research and innovation, which are all important ways to facilitate sustainable development.

Global Progress: Facts and Figures

40%

In some low-income African countries, infrastructure constraints cut businesses' productivity by around 40%.

2.6 billion

2.6 billion people in developing countries do not have access to constant electricity.

90%

More than 4 billion people still do not have access to the Internet; 90% of them are in the developing world.

2.3 million

The renewable energy sectors currently employ more than 2.3 million people; the number could reach 20 million by 2030.

30%

In developing countries, barely 30% of agricultural products undergo industrial processing, compared to 98% in high-income countries.

Source: UNDP

India's Progress: Facts and Figures

48th

is India's rank among 131 countries in Wipro's 2020 global innovation index.

98%

Targeted habitations covered with all-weather roads under Pradhan Mantri Gram Sadak Yojana (PMGSY).

16.1% of the total gross value added is from the manufacturing sector.

12.07%

of the total workforce employed in the manufacturing sector.

84 have a mobile connection for every 100 people.

55

have internet subscriptions for every 100 people.

Source: NITI Aayog

Recommendations to HEIs:

- Encourage sustainability to be embedded within research and business ethics, and ideas that are incubated.
- Work with students on sustainability initiatives, particularly Living Labs projects.
- Adopt energy-efficient, water-efficient, and material-efficient construction practices.
- Retrofitting of existing buildings to increase resource efficiency.
- Pilot innovative solutions to improve campus operations.
- Organise hackathons and entrepreneurship initiatives, contribute to innovations, and develop the industry around solutions towards sustainability.
- Commit to sustainable and reliable Information and communications technology processes and services.
- Improve and diversify learning opportunities for students, using a wide range of education and training modalities to acquire relevant knowledge, skills, and competencies for decent work and life.



The Goal calls for progressively reducing not only income inequalities but also inequalities-of-outcome by ensuring access to equal opportunities and promoting social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or any other status relevant within society. It also aims at enhancing representation and voice for developing countries in decision making in international economic and financial institutions.

Global Progress: Facts and Figures

22%

In 2016, 22% of global income was received by the top 1% compared with 10% of income for the bottom 50%.

16%

In 1980, the top 1% had 16% of global income. The bottom 50% had 8% of income.

33%

The global wealth share of the top 1% was 33% in 2016.

39%

Under "business as usual", the global wealth share is top 1% will reach 39% by 2050.

2x

Women spend, on average, twice as much time on unpaid housework as men.

60%

Women have as much access to financial services as men in just 60% of the countries assessed and to land ownership in just 42% of the countries assessed.

Source: UNDP

India's Progress: Facts and Figures

The proportion of people living in the lowest two wealth quantiles is highest in Bihar (75%) and lowest in Kerala (3.2%).

64%

Transgender labour force participation rate as compared to the male labour force participation rate.

45.62%

of seats of panchayat raj institutions are held by women.

14.39%

of total seats in Lok Sabha elections were won by women.

28.35%

Representation of SC/ST persons in state legislative assemblies.

23

crimes against scheduled caste population registered for every 1,00,000 SC/ST population and 8 crimes against scheduled tribe population registered for every 1,00,000 SC/ST population.

Source: NITI Aayog

Recommendations to HEIs:

- Create scholarships and bursary opportunities for those from deprived backgrounds.
- Run volunteering opportunities for students and the community to promote awareness of social justice.
- Develop education support programmes with local backward schools.
- Commit to the elimination of all forms of discrimination across the institutions.
- Institute an equity agenda and a plan that commits to equal opportunity and reduced inequalities in all processes and activities, including recruitment policy and pay.



Goal 11 promotes inclusive and sustainable urbanisation. Making cities sustainable means creating career and business opportunities, safe and affordable housing, and building resilient societies and economies. It involves investment in public transport, creating green public spaces, and improving urban planning and management in participatory and inclusive ways.

Global Progress: Facts and Figures

4.2 billion

In 2018, 4.2 billion people, 55% of the world's population, lived in cities. By 2050, the urban population is expected to reach 6.5 billion.

3%

Cities occupy just 3% of the Earth's land but account for 60 to 80% of energy consumption and at least 70% of carbon emissions.

828 million

828 million people are estimated to live in slums, and the number is rising.

33

In 1990, there were 10 cities with 10 million people or more; by 2014, the number of mega-cities rose to 28 and was expected to reach 33 by 2018. In the future, 9 out of 10 mega-cities will be in the developing world.

90%

In the coming decades, 90% of urban expansion will be in the developing world.

80%

The economic role of cities is significant. They generate about 80% of the global GDP.

Source: UNDP

India's Progress: Facts and Figures

39%

Installed sewage treatment capacity as a proportion of sewage generated in urban areas.

87.6%

of urban households have drainage facilities.

97%

of wards have 100% door to door waste collection.

78.03%

of wards have 100% source segregation of waste.

68.1% of the municipal solid waste generated gets processed.

0.8%

of urban households live in Katcha houses.

12 persons

were killed in road accidents in urban areas for every 1,00,000 population.

