MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

REPORT ON SUSTAINABLE DEVELOPMENT



17 PARTNERSHIPS FOR THE GOALS

GOAL 17

Relationships with regional NGOs and Government for SDG policy

Medhavi Skills University (MSU) contributes to the development and implementation of strategies related to inclusive education, vocational training, workforce development, entrepreneurship and sustainable livelihoods through formal partnerships with government departments, statutory bodies, national skills-development organisations and regional institutions.

These collaborations provide mechanisms for identifying skills gaps, designing demand-responsive programmes, developing curricula and qualifications, coordinating implementation, monitoring programme quality, reporting outcomes and revising interventions in response to changing industry requirements and regulatory priorities. The University's contributions are particularly relevant to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production) and SDG 17 (Partnerships for the Goals).

MSU's engagement is demonstrated through the following agreements and collaborative initiatives, arranged chronologically.

Key Partnerships and Contributions

2025 — Sikkim Police: MOU signed on 20 June 2025

Medhavi Skills University signed a Memorandum of Understanding (MoU) with Sikkim Police to promote inclusive education and educational welfare for eligible wards and spouses of police personnel. Signed by Shri Akshay Sachdeva, IPS, Director General of Police, Sikkim, and Shri Kuldip Sarma, Co-Founder and Pro-Chancellor of MSU, the agreement establishes a framework for access to regular degree programmes and apprenticeship-embedded programmes. It also provides for 100 undergraduates and 50 postgraduate seats, along with scholarships for eligible categories.

The MoU establishes a Joint Coordination Committee under Clause 24, which is required to meet at least twice annually to identify implementation challenges, review progress, monitor academic content and programme quality, and consider necessary programme revisions. Clause 29 provides for mutually agreed amendments in response to service requirements, regulatory changes and statutory developments.

These provisions establish a formal mechanism for collaborative decision-making, monitoring and adaptive programme management. The agreement covers academic years 2025–26 to 2030–31 and supports **SDG 4, SDG 10 and SDG 17.**



ONE HUNDRED RUPEES

GOVERNMENT OF SIKKIM

एक सय रुपियाँ NON-JUDICIAL

Sl. No. B 422337

This Memorandum of Understanding (herein after referred to as "MoU" is signed on this 20th Day of June, 2025 at Sikkim.

BY AND BETWEEN

1. **Sikkim Police (SP),** having its mailing address at State Police Headquarters, NH-10, Gangtok District – 737101, Sikkim, and represented through Shri Akshay Sachdeva, IPS, Director General of Police, Sikkim (hereinafter referred to as **"First Party").**

AND

2. **Medhavi Skill University (MSU),** an UGC affiliated state private University under Sec 2(f) of UGC Act 1956 and incorporated by Act No.12 of 2021 by the Legislative Assembly of Sikkim having its Headquarter at Gangtok, Sikkim, India and recognized by DGT, NSDC and also NCVET as Awarding Body (hereinafter referred to as "MSU" which term shall unless repugnant to the context include its successor, representatives, administrators and permitted assign) and represented through its Co-Founder and Pro-Chancellor, Shri Kuldip Sarma, the authorized signatory of 'MSU' of the "**Second party**"

3. *Sikkim Police* and *MSU* are hereinafter collectively referred to as the "Parties" and individually as the "Party".

Whereas

4. The First Party, Sikkim Police, are signing the MoU for the welfare of wards of its serving and retired personnel, including personnel killed or wounded in action and physical casualties, for education purposes.

5. The Second Party, **Medhavi Skill University (MSU),** a state private University, duly established and incorporated by Act number 12 of 2021 enacted by the Legislative Assembly of Sikkim and recognized by UGC offering range of programmes at the Undergraduate and Postgraduate levels. The University's goal is to empower the youth with competency-embedded training, leading to better employment opportunities.

Board of Apprenticeship Training: Western Region (BoAT-WR)

MSU's MoU with the Board of Apprenticeship Training – Western Region, an autonomous body under the Ministry of Education, Government of India, addresses the gap between higher education, practical workplace experience and employability.

The agreement integrates six months to one year of on-the-job training into eligible Apprenticeship Embedded Degree and Diploma Programmes under the National Apprenticeship Training Scheme (NATS). MSU is responsible for developing apprenticeship pathways, coordinating with employers and facilitating student participation, while BoAT-WR supports industry engagement and implementation planning.

Clause 9.18 provides for tracking graduates' employment and education pathways for at least one year after programme completion and sharing the findings with BoAT-WR to inform programme development. Clause 7.1 provides for review at the end of each academic year, while the amendment provisions enable adjustments in response to revised regulatory guidelines and Ministry of Education directions.

This collaboration creates a channel for reporting graduate outcomes to a government-linked body and using evidence to improve apprenticeship and employability programmes. It supports **SDG 4, SDG 8 and SDG 17.**



MEMORANDUM OF UNDERSTANDING

(MOU)

BETWEEN

BOARD OF APPRENTICESHIP TRAINING (WESTERN REGION), MUMBAI

An autonomous body of

Ministry of Education, Government of India

&

MEDHAVI SKILLS UNIVERSITY

for

Implementation of Apprenticeship Embedded Degree/ Diploma Programme (AEDP) under National Apprenticeship Training Scheme (NATS) of Ministry of Education, Government of India.

MEMORANDUM OF UNDERSTADING

THIS MEMORANDUM OF UNDERSTADING (here in after referred to as "MoU") is executed on this 23rd Day of June 2025 at Board of Apprenticeship Training (Western Region), Mumbai.

BETWEEN

BOARD OF APPRENTICESHIP TRAINING (WESTERN REGION), MUMBAI

An autonomous body of Department of Higher Education, Ministry of Education, Government of India

AND

MEDHAVI SKILLS UNIVERSITY

This Memorandum of Understanding (MoU) entered on the 23rd Day of Month of June in the year at 2025

Board of Apprenticeship Training (Western Region), Mumbai [BOAT(WR)] under the Department of Higher Education, an autonomous body of Ministry of Education, Government of India and Medhavi Skills University (MSU) enter into this understanding that 'On-the-job' training (OJT) component of minimum 6 months to a maximum of 1 year integrated in the final year of Apprenticeship Embedded Technical as well as Non-Technical Graduate, and Diploma courses may be covered under National Apprenticeship Training Scheme (NATS) with stipendiary coverage at a rate as prescribed by the Government of India, NATS, in line with the Office Memorandum No.16-6/2024-TS.VII dated 20/12/2024 (attached as Annexure I) issued by the Ministry of Education, Government of India.

1. About BOAT (WR)

1.1. Established in 1969, Board of Apprenticeship Training (Western Region), Mumbai, is an autonomous organization under the Department of Higher Education, Ministry of Education, Government of India.

1.2. The Board is functioning at 2nd floor, New Administrative Building, NSTI Campus, V.N. Purav Marg, Sion (East), Mumbai – 400022.