Source: NITI Aayog

Recommendations to HEIs:

- Encourage green belt development and enhance ecosystem services of the region.
- Create a safe environment on campuses for all, and regularly update health and safety policies.
- Work with local authorities to improve the sustainability of the local area, offering the institutions expertise and experience to determine direction.
- Measure and report on social and environmental impacts of an institution.
- Commit to ensuring the campus always remains safe, green, and provides accessibility for all levels of mobility.
- Committing to investing in and developing the local community.
- Working with local and State Governments to advocate for greater access to and provision of sustainable transport systems including public transport and bike paths.
- Providing safe and affordable on-campus and/or university-supported housing.
- Allowing fluid campus boundaries to encourage the use of green space by local community members as a public amenity.
- Implement best practices for pollution control.

The Goal emphasises “doing more with less” thus promoting resource efficiency, green economies and sustainable infrastructure. It also focuses on reducing degradation and pollution and minimising waste. The efficient management of our shared natural resources and the way institutions dispose of toxic waste and pollutants are important targets to achieve this Goal. It calls for awareness generation and dissemination on sustainable development, lifestyles and practices.

Global Progress: Facts and Figures

1.3 billion

1.3 billion tonnes of food is wasted every year, while almost 2 billion people go hungry or undernourished.

22%

The food sector accounts for around 22% of total greenhouse gas emissions, largely from the conversion of forests into farmland.

2 billion

Globally, 2 billion people are overweight or obese.

3%

Only 3% of the world's water is fresh (drinkable), and humans are using it faster than nature can replenish it.

US\$120 billion

If people everywhere switched to energy-efficient lightbulbs, the world would save US\$120 billion annually.

20%

One-fifth of the world's final energy consumption in 2013 was from renewable sources.

Source: UNDP

India's Progress: Facts and Figures

157.3 kg

of fossil fuel consumed per capita.

7.62 MW

Installed capacity of grid-interactive bio-power per one million population.

2.5 tonnes

of plastic waste generated per annum per 1,000 population.

87% of the biomedical waste generated is treated.

8.09 tonnes

Hazardous waste generated per annum per 1,000 population.

44.89%

Hazardous waste recycled/utilised of total hazardous waste generated.

Source: NITI Aayog

Recommendations to HEIs:

- Ensure procurement policy involves checking the supply chain for sustainable practices and ensuring that resources are used in the most efficient manner.
- A robust waste handling system is in place on the campus.
- Create initiatives that encourage a reduce, reuse, recycle policy.
- Move towards digital coursework/dissertation submissions to reduce paper use.



The Goal is aimed at integrating climate change measures, disaster risk measures and sustainable natural resource management into national development strategies. To minimise the human impact of geophysical disasters, the Goal calls for strengthening resilience and adaptive capacity, including human and institutional capacity on mitigation, adaptation, and early warning. Efforts at the national level – for adopting green technologies, promoting the use of a clean and modern source of energy, advocating for behavioural change for sustainable use of resources, have to be complemented by international cooperation on climate change since the causes and effects of climate change transcend national boundaries.

Global Progress: Facts and Figures

+1°C

As of 2017 humans are estimated to have caused approximately 1.0°C of global warming above pre-industrial levels.

+20cm

Sea levels have risen by about 20 cm (8 inches) since 1880 and are projected to rise another 30–122 cm (1 to 4 feet) by 2100.

2050

To limit warming to 1.5°C, global net CO₂ emissions must drop by 45% between 2010 and 2030, and reach net zero around 2050.

1/3

Climate pledges under The Paris Agreement cover only one-third of the emission reductions needed to keep the world below 2°C.

\$26 trillion

Bold climate action could trigger at least US\$26 trillion in economic benefits by 2030.

18 million

The energy sector alone will create around 18 million more jobs by 2030, focused specifically on sustainable energy.

Source: UNDP

India's Progress: Facts and Figures

15

lives lost due to extreme weather events in 2018–2019 per 10 million people (about half the population of New York).

3469

Disability-adjusted life year rate (per 1,00,000 population): years of healthy life lost to premature death or ill-health due to air pollution.

36.37%

of electricity generation is from renewable energy.

38.6 MT co₂

saved by switching to led bulbs.

Source: NITI Aayog

Recommendations to HEIs:

- Campus pursues a green rating of their built infrastructure.
- Embed education that highlights the urgency of Climate Change action into the curriculum.
- Train staff and students to be carbon literate.
- Make use of tools such as The Sustainability Literacy Test (Sulitest) to raise awareness in staff and students.
- Get your institution's executive team to sign the Global Climate Letter.



The world's oceans - their temperature, chemistry, currents and life, drive global systems that make the earth habitable for humankind. Goal 14 commits countries to conserve and sustainably use oceans, seas and marine resources. It focuses on preventing marine pollution, ending illegal and destructive fishing practices, and sustainably managing and protecting marine and coastal ecosystems while increasing scientific knowledge, research, and transfer of marine technology to improve marine health.

Global Progress: Facts and Figures

75%

The ocean covers three-quarters of the Earth's surface and represents 99% of the living space on the planet by volume.

200,000

The ocean contains nearly 200,000 identified species, but actual numbers may lie in the millions.