1.3. The major function of the Board is to implement and monitor the provisions of The Apprentices Act 1961, as amended in 1973 and 2014, so far as they relate to the training of Graduates, and Diploma holders in Technical as well as General streams in exercise of powers conferred to the Board under Section 23 of the said Act.

Northeast Cane and Bamboo Development Council (NECBDC)

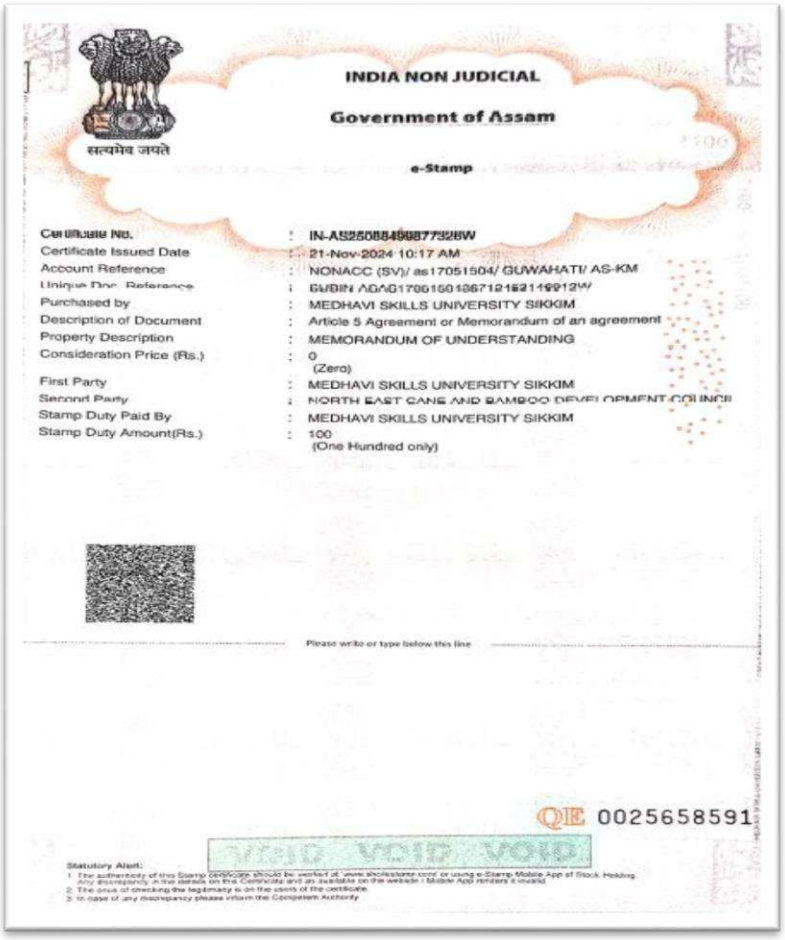
MSU entered an MoU with the Northeast Cane and Bamboo Development Council, which operates under the North-Eastern Council framework, to promote skill development, entrepreneurship, innovation and sustainable resource utilization in the cane and bamboo sectors.

The collaboration envisages the development of incubation centres, research and development facilities, Centres of Excellence and standardized training modules aligned with national and international benchmarks. It also covers advanced bamboo technologies, product development and sustainable harvesting practices.

Clause 1.1(e) assigns MSU a role as nodal implementing authority and national stakeholder for bamboo initiatives under the collaboration. This includes coordinating with government bodies, industry partners and other stakeholders, representing the initiatives nationally and supporting efforts to access central and state government funding.

The partnership provides a platform for contributing technical expertise to regional sector-development strategies, promoting sustainable livelihoods and strengthening entrepreneurship in the North East. It is relevant to SDG 8, SDG 9, SDG 12 and SDG 17. Evidence of specific policy recommendations, implementation reviews and achieved outcomes should be documented separately.





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Government of Assam

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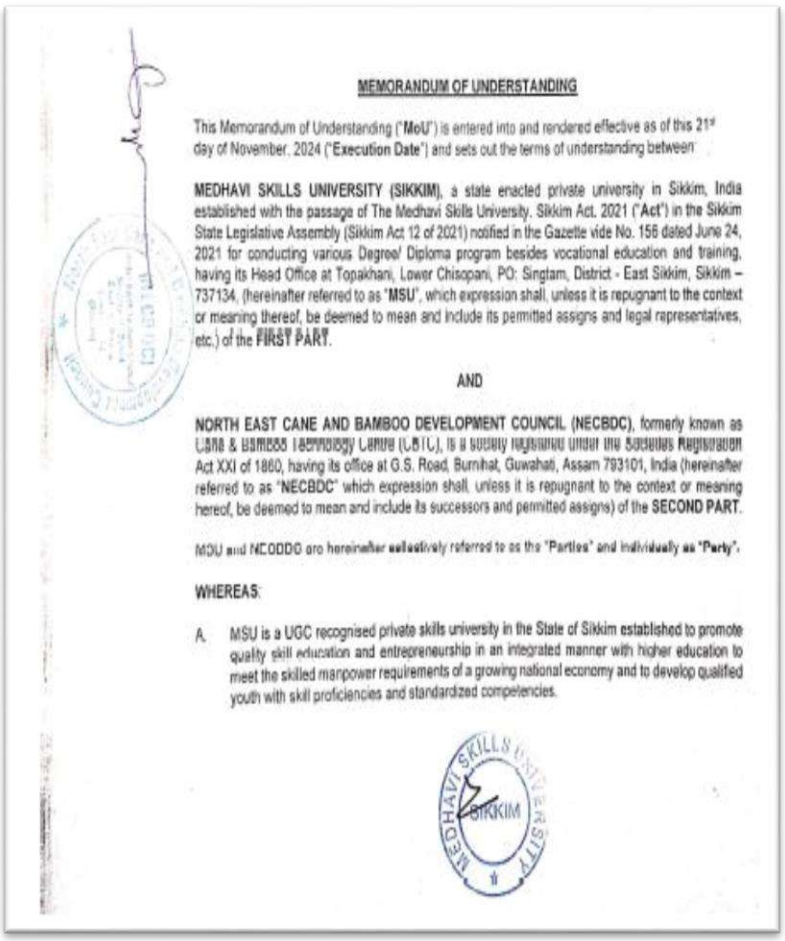
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Purchased by	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Description of Document	:	Article 5 Agreement or Memorandum of an agreement
Property Description	:	MEMORANDUM OF UNDERSTANDING
Consideration Price (Rs.)	:	0 (Zero)
First Party	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Second Party	:	NORTH EAST CANE AND BAMBOO DEVELOPMENT COUNCIL
Stamp Duty Paid By	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

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Statutory Alert:
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2. The onus of checking the legitimacy is on the users of the certificate.
3. In case of any discrepancy please inform the Competent Authority.



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("**MoU**") is entered into and rendered effective as of this 21st day of November, 2024 ("**Execution Date**") and sets out the terms of understanding between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, (hereinafter referred to as "**MSU**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its permitted assigns and legal representatives, etc.) of the **FIRST PART**.

AND

NORTH EAST CANE AND BAMBOO DEVELOPMENT COUNCIL (NECBDC), formerly known as Cane & Bamboo Technology Centre (CBTC), is a society registered under the Societies Registration Act XXI of 1860, having its office at G.S. Road, Burnihat, Guwahati, Assam 793101, India (hereinafter referred to as "**NECBDC**" which expression shall, unless it is repugnant to the context or meaning hereof, be deemed to mean and include its successors and permitted assigns) of the **SECOND PART**.

MSU and NECBDC are hereinafter **collectively** referred to as the "**Parties**" and **individually** as "**Party**".

WHEREAS:

A. MSU is a UGC recognised private skills university in the State of Sikkim established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies.

MEDHAVI SKILLS UNIVERSITY SIKKIM

National Council for Vocational Education and Training (NCVET)

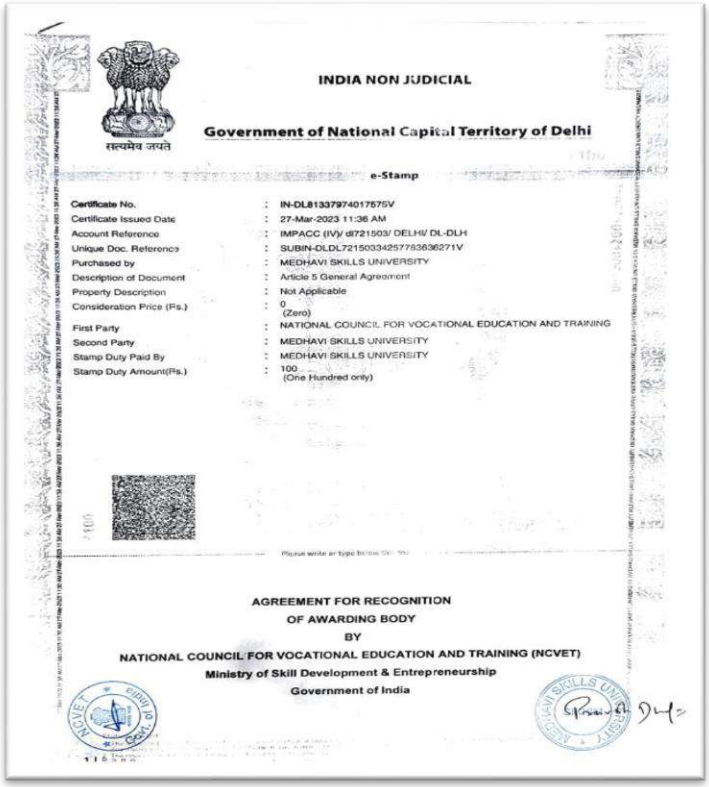
MSU's recognition agreement with NCVET, under the Ministry of Skill Development and Entrepreneurship, establishes the University's responsibilities as a recognized Awarding Body within the national vocational education and training framework.

The agreement enables MSU to develop and submit new or revised qualifications for regulatory approval and to prepare associated curricula and learning resources. Appendix B identifies MSU as the developing agency for two qualifications: Organic Large Cardamom Cultivation and Rural Tourism Management Entrepreneur.

The agreement also requires MSU to supervise affiliated training bodies, conduct periodic inspections and audits, provide information to NCVET, implement corrective action and review assessment strategies as industry practices, technologies and qualifications evolve. Clauses 7.1.19–7.1.22 address monitoring, risk mitigation and data reporting, while Clause

7.2.1 provides for qualification development and revision.

These provisions demonstrate MSU's contribution to nationally regulated qualification development and its role in maintaining quality, monitoring implementation and adapting vocational programmes to emerging needs. The agreement supports **SDG 4, SDG 8 and SDG 17.**



INDIA NON JUDICIAL

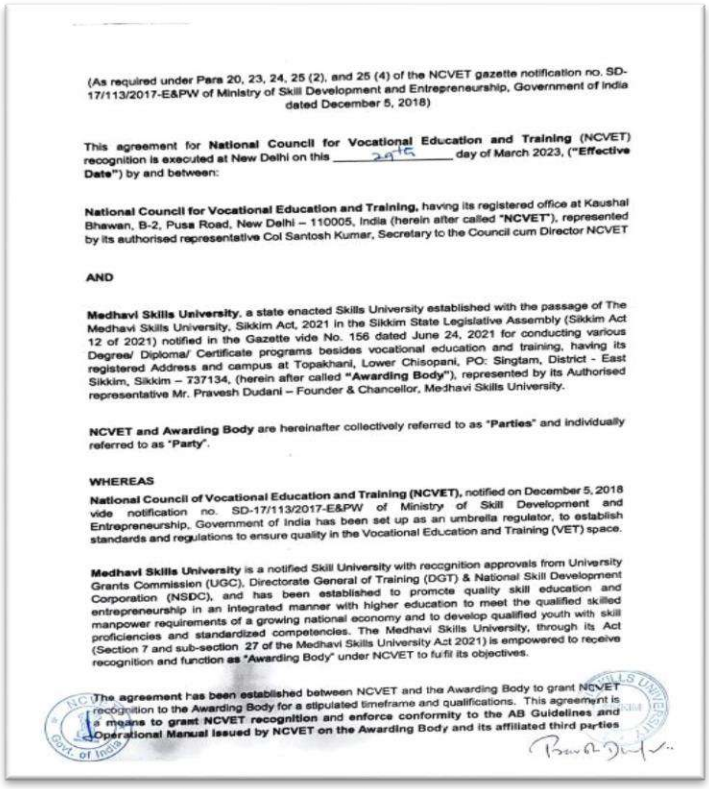
Government of National Capital Territory of Delhi

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Second Party	:	MEDHAVI SKILLS UNIVERSITY
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Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

AGREEMENT FOR RECOGNITION
OF AWARDING BODY
BY
NATIONAL COUNCIL FOR VOCATIONAL EDUCATION AND TRAINING (NCVET)
Ministry of Skill Development & Entrepreneurship
Government of India



(As required under Para 20, 23, 24, 25 (2), and 25 (4) of the NCVET gazette notification no. SD-17/113/2017-E&PW of Ministry of Skill Development and Entrepreneurship, Government of India dated December 5, 2018)

This agreement for **National Council for Vocational Education and Training** (NCVET) recognition is executed at New Delhi on this 29th day of March 2023, (**"Effective Date"**) by and between:

National Council for Vocational Education and Training, having its registered office at Kaushal Bhawan, B-2, Pusa Road, New Delhi – 110005, India (herein after called **"NCVET"**), represented by its authorised representative Col Santosh Kumar, Secretary to the Council cum Director NCVET

AND

Medhavi Skills University, a state enacted Skills University established with the passage of The Medhavi Skills University, Sikkim Act, 2021 in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma/ Certificate programs besides vocational education and training, having its registered Address and campus at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, (herein after called **"Awarding Body"**), represented by its Authorised representative Mr. Pravesh Dudani – Founder & Chancellor, Medhavi Skills University.