40%

As much as 40% of the ocean is heavily affected by pollution, depleted fisheries, loss of coastal habitats and other human activities.

30%

The ocean absorbs about 30% of carbon dioxide produced by humans, buffering the impacts of global warming.

3 billion

More than 3 billion people depend on marine and coastal biodiversity for their livelihoods.

US\$3 trillion

The market value of marine and coastal resources and industries is estimated at US\$3 trillion per year, about 5% of global GDP.

Source: UNDP

India's Progress: Facts and Figures

Mean shore zone coastal water quality (total nitrogen) is highest in Odisha- 65 and lowest in Goa- 20.12.

4975 sq km area
under mangroves.

30% of 0.53 million hectares
brackish water area developed for aquaculture.

Mean shore zone coastal water quality (bod) is highest in Maharashtra- 1.99 and lowest in Odisha- 0.39

Source: NITI Aayog

Recommendations to HEIs:

- Raise awareness of the issues around water quality, marine litter, climate change, toxic chemicals, shipping and coastal wave protection.
- Encourage the use of sustainable products.
- Encourage research into plastic alternatives for prevalent items in waterways and oceans.
- Organise litter picking initiatives, particularly on the coast.
- Ensure that resources are used most efficiently.



The Goal is aimed at protecting, restoring and promoting sustainable use of terrestrial ecosystems; sustainable management of forests; combating desertification, and halting and reversing land degradation in conjunction with integrating ecosystems and biodiversity into national and local planning. It also seeks to promote fair and equitable sharing of the benefits arising from the utilisation of genetic resources and prevent poaching and trafficking of protected species of flora and fauna.

Global Progress: Facts and Figures

1.6 billion

Around 1.6 billion people depend on forests for their livelihoods.

80%

Forests are home to more than 80% of all terrestrial species of animals, plants and insects.

2.6 billion

2.6 billion people depend directly on agriculture for a living.

33%

Nature-based climate solutions can contribute about a third of CO2 reductions by 2030.

\$125 trillion

The value of ecosystems to human livelihoods and well-being is \$US125 trillion per year.

60-80%

Mountain regions provide 60-80% of the Earth's freshwater.

Source: UNDP

India's Progress: Facts and Figures

25%

geographical area under forest and tree cover.

1.7 million

Hectares are covered under afforestation schemes.

28%

of the total land area is degraded.

296

wildlife crime cases were reported in 2019.

15

wildlife crime cases per million hectares of the protected area.

Source: NITI Aayog

Recommendations to HEIs:

- Commit to improving biodiversity on campus.
- Create a biodiversity standard and strategy.
- Commit to protecting, restoring and promoting the conservation and sustainable use of land and water in the wider area.
- Run extracurricular activities that promote awareness and learning on biodiversity.
- Robust landscaping plan in place to maintain a healthy ratio of build and green spaces.



Peace, stability and effective governance based on rule-of-law and upholding the principles of equality, human rights and justice are prerequisites for sustainable development. The 2030 Agenda aims to significantly reduce all forms of violence, and work with governments and communities to end conflict and insecurity. Promoting rule-of-law and human rights are key to this process, as are reducing the flow of illicit arms and strengthening the participation of developing countries in the institutions of global governance. Goal 16 also focuses on ending abuse, exploitation, trafficking, corruption and bribery, and in the development of accountable and transparent institutions.

Global Progress: Facts and Figures

68.5 million

By the end of 2017, 68.5 million people had been forcibly displaced as a result of persecution, conflict, violence or human rights violations.

10 million

There are at least 10 million stateless people who have been denied a nationality and its related rights.

US\$1.26 trillion

Corruption, bribery, theft and tax evasion cost developing countries US\$1.26 trillion per year.

49

49 countries lack laws protecting women from domestic violence.

46

In 46 countries, women now hold more than 30% of seats in at least one chamber of the national parliament.

1 billion

1 billion people are legally 'invisible' because they cannot prove who they are. This includes an estimated 625 million children under 14 whose births were never registered.

Source: UNDP

India's Progress: Facts and Figures

3.17

cases of corruption crimes were reported per one million population.

93.24%

of the population is under Aadhaar coverage.

1.85

courts per one lakh population.

89.3%

of births registered in 2018.

5 persons per 10 lakh population victims of human trafficking.

2.2 murders

per 1,00,000 population.

33 cases

per 1,00,000 children cognizable crimes against children.

16 children

missing per 1,00,000 child population.

Source: NITI Aayog

Recommendations to HEIs:

- Ensure sustainable development is prioritised at a strategic level, and it has buy-in across all levels of the institution.
- Ensure transparency and accountability by regularly submitting Sustainability reports and ESG compliance reports.
- Work to internationalise your institution with an internationalisation strategy.
- Organise free legal aid camps and programmes to ensure that the disadvantaged communities of the society can also avail free access to justice through accessible legal resources.
- Involving staff, students and key stakeholders in university governance decisions.
- Ensuring that the policies and culture of the institution indicate that bribery, corruption, violence, crime and acts of terrorism is unacceptable.
- Ensuring that all staff and students have access to justice and information about their rights.
- Developing policies, procedures and plans to ensure the campus is safe for all staff, students and visitors.