NCVET and Awarding Body are hereinafter collectively referred to as **"Parties"** and individually referred to as **"Party"**.

WHEREAS

National Council of Vocational Education and Training (NCVET), notified on December 5, 2018 vide notification no. SD-17/113/2017-E&PW of Ministry of Skill Development and Entrepreneurship, Government of India has been set up as an umbrella regulator, to establish standards and regulations to ensure quality in the Vocational Education and Training (VET) space.

Medhavi Skills University is a notified Skill University with recognition approvals from University Grants Commission (UGC), Directorate General of Training (DGT) & National Skill Development Corporation (NSDC), and has been established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies. The Medhavi Skills University, through its Act (Section 7 and sub-section 27 of the Medhavi Skills University Act 2021) is empowered to receive recognition and function as "Awarding Body" under NCVET to fulfil its objectives.

The agreement has been established between NCVET and the Awarding Body to grant NCVET recognition to the Awarding Body for a stipulated timeframe and qualifications. This agreement is a **means to grant NCVET recognition and enforce conformity to the AB Guidelines and Operational Manual issued by NCVET on the Awarding Body** and its affiliated third parties

National Skill Development Corporation (NSDC) and Tripura Tribal Areas Autonomous District Council (TTAADC)

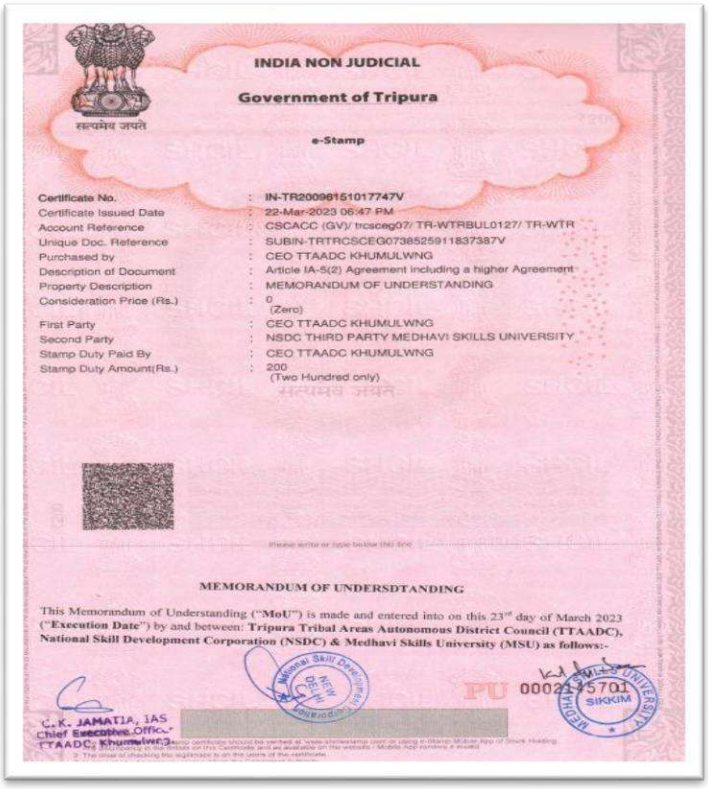
MSU, NSDC and TTAADC entered into a tripartite MoU to establish a collaborative framework for developing the Maharaja Kirit Bikram International Centre for Innovation and Skills Excellence.

The initiative addresses regional demand for allied healthcare and paramedical personnel while seeking to improve skills development and employment opportunities for young people in Tripura. The agreement assigns complementary responsibilities: TTAADC provides infrastructure and administrative support, NSDC contributes training resources, knowledge and international employment connections, and MSU undertakes operational management, demand-responsive training and employer coordination through the proposed joint entity.

A significant inclusion measure is the provision for a 50% quota with full fee waivers for tribal students of Tripura. The agreement therefore integrates access and affordability considerations into the programme's design.

The partnership demonstrates collaborative planning and implementation of a regional skills-development strategy relevant to **SDG 3, SDG 4, SDG 8, SDG 10** and **SDG 17**. Its stated 25-year term provides a long-term framework for cooperation, subject to the

agreement's termination provisions. Evidence of operational activities, review meetings and outcomes would further establish its contribution to policy implementation and adaptive management.



INDIA NON JUDICIAL

Government of Tripura

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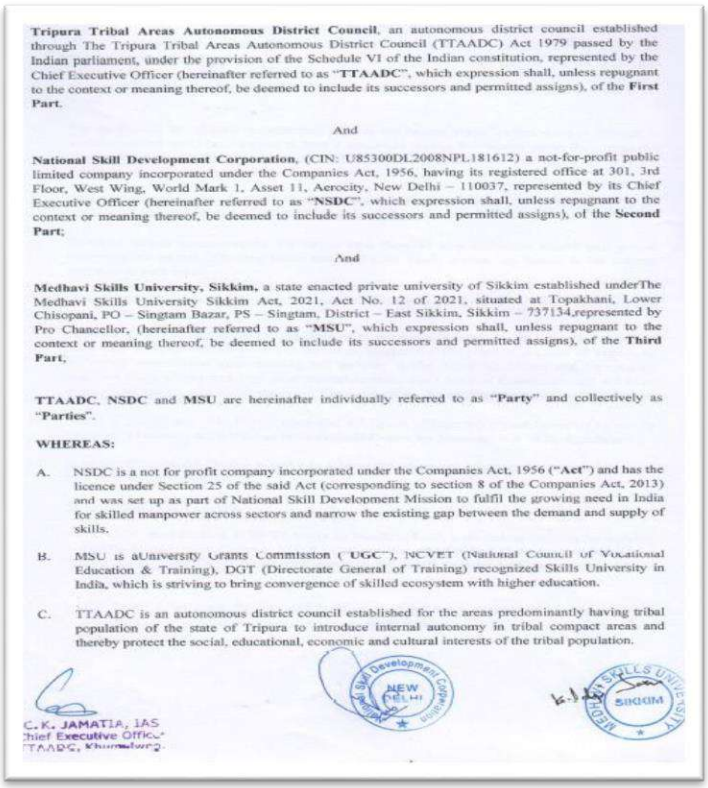
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Consideration Price (Rs.)	:	0 (Zero)
First Party	:	CEO TTAADC KHUMULWNG
Second Party	:	NSDC THIRD PARTY MEDHAVI SKILLS UNIVERSITY
Stamp Duty Paid By	:	CEO TTAADC KHUMULWNG
Stamp Duty Amount(Rs.)	:	200 (Two Hundred only)

MEMORANDUM OF UNDERSDTANDING

This Memorandum of Understanding ("**MoU**") is made and entered into on this 23rd day of March 2023 ("**Execution Date**") by and between: **Tripura Tribal Areas Autonomous District Council (TTAADC), National Skill Development Corporation (NSDC) & Medhavi Skills University (MSU) as follows:-**

C.K. JAMATIA, IAS
Chief Executive Officer
TTAADC, Khumulwng

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Tripura Tribal Areas Autonomous District Council, an autonomous district council established through The Tripura Tribal Areas Autonomous District Council (TTAADC) Act 1979 passed by the Indian parliament, under the provision of the Schedule VI of the Indian constitution, represented by the Chief Executive Officer (hereinafter referred to as "**TTAADC**", which expression shall, unless repugnant to the context or meaning thereof, be deemed to include its successors and permitted assigns), of the **First Part**.

And

National Skill Development Corporation, (CIN: U85300DL2008NPL181612) a not-for-profit public limited company incorporated under the Companies Act, 1956, having its registered office at 301, 3rd Floor, West Wing, World Mark 1, Asset 11, Aerocity, New Delhi – 110037, represented by its Chief Executive Officer (hereinafter referred to as "**NSDC**", which expression shall, unless repugnant to the context or meaning thereof, be deemed to include its successors and permitted assigns), of the **Second Part**;

And

Medhavi Skills University, Sikkim, a state enacted private university of Sikkim established underThe Medhavi Skills University Sikkim Act, 2021, Act No. 12 of 2021, situated at Topakhani, Lower Chisopani, PO – Singtam Bazar, PS – Singtam, District – East Sikkim, Sikkim – 737134,represented by Pro Chancellor, (hereinafter referred to as "**MSU**", which expression shall, unless repugnant to the context or meaning thereof, be deemed to include its successors and permitted assigns), of the **Third Part**,

TTAADC, **NSDC** and **MSU** are hereinafter individually referred to as "**Party**" and collectively as "**Parties**".

WHEREAS:

A. NSDC is a not for profit company incorporated under the Companies Act, 1956 ("**Act**") and has the licence under Section 25 of the said Act (corresponding to section 8 of the Companies Act, 2013) and was set up as part of National Skill Development Mission to fulfil the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.

B. MSU is aUniversity Grants Commission ("UGC"), NCVET (National Council of Vocational Education & Training), DGT (Directorate General of Training) recognized Skills University in India, which is striving to bring convergence of skilled ecosystem with higher education.

C. TTAADC is an autonomous district council established for the areas predominantly having tribal population of the state of Tripura to introduce internal autonomy in tribal compact areas and thereby protect the social, educational, economic and cultural interests of the tribal population.

C.K. JAMATIA, IAS
Chief Executive Officer
TTAADC, Khumulwng

National Skill Development Corporation (NSDC)

MSU's MoU with NSDC establishes a framework for integrating vocational training, higher education and industry requirements through work-integrated degree and diploma programmes.

The agreement provides for curriculum development aligned with the National Skills Qualifications Framework (NSQF), progression pathways from short-term training to higher education, and collaboration with industry and training partners. MSU is responsible for developing curricula, pedagogy, examination policies and programme guidelines, while NSDC contributes industry knowledge and access to its training-partner network.

The agreement also assigns MSU responsibility for monitoring programme delivery, student registration, databases, learning management systems, assessment and quality assurance. Student and training-related information is to be reported through NSDC's Skill India Portal. The programme portfolio may be revised in response to industry and market demand.

Relevant provisions include Clauses 2.7, 4.2–4.6 and 4.10, together with Annexure 1. These establish mechanisms for programme design, implementation monitoring, reporting and adjustment to changing skills requirements.

The partnership demonstrates MSU's contribution to collaborative skills-education strategies relevant to **SDG 4, SDG 8 and SDG 17.**

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Government of National Capital Territory of Delhi

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First Party	:	NATIONAL SKILL DEVELOPMENT CORPORATION
Second Party	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Stamp Duty Paid By	:	NATIONAL SKILL DEVELOPMENT CORPORATION
Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

SELF PRINTED CERTIFICATE TO BE VERIFIED BY THE RECIPIENT AT WWW.SHCILESTAMP.COM

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Memorandum of Understanding

Between

Medhavi Skills University

And

National Skill Development Corporation

Statutory Alert:

This **Memorandum of Understanding ("MOU")** is signed on this day of **02nd May 2022** at **New Delhi**

Between

Medhavi Skills University (Sikkim), a state enacted Skills University of Sikkim established with the passage of The **Medhavi Skills University, Sikkim Act, 2021** in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No 156 dated 24th June, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, represented by its **Founder Chancellor Mr. Pravesh Dudani,** (hereinafter referred to as **"MSU"** which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors and assigns) of the **FIRST PART**,

AND

National Skill Development Corporation (CIN: U85300DL2008NPL181612), a company registered under the Companies Act, 1956 and holding a license under Section 25 of the said Act, having its registered office at 301, 3rd Floor, West Wing Worldmark 1, Asset 11, Aerocity, New Delhi-110037, India (hereinafter referred to as the **"NSDC"**, which expression shall unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors and assigns) of the **SECOND PART**.

MSU and NSDC may hereinafter be individually referred as "**Party**" and collectively as "**Parties**".

1. BACKGROUND

Whereas Medhavi Skills University (MSU) has been founded by a group of IIT Alumni and it strives to bring convergence of the skilling ecosystem with the higher education tracks by promoting in-demand Skill Integrated Higher Education linked to Employability and career progression.

And whereas MSU is promoted by **Medhavi Foundation** – a not-for-profit higher education and skill development organization.

And whereas MSU is the first of its kind pioneering university of North East where corporates/ industries are the stakeholders and influencers in **curriculum design, programme delivery** and for **providing practical skills training via on-the-job training opportunities.**

And whereas **NSDC** was established with the object of catalyzing market led models for skill development in partnership with private sector in PPP model.

And whereas **MSU** and **NSDC** are collaborating to bring convergence of skill-based short-term training and other skilling initiatives with the higher education ecosystem by co-designing, co-developing and promoting work integrated Skills and Higher Education courses in the Skill-India ecosystem.

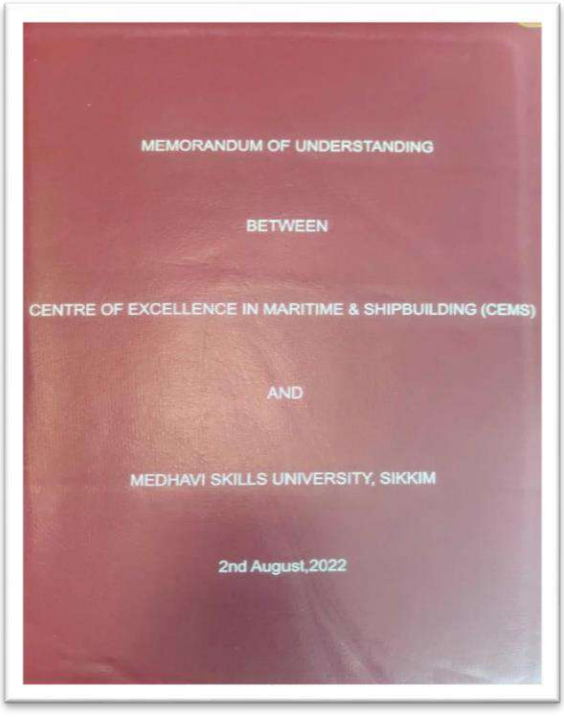
Centre of Excellence in Maritime and Shipbuilding (CEMS)