Goal 17 aims to strengthen the means of implementation and revitalise the global partnership for sustainable development. Key to the achievement of this goal is a universal partnership, complemented by stakeholder partnerships to share and mobilise expertise, financial resources, knowledge and technology for supporting the SDGs in every country.

Global Progress: Facts and Figures

US\$5 trillion

The UN Conference on Trade and Development (UNCTAD) says achieving SDGs will require US\$5 trillion to \$7 trillion in annual investment.

US\$147.2 billion

Total official development assistance reached US\$147.2 billion in 2017.

US\$613 billion

In 2017, international remittances totalled US\$613 billion; 76% of them went to developing countries.

6

In 2016, 6 countries met the international target to keep official development assistance at or above 0.7% of gross national income.

US\$18.2 trillion

Sustainable and responsible investments represent high-potential sources of capital for SDGs. As of 2016, US\$18.2 trillion was invested in this asset class.

US\$155.5 billion

The bond market for sustainable business is growing. In 2018 global green bonds reached US\$155.5 billion, up 78% from the previous year.

Source: UNDP

Recommendations to HEIs:

- Encourage and promote effective public, public-private, community, and civil society partnerships through community outreach initiatives.
- The institution faculty should coordinate and partner with student clubs and community to co-develop, pilot and upscale sustainable solutions.
- Building strategies and culture that openly supports developing, maintaining and enhancing partnerships both internally and externally.

Conclusion

There is already immense work that is being done and happening towards sustainable development systemically across the globe. Today though progress is being made in many areas to meet the Sustainable Development Goals, it is not advancing at the speed or the scale required to achieve the Goals by 2030. More than ever, higher education institutions have a major role to play in contributing to the SDGs holistically. As living laboratories of transformation and innovation, the academic engagement, leadership, commitment, partnerships, and exemplar models are crucial to empower the next generations, advance SDGs progress, and foster a resilient and equitable future.

The institutions are recommended to embed the recommendations for HEIs into their vision, goals, and strategies to champion the change. The PACT2030, fostering academic engagement and partnerships, will champion change, not just by bringing leaders together but also by ensuring that they commit to the long-term vision of change for a better world. It would provide a platform for educational institutions to demonstrate their contribution to local and global wellbeing and a powerful narrative of their impact as agents of change to their stakeholders. Over the next few years, the educational institutions in the country are envisioned to embark on a journey towards excellence in sustainable development, like no other in history, leveraging cutting-edge knowledge and borderless engagement.

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Indian Higher Education Institutions Best Practices towards SDGs

An exclusive report from
the proceedings of
PACT2030 Conclave
Goa | March 2022

Over 20 leading Indian universities and higher education institutions, as well as international experts, participated in the PACT2030 Conclave to share best practices, advance each institution's contribution, and call for a coordinated effort to achieve the Sustainable Development Goals.

The prestigious institutions presented their best practises implemented in and around campus, as well as their unique approach to contributing to the sustainable development goals. The institutions are determined to leave blueprints for other institutions to replicate and scale-up through these initiatives.

BEST PRACTICES

- **Project Abhyuday:** Adoption of villages nearby and serving the community in areas including education, health and well-being, and development of required infrastructure (physical, academic, intellectual, and emotional).
- **Ahaar Scheme:** Meals offered to the weaker sections by the students in surrounding localities during COVID-19 pandemic.
- **Sipani Seva Sadan:** Offered food to the elderly in surrounding localities.
- **Awareness of Menstrual Hygiene:** Created awareness in surrounding localities and distributed sanitary pads.
- **Road Protection:** Ensured good road conditions in the surrounding localities by creating awareness among the localities.
- **Breast Cancer Awareness:** Conducted an awareness drive on campus and a health check-up camp at a local hospital for the local communities.

BEST PRACTICES

- **Radio Community:** First community radio in Punjab with dedicated recording and broadcasting facilities. The radio is completely managed by the students, and is used to increase awareness of SDGs.
- **Swachhata Abhyaan:** The institution carries out activities to keep the campus free from litter and highly hygienic for the students and faculty.
- **Energy Conservation:** Generating 650KWp and wheeling to the grid during the pandemic. Shifted to LEDs to save energy.
- **Waste Management:** Usage of sewage treatment plant (STP) water for flushing through a double plumbing network-initiated within the campus. Though the setup cost is high, the results are highly effective.
- **Sustainable Hyper-Hybrid Campuses:** All schools and classrooms are green building campuses. IGBC certification is awarded for this initiative to the institution.

BEST PRACTICES

- **Highest Number of Online Classes Completed:** The institution was recognized by 'The International Book of Records' for being proactive in taking measures during the pandemic, ensuring the learning is steady and uninterrupted.
- **Solar Plants Installation in the Campus:** 100KW on-grid power generation system is installed in the campus. An additional 500KW solar plant is currently being installed.
- **Certification of Industrial Standards:** Only University in India to receive this certification for successful implementation of '5S Workplace Management System.'
- **Green Campus Award:** Recognized as a sustainable university in 2021 by 'UI Greenmetric World University Rankings' for the green initiatives taken by the institution.