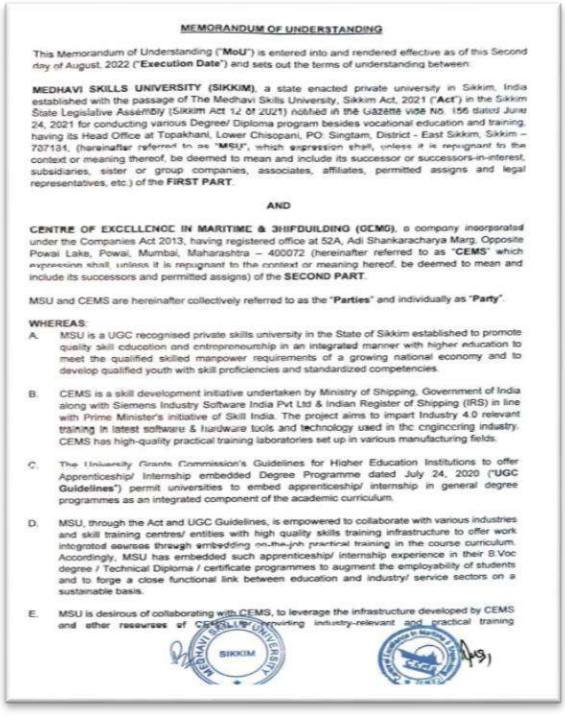
MSU's MoU with the Centre of Excellence in Maritime and Shipbuilding, identified in the agreement as a government-linked skills initiative involving Siemens and the Indian Register of Shipping, supports industry-oriented technical education and workforce development.

The agreement provides for the joint development of short-term and credit-based courses, Train-the-Trainer programmes and potential collaborative research in emerging technical fields. It also provides for credit equivalence for CEMS courses and credit accumulation through the Academic Bank of Credits, supporting progression between vocational training and higher education.

Clause 1.3 permits revisions to the scope of collaboration through mutual discussion and written agreement. This provides a mechanism for adapting the partnership to evolving training needs.

The MoU offers supporting evidence of collaborative programme development within a government-linked skills initiative, particularly in relation to **SDG 4, SDG 8** and **SDG 17**. However, the agreement alone does not establish direct involvement in government policy formulation or a dedicated framework for intervention monitoring. Its initial three-year term reached August 2025, so written renewal is necessary to demonstrate continued coverage.





MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("**MoU**") is entered into and rendered effective as of this Second day of August, 2022 ("**Execution Date**") and sets out the terms of understanding between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District – East Sikkim, Sikkim – 737131, (hereinafter referred to as "**MSU**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successor or successors-in-interest, subsidiaries, sister or group companies, associates, affiliates, permitted assigns and legal representatives, etc.) of the **FIRST PART**.

AND

CENTRE OF EXCELLENCE IN MARITIME & SHIPBUILDING (CEMS), a company incorporated under the Companies Act 2013, having registered office at 52A, Adi Shankaracharya Marg, Opposite Powai Lake, Powai, Mumbai, Maharashtra – 400072 (hereinafter referred to as "**CEMS**" which expression shall, unless it is repugnant to the context or meaning hereof, be deemed to mean and include its successors and permitted assigns) of the **SECOND PART**.

MSU and CEMS are hereinafter collectively referred to as the "**Parties**" and individually as "**Party**".

WHEREAS:

A. MSU is a UGC recognised private skills university in the State of Sikkim established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies.

B. CEMS is a skill development initiative undertaken by Ministry of Shipping, Government of India along with Siemens Industry Software India Pvt Ltd & Indian Register of Shipping (IRS) in line with Prime Minister's initiative of Skill India. The project aims to impart Industry 4.0 relevant training in latest software & hardware tools and technology used in the engineering industry. CEMS has high-quality practical training laboratories set up in various manufacturing fields.

C. The University Grants Commission's Guidelines for Higher Education Institutions to offer Apprenticeship/ Internship embedded Degree Programme dated July 24, 2020 ("**UGC Guidelines**") permit universities to embed apprenticeship/ internship in general degree programmes as an integrated component of the academic curriculum.

D. MSU, through the Act and UGC Guidelines, is empowered to collaborate with various industries and skill training centres/ entities with high quality skills training infrastructure to offer work integrated courses through embedding on-the-job practical training in the course curriculum. Accordingly, MSU has embedded such apprenticeship/ internship experience in their B.Voc degree / Technical Diploma / certificate programmes to augment the employability of students and to forge a close functional link between education and industry/ service sectors on a sustainable basis.

E. MSU is desirous of collaborating with CEMS, to leverage the infrastructure developed by CEMS and other resources of CEMS for providing industry-relevant and practical training

National Institute of Open Schooling (NIOS)

MSU's partnership with the National Institute of Open Schooling, under the Ministry of Education, Government of India, supports the integration of school education, vocational skills, higher education, employability and lifelong learning.

The collaboration covers joint curriculum development, digital learning ecosystems, credit mobility, Recognition of Prior Learning (RPL), vocational certification, school equivalency and apprenticeship-integrated programmes. Its approach aligns with the objectives of the National Education Policy 2020, NSQF, NCVET and the National Credit Framework.

Through this partnership, MSU contributes to the development of educational pathways intended to improve access, flexibility and academic progression. The collaboration is relevant to **SDG 4, SDG 8** and **SDG 17**.

The signed MoU and associated records of joint planning, programme development and review should be retained to substantiate the University's specific contribution to strategy development.



Overall Contribution to SDG Policy Development and Adaptive Management

Collectively, MSU's partnerships establish institutional channels for contributing to skills-development and inclusive-education strategies at national and regional levels. **Their principal contributions include:**

- **Problem identification:** Addressing skills gaps, industry workforce requirements, employability challenges, regional development needs and barriers to educational access.
- **Policy and strategy development:** Participating in the design of curricula, vocational qualifications, apprenticeship pathways, credit-transfer mechanisms and sector-specific training initiatives.
- **Implementation and coordination:** Working with government departments, statutory bodies, national skills organisations and regional institutions to coordinate programme delivery and stakeholder responsibilities.
- **Monitoring and reporting:** Using programme reviews, quality-assurance mechanisms, inspections, graduate tracking and reporting systems to assess implementation and performance.
- **Adaptive management:** Revising programmes, curricula, qualifications and collaborative arrangements in response to monitoring findings, market demand, technological developments and regulatory changes.
- **Inclusive and sustainable development:** Supporting access to education, tribal inclusion, employability, entrepreneurship, sustainable resource use and regional livelihood opportunities.

These mechanisms demonstrate MSU's contribution to the development and management of SDG-relevant strategies. However, formal participation in national SDG policy formulation, future-scenario modelling and demonstrated policy influence should be claimed only where supported by specific documentary evidence, such as consultation submissions, government meeting minutes, policy recommendations, scenario analyses or official acknowledgements.