BEST PRACTICES

- **Education to the disabled:** The institution has taken steep initiatives to mainstream persons with disability into the education system. Partnerships with sought with notable MNCs for special drives to hire the persons with disability.
- **Employment for the Disabled:** The institution has taken an initiative named 'Project Keller' to have 10% of their support workforce who are disabled by 2025.
- **Kalasalingam Foundation Scholarship:** The institution has taken an initiative to support economically and socially challenged with scholarships to pursue their education.
- **Courses for Speech and Hearing Impaired:** The institution has taken an initiative to offer B. Tech (CSE) and B. Com programs for speech and hearing-impaired students. The institution has developed sign language technology for the students through which the student will be able to pursue a career in science and technology.
- **Certifications for Visually Challenged:** The institution has taken the initiative to offer certification courses for visually challenged students through the aid of screen transcribing software.

BEST PRACTICES

- **Air Quality Monitoring Station:** The institution has an in-campus Air Quality Monitoring Station that is setup in collaboration with Indian Meteorological Department, Pune to monitor the air quality in and around the campus. The monitoring also covers a few neighbouring localities surrounding the campus.
- **In-house Mobile Application:** The institution has encouraged its students to develop a mobile application that helps the students and its localities to stay informed about the air quality round the clock. This application was developed successfully and was named 'SAFAR (System of Air Quality and Weather Forecasting and Research).'
- **Waste Management:** The campus has an in-house biogas plant, addressing bio waste generated in the university.
- **Rainwater harvesting:** The institution has rainwater harvesting pits all over the campus to conserve rainwater for future use.
- **Water Quality Testing Facility:** The institution has a testing facility in Environmental Engineering laboratories that regularly tests the quality of water used on the campus.



BEST PRACTICES

- **Free Medical Camps:** The institution conducts free medical camps every day and treats more than 800 patients through these camps.
- **Education for Poor Students:** The institution provides education for poor students irrespective of creed and religion.
- **Free Food for Patients:** The university provides food for poor patients who visit their hospital for consultation.
- **Solar Energy Consumption:** The institution is fulfilling 20% of its overall energy needs through solar panels installed on the campus.
- **Green Campus:** The institution has made it mandate for all the staff and students to use electrical vehicles within the campus to make the campus carbon-free.
- **Free Delivery Scheme:** The institution has taken an initiative to provide 100% rebate in the delivery charges if a girl child is born in their hospital; along with Rs.5000 incentive and free education to the girl child until University level.



BEST PRACTICES

- **Usage of Solar Energy:** The institution has a 100 KW capacity of rooftop solar panel system to promote clean energy.
- **Installation of EV Charging Stations:** The institution has installed 6 EV charging stations on the campus promoting green transport.
- **Paperless Office:** The institution aims to be a paperless office, with over 65 percent of the office work digitised and needing no paper. Besides, the institution's examination system is wholly digitised.
- **Bio-Compost Machine:** The institution has installed bio-compost machines on the campus that churns out waste on daily basis.
- **Energy Conservation Awareness Campaign:** The institution has adopted a village named Neemka, and conducted an awareness campaign on energy conservation in a village.



O.P. Jindal Global University

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BEST PRACTICES

- **Rainwater Harvesting pits:** The institution has taken an initiative to conserve rainwater and has installed 48 rainwater harvesting pits on the campus.
- **Waste Management:** The institution has 3 sewage water treatment plants that can treat 320KLD of waste.
- **Energy Conservation:** The institution has changed to LED lighting and over 90% of the common areas on the campus use LED lighting.
- **Water Testing:** The institution has its water quality tested from NABL approved labs.
- **Solar Power:** The institution has generated 1,78,892 KWh through rooftop solar panels.
- **Self-Assessing University:** The 1st institution in Asia to publish a self-assessed SDG report.
- **Course Curriculum:** The institution has SDG oriented courses to enable students to get holistic education.



BEST PRACTICES

- **Hospital Establishment:** The institution has established four hospitals during Covid pandemic and treated over thirty thousand patients in the state of Orissa.
- **Climate Monitoring System:** The institution in collaboration with the other institutions developed a climate monitoring system that records and shares the changes in climate on daily basis. This helps the entire state to know the changes in climate and enhances the resilience of the cyclone-prone state.
- **Recognised CBBO (Cluster Based Business Organisation):** The institution is recognised as a CBBO by the Government of India. The university students regularly interact with the farmers to create awareness about the technological advancement in the field of agriculture thus encouraging the farmers to make use of the advanced equipment for their farming.



BEST PRACTICES

- **Digitalised ERP:** The institution is digitising its operations. An ERP named 'Green Health Care' was developed in-house to reduce paper usage in their dental wing. 10 sheets of paper per patient can be saved by using this ERP system. This system also captures the quality of work performed by the student thus enabling the institution to assess and improve the student's capabilities in handling a work assigned to them.
- **Zero Plastic:** The institution has made it a practise to keep the campus plastic free.
- **Solar Power:** The institution has a 1.27MW solar power grid that can light up 3,00,000 sq. ft. of clinics and classrooms.
- **Waste Management:** The institution has setup an advanced waste management plant with cutting edge technology.
- **Comprehensive Clinics:** The institution has taken an initiative to provide its patients a hassle-free consultation by one window service mechanism.



BEST PRACTICES

- **Centre of Excellence in Energy Science and Technology:** A dedicated centre that focuses on energy science and technology-related aspects.
 - **An Energy Positive Campus:** A 400KWp grid-connected solar Photovoltaic System is installed on the campus.
 - **Sustainable Green Campus:** Planting and caring for over 10,000 trees on the campus every year.
 - **Zero Plastic Usage Policy:** The institution ensured that the students do not use any plastic on campus, with a no plastic policy.
 - **Building Carbon Neutral Communities:** The institution has planned an approach to achieve carbon-neutral communities through a '**3-phase approach model.**'
-



BEST PRACTICES

- **Social Internships:** The institution has taken an initiative to involve the students to take social internships, through a program named '**SRIJAN**' aimed to cultivate social responsibility, life skills and empathy in students.
- **Experiential Learning Curriculum:** The institution is providing the students with experiential learning by including various mandatory programs every semester.

Round Table Discussion on ways to accelerate HEIs contribution to SDG4 & SDG11

The PACT2030 Conclave gathered institutional leaders, and experts from across the world to emphasise the ways to accelerate HEIs contribution to SDG4 and SDG 11. Here are some of the valuable insights and ideas from the discussion

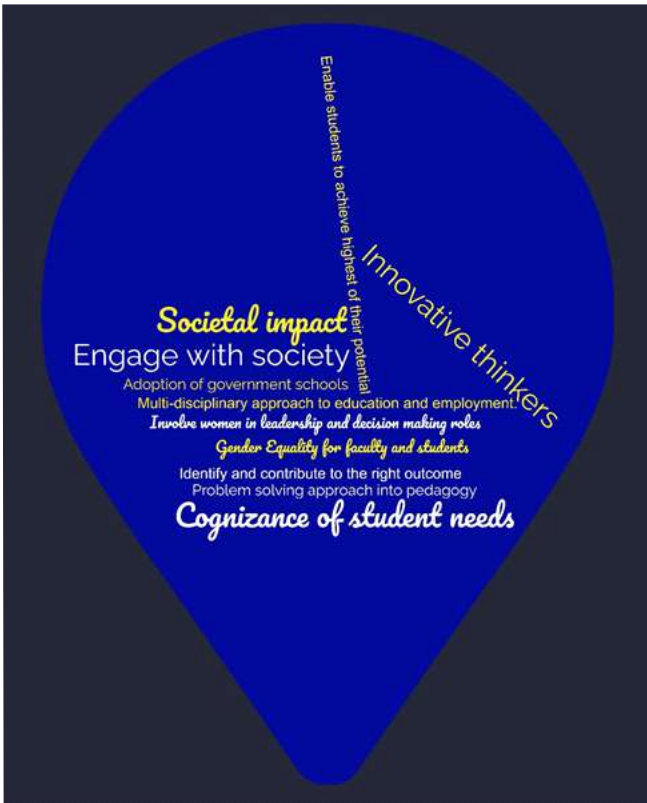


Fig1: SDG4 Roundtable discussion points



Fig2: SDG11 Roundtable discussion points

The Goa Declaration

The event brought together the top universities and luminaries of Indian Higher Education who worked towards building consensus and sharing best practices, and perspectives among the delegates of the conclave to lay down a set of principles and promises to achieve sustainable development goals (SDGs) leading to the formation of the “Goa Declaration”.

The “Goa Declaration” is the first of its kind academic declaration towards achieving the UN's Sustainable Development Goals, the ceremony was witnessed by Dr Bhushan Patwardhan, Chairman of the National Assessment and Accreditation Council (NAAC); Shri Avinash Rai Khanna, Vice-Chairman of Indian Red Cross Society & Vice President of Bharatiya Janata Party; Padma Bhushan & Padma Shri Dr Anil Prakash Joshi, Founder, Himalayan Environmental Studies and Conservation Organization (HESCO); Shri Shaurya Doval, Founder, India Foundation and Prof Lawrence Pratchett, Former Pro-Vice-Chancellor – International, University of Canberra, Australia.



The Goa Declaration of 2022

11 March 2022 - Goa, India




The Goa Declaration of 2022

11 March 2022 - Goa, India

We, the representatives of higher educational institutions in India, participating in the PACT2030 Conclave held in Goa, India, from 10-12 March 2022, express our consent to be the founding members of PACT2030, and together as a call for urgent action to further SDG progress from local to a global level, declare the following agenda to guide the policies, plans, and operations of our institutions in creating World-Class Sustainable Universities, Sustainable India, and a Sustainable World.

We express our sincere gratitude to the first secretariat of PACT2030, QS I-GAUGE, in this regard.