Cross-Sectoral dialogue about SDGs

Medhavi Skills University (MSU) initiates and participates in cross-sectoral dialogue by engaging with industry leaders, government-linked institutions, regulatory bodies, external professionals and academic stakeholders. These engagements provide opportunities to exchange knowledge, discuss emerging challenges, share professional expertise and explore collaborative approaches to education, workforce development, financial literacy and well-being.

The University's activities contribute primarily to **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 3 (Good Health and Well-being) and SDG 17 (Partnerships for the Goals).**

The following examples demonstrate MSU's participation in external forums and its organisation of dialogue with professionals beyond the university.

Participation in the ET HR World Future Skills Conference

The University participated in the ET HR World Future Skills Conference, engaging with industry thought leaders and other stakeholders on emerging workforce requirements, vocational innovation and strategies for developing India's skilled workforce.

The discussions focused on the role of corporate learning and development (L&D) in promoting sustainable growth, with particular emphasis on work-integrated learning and credit-based, modular and flexible educational pathways. These approaches were explored as ways to equip employees with job-ready skills, support talent retention and professional development, and address organisational productivity gaps.

MSU also highlighted the importance of recognising workplace learning through academic credits, thereby connecting professional development with formal educational achievement.

This engagement demonstrates cross-sectoral dialogue between higher education and industry on skills development, lifelong learning and changing employment needs. It supports SDG 4 through flexible learning opportunities, SDG 8 through workforce development and productivity, and SDG 17 through knowledge exchange and collaboration.

Evidence:https://www.msu.edu.in/events/msu-at-the-et-hr-world-future-skills-conference







Faculty Development Programme with the National Institute of Securities Markets (NISM)

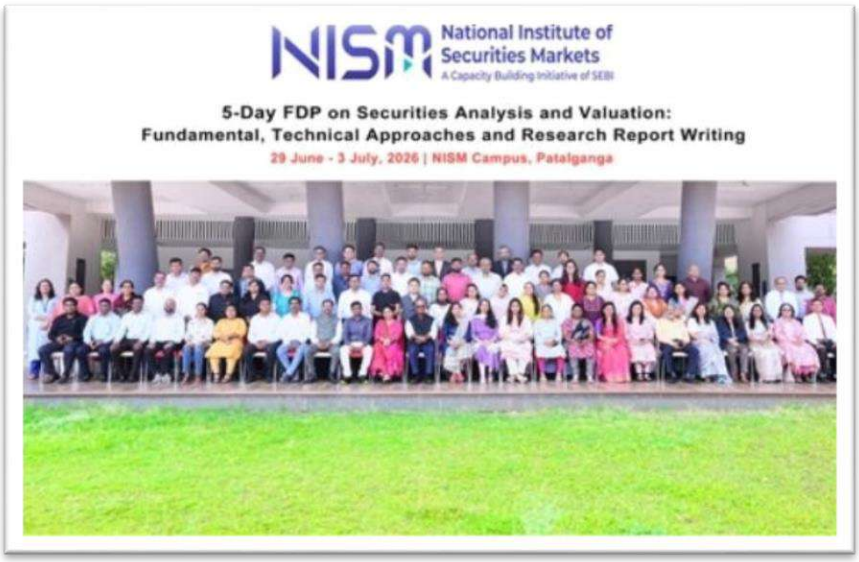
The School of Management and Commerce at MSU participated in a five-day Faculty Development Programme titled Securities Analysis and Valuation: Fundamental, Technical Approaches and Research Report Writing. Organised by the National Institute of Securities Markets (NISM) under SEBI-linked capacity-building and financial education initiatives, the programme was conducted at the NISM campus in Patalganga and the National Stock Exchange in Mumbai.

The programme brought university faculty into contact with financial-market experts through specialist sessions, practical case studies, simulation-based learning and industry exposure. Key topics included fundamental and technical analysis, equity valuation, financial modelling, portfolio management and research report writing.

This engagement facilitated the exchange of academic, regulatory-linked and industry knowledge, supporting the integration of professional practices into teaching and learning. It demonstrates collaboration between higher education and financial-market institutions and contributes to SDG 4 through faculty capacity building, SDG 8 through professional and financial-sector skills development, and SDG 17 through institutional partnerships.

Evidence:
https://www.msu.edu.in/events/strengthening-financial-expertise-through-nism-s-five-day-faculty-development-programme





University-Initiated Workshop on Self-Awareness and Personal Growth

MSU's Academic Operations Team organised a virtual workshop titled *Self-Awareness: The Foundation of Personal Growth* for students of the CRUX MA Psychology programme. The session was led by Ms. Amrita Mukherjee, a TEDx speaker, ICF-ACC Certified Executive Coach and industry professional with nearly 20 years of corporate experience.

Through reflective exercises and breakout discussions, participants explored emotional intelligence, the relationship between emotions and behaviour, self-regulation and effective communication.

The workshop illustrates MSU's initiative in facilitating dialogue between students and an external professional, bringing practical expertise into the academic environment. Its focus on emotional awareness and personal development supports SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education), while the engagement reflects the collaborative principles of SDG 17. The workshop illustrates MSU's initiative in facilitating dialogue between students and an external professional, bringing practical expertise into the academic environment. Its focus on emotional awareness and personal development supports **SDG 3 (Good Health and Well-being)** and **SDG 4 (Quality Education)**, while the engagement reflects the collaborative principles of **SDG 17**.

https://www.msu.edu.in/events/understanding-self-awareness-as-the-foundation-of-personal-growth-workshop





University-Initiated Workshop on Resilience and Positive Psychology

MSU's Academic Operations Team also organised a virtual workshop titled *Building Resilience Through Positive Psychology* for more than 45 participants from the CRUX MA Psychology programme.

The workshop was conducted by Mrs. Pallavi Gupta, a psychotherapist and mental health professional with over 20 years of experience. The session combined interactive discussions with practical activities covering resilience, stress management, thought patterns and emotional well-being. Participants also explored conceptual models, a resilience questionnaire and strategies for managing personal and professional challenges.

The activity demonstrates MSU's efforts to connect academic learning with external professional expertise and practical approaches to psychological well-being. It contributes to **SDG 3** through awareness of mental health and resilience, **SDG 4** through experiential learning, and **SDG 17** through engagement with an external professional.

Evidence:https://www.msu.edu.in/events/building-resilience-through-positive-psychology-workshop





Overall Contribution to Cross-Sectoral SDG Dialogue

These initiatives demonstrate that the University engages in dialogue across academic, corporate, financial-market and professional sectors. The engagements enable the exchange of expertise, exposure to emerging industry practices and the integration of practical knowledge into education and professional development.

The University's principal contributions include:

- **Education and skills development:** Promoting flexible learning pathways, work-integrated education and industry-relevant competencies.

- **Industry and regulatory engagement:** Connecting faculty and academic programmes with financial-market expertise and professional capacity-building initiatives.
- **Health and well-being:** Facilitating discussions on emotional intelligence, resilience, stress management and personal development.
- **Partnerships and knowledge exchange:** Creating opportunities for interaction between students, faculty, external experts and industry stakeholders.