Agenda for SDG, Goal-4 specific engagement

- Emphasise developing high-level cognitive and non-cognitive skills such as problem-solving, critical thinking, creativity, teamwork, communication skills, conflict resolution, etc., embedded into our course curriculum and pedagogy.
 - Promote distance learning and the digitisation of the curriculum to ensure inclusivity.
 - Enhance opportunities for capacity building of students from local communities to address the challenges relating to the SDGs at the local level.
 - Support vulnerable and disadvantaged people to access and participate fully in the university, including persons with disabilities, indigenous people, people experiencing financial difficulty, and set new benchmarks for inclusivity.
 - Encourage and support all student clubs and societies to engage with the SDGs and enhance student-led inter-university engagements for SDG-related events and activities.
 - Provide programs to enhance literacy and education in communities and schools in the institute's local area and beyond.
 - Train and produce well-qualified teachers for primary and secondary education, and vocational and technical schools.
 - Gender Equality, Inclusivity, and Diversity would be at the core of our institute's policies, operations, and decision making.
 - The institute would promote lifelong learning opportunities leveraging a blended learning approach.
 - Encourage open access to library resources to the local community.
- 



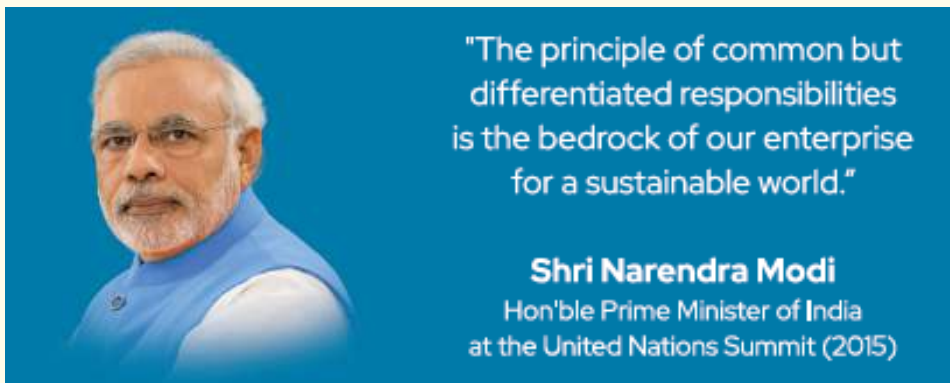
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The Goa Declaration of 2022

11 March 2022 - Goa, India

Agenda for SDG, Goal-11 specific engagement

- Commit to green belt development and enhance ecosystem services within the campus and the region
- Create a safe environment on campuses for everyone and regularly update health and safety policies.
- Work with local authorities to improve the local area's sustainability, offering the institutions' expertise and experience to determine the direction.
- Measure and report on social and environmental impacts of an institution. In this regard, establish monitors to measure environmental quality.
- Work with local and State Governments to advocate for greater access to and provision of sustainable transport systems, including public transport and bike paths.
- Provide safe and affordable on-campus or university-supported housing. Encourage sustainable and vernacular housing models and materials.
- Allow fluid campus boundaries to scale up the institute's sustainable models to the community and encourage the use of campus green space by local community members and promote local wellbeing.
- Commit to being a zero-waste campus and using efficient waste management practices.



"The principle of common but differentiated responsibilities is the bedrock of our enterprise for a sustainable world."

Shri Narendra Modi

Hon'ble Prime Minister of India
at the United Nations Summit (2015)

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Declarants



Annexure



SDG Targets and Indicators



Goal-4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 4 aims to ensure inclusive and equitable access to (and completion of) quality education. This goal promotes the acquisition of the knowledge, skills, and values needed to function well and contribute to society. The targets of this goal range from ensuring universal youth literacy and numeracy, expanding the global number of scholarships available to developing countries, and ensuring equal access for all to affordable and quality technical, vocational and tertiary education.

Target 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome
Indicator 4.1.1	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
Indicator 4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
Target 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
Indicator 4.2.1	Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex
Indicator 4.2.2	Participation rate in organised learning (one year before the official primary entry age), by sex
Target 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
Indicator 4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
Target 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
Indicator 4.4.1	Proportion of youth and adults with Information and Communications Technology (ICT) skills, by type of skill
Target 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
Indicator 4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Target 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
Indicator 4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
Target 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, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development
Indicator 4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
Target 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
Indicator 4.a.1	Proportion of schools offering basic services, by type of service
Target 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
Indicator 4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
Target 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
Indicator 4.c.1	Proportion of teachers with the minimum required qualifications, by education level



Goal-11: Make cities and human settlements inclusive, safe, resilient, and sustainable

Goal 11 aims to make cities and other human settlements inclusive, safe, resilient, and sustainable while stimulating innovation and employment. As urbanization rises and transforms societies, the promotion of cohesive city-level strategies to innovate, transform and drive economic and social sustainable development will be key to the achievement of the SDGs.

Target 11.1	By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
Indicator 11.1.1	Proportion of urban population living in slums, informal settlements or inadequate housing
Target 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
Indicator 11.2.1	Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities

Target 11.3	By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
Indicator 11.3.1	Ratio of land consumption rate to population growth rate
Indicator 11.3.2	Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically
Target 11.4	Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Indicator 11.4.1	Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage (cultural, natural, mixed and World Heritage Centre designation), level of government (national, regional and local/municipal), type of expenditure (operating expenditure/investment) and type of private funding (donations in kind, private non-profit sector and sponsorship)
Target 11.5	By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to the global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
Indicator 11.5.1	Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population
Indicator 11.5.2	Direct economic loss in relation to global GDP, damage to critical infrastructure and number of disruptions to basic services, attributed to disasters
Target 11.6	By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
Indicator 11.6.1	Proportion of urban solid waste regularly collected and with adequate final discharge out of total urban solid waste generated, by cities
Indicator 11.6.2	Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)
Target 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
Indicator 11.7.1	Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities
Indicator 11.7.2	Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months
Target 11.a	Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
Indicator 11.a.1	Proportion of population living in cities that implement urban and regional development plans integrating population projections and resource needs, by the size of the city

Target 11.b	By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015–2030, holistic disaster risk management at all levels
Indicator 11.b.1	Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015–2030
Indicator 11.b.2	Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies
Target 11.c	Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials
Indicator 11.c.1	<i>Discarded Indicator:</i> Proportion of financial support to the least developed countries that is allocated to the construction and retrofitting of sustainable, resilient and resource-efficient buildings utilizing local materials. (No suitable replacement indicator was proposed in the recent review. The global statistical community is encouraged to work to develop an indicator that could be proposed for the 2025 comprehensive review.)

Note: The nationally determined indicators for the SDGs are available on <https://sdgindiaindex.niti.gov.in/>

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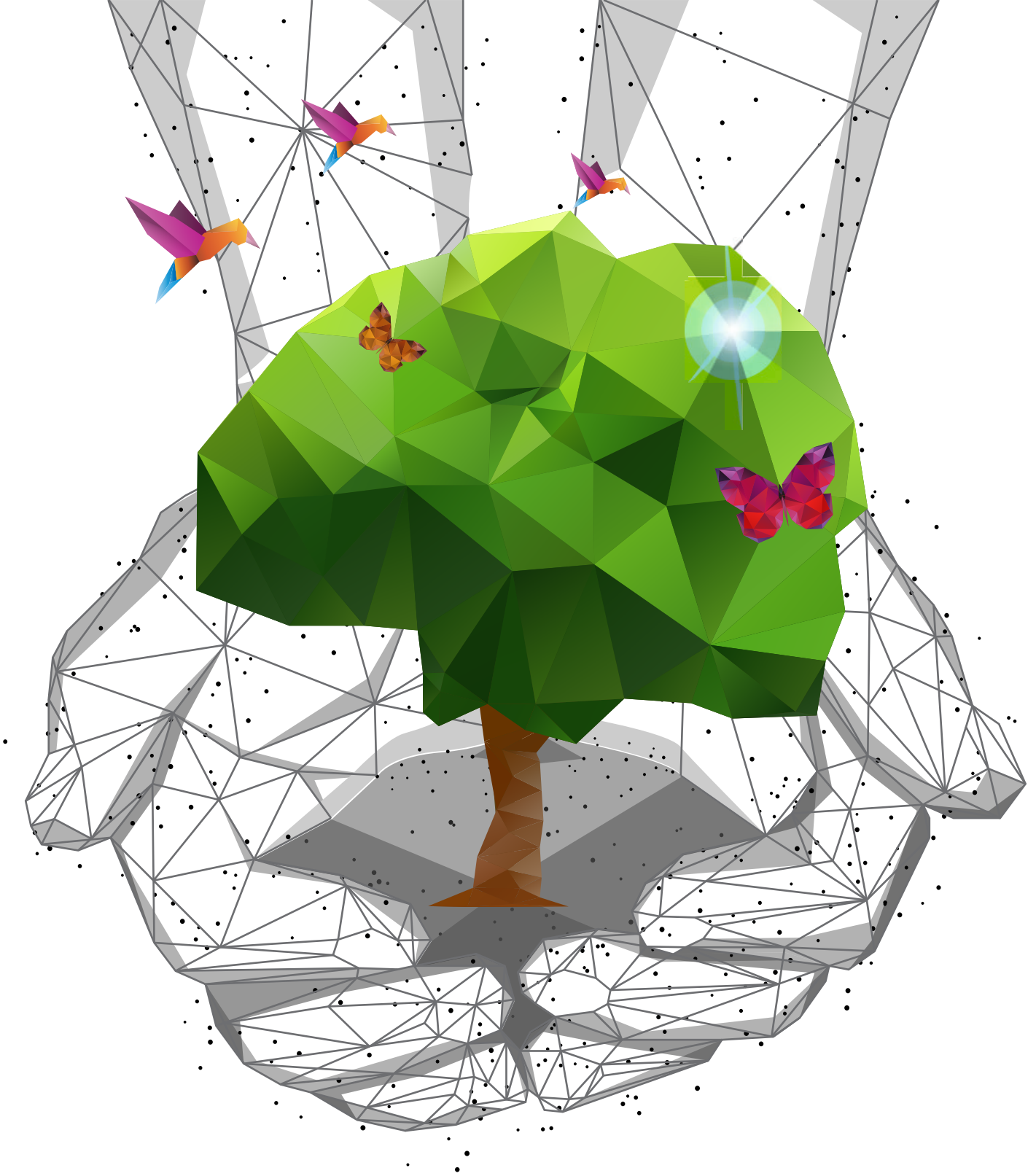
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