Medhavi Skills University both participates in external conferences and initiates professional workshops that facilitate dialogue on issues relevant to sustainable development. The documented activities provide evidence of cross-sectoral engagement, particularly in education, employability, professional capacity building and well-being, contributing to SDGs 3, 4, 8 and 17.

International collaboration data gathering for SDG

Medhavi Skills University has established several collaborations to enhance its international mobility and skill development initiatives. These include partnerships with Woosuk University and Orane International, among others. These collaborations aim to strengthen academic collaboration, facilitate skilled manpower migration, and provide hands-on training in various sectors. The university's commitment to international education and skill development is evident in its numerous partnerships and collaborations that contribute to the global workforce and the development of skilled professionals.

Medhavi Skills University signs MoU with Woosuk University to expand international academic collaboration (April 22, 2026)

Medhavi Skills University has signed a Memorandum of Understanding with Woosuk University to strengthen academic collaboration and international mobility.

The agreement was signed by Kuldip Sarma, Co-Founder and Pro-Chancellor of Medhavi Skills University, and Beck Sung Ki, a member of the Committee of International Relations at Woosuk University.

The partnership will focus on student and faculty exchange, joint research initiatives and the development of academic programmes. It also includes plans to establish a Korean Language Centre at Medhavi Skills University and facilitate short-term international programmes, seminars and academic forums.

Both institutions said the collaboration aims to expand access to global learning opportunities and support knowledge exchange between India and South Korea. The initiative aligns with the objectives of National Education Policy 2020, which emphasizes the internationalization of higher education.



Evidence: Web Link for International tie-ups

https://educationworld.in/medhavi-skills-university-signs-mou-with-woosuk-university-to-expand-international-academic-collaboration/

Medhavi Skills University Partners with Scotland's Qualifications Body to Strengthen International Study and Career Pathways for Indian Learners (December 20, 2025)

Medhavi Skills University (MSU) has formalised a strategic Progression Partnership with the Scottish Qualifications Authority (SQA), Scotland's national awarding and qualifications body, to develop internationally aligned, skill-integrated educational pathways. The collaboration encompasses work-integrated, credit-mapped programmes aligned with SQA's international standards, opportunities to earn SQA qualifications alongside MSU degrees, and structured progression routes to further education and employment worldwide. By connecting qualification frameworks, credit recognition and quality assurance across countries, the partnership supports international cooperation relevant to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals), while advancing the internationalisation objectives of India's National Education Policy 2020.

This partnership provides an institutional foundation for potential collaboration on

gathering and analysing evidence concerning educational access, qualification attainment, credit mobility, learner progression and employability. However, the supplied description does not document an agreed system for collecting or sharing such data, jointly measuring SDG indicators, or reporting SDG-related outcomes. Therefore, it demonstrates international collaboration in education and qualifications but does not yet substantiate participation specifically in international SDG data gathering or measurement. A definitive affirmative response would require supporting evidence of joint monitoring arrangements, shared datasets, indicator definitions or collaborative reports linking measured outcomes to the SDGs.



Medhavi Skills University Partners with Patanjali Japan Foundation

Medhavi Skills University and Patanjali Japan Foundation (PJF) signed a Memorandum of Understanding (MoU) in New Delhi to jointly offer skill-based programmes aligned with the workforce requirements of both India and Japan, as part of efforts to develop overseas employment pathways for Indian youth.

The Memorandum of Understanding (MoU) was signed by Kuldip Sarma, Co founder and Pro Chancellor, Medhavi Skills University (MSU), and Ashutosh Singh, Founder, Patanjali Japan Foundation (PJF). Speaking at the occasion, Kuldip Sarma, stated, “This partnership is a step toward empowering India’s youth with global employability. Through industry-relevant training and international placements, we aim to build a skilled workforce that meets global demand.”

Under the collaboration, Medhavi Skills University and Patanjali Japan Foundation will develop **NSQF-aligned vocational programmes** focused on international job

readiness, particularly in healthcare, agriculture and hospitality, to enable direct placements in Japan. The MoU signing was attended by senior officials, faculty members and dignitaries from both organizations.



https://www.bweducation.com/article/medhavi-group-patanjali-japan-foundation-sign-mou-555676

National Skill Development Corporation (NSDC) International

Globalisation has led to a significant increase in cross-border manpower mobility. In this context, the role of organizations like the National Skill Development Corporation (NSDC) International in facilitating skilled manpower migration has become increasingly important. NSDC International is a subsidiary of the NSDC, a public-private partnership that aims to promote skill development and entrepreneurship across the country. NSDC International has been at the forefront of India's efforts to internationalize its skill education sector, working to establish partnerships with overseas employers and facilitate the migration of skilled Indian workers.

The partnership between NSDC International and Medhavi Skills University is a testament to the growing recognition of India's knowledge-based industry and its ability to supply skilled technical manpower to the global market. Through this collaboration, the two organizations are working to develop and implement programs that cater to the specific needs of international employers, ensuring that Indian graduates are equipped with the skills and competencies required to succeed in the global workforce.

MSU Strengthens India–Sri Lanka Skill Collaboration

Medhavi Skills University advanced its global outreach through a strategic dialogue with the Sri Lanka Deputy High Commission.

Shri Kuldip Sarma, our Co-Founder and Pro- Chancellor, met Dr Ganesanathan Geathiswaran, Deputy High Commissioner, in the presence of Dr Lalit Narayan and Mr Sajeev Kumar S, to explore impactful bilateral collaboration.

Key discussions centred on skill development initiatives, work-integrated learning programmes and foreign employment exchange pathways across sectors including gems and jewellery, tea, tourism, healthcare, export and management. The engagement highlights MSU's commitment to building industry-aligned talent pipelines and enabling globally relevant careers through strong international partnerships.



Collaboration for SDG best practice

Medhavi Skills University (MSU) promotes international perspectives on education, skills development, intercultural understanding and ethical workforce mobility through collaborations and initiatives involving international organisations and global employment pathways. These engagements provide opportunities to understand different educational systems, workplace practices and approaches to preparing students for international careers.

The University's initiatives are relevant to **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships for the Goals)**. The following activities illustrate MSU's efforts to encourage international learning and explore approaches relevant to sustainable development.

Goethe-Institut Intercultural Workshop (January 29, 2026)

MSU SHINE, in collaboration with the Goethe-Institut, organised an intercultural workshop led by German faculty expert Ms. Vishakha Naware and Project Officer Ms. Rajeshwari Manjrekar. The session introduced students to German culture, education pathways and professional life in Germany.

Through interactive discussions and scenario-based activities, participants explored workplace etiquette, communication styles, social norms and expectations within German organisations. The workshop enabled students to understand cross-cultural differences and develop cultural awareness, adaptability and confidence in preparing for international careers.

By introducing students to German educational and professional practices, the initiative supported international knowledge exchange and encouraged an understanding of approaches to workplace integration and global career preparation. It contributes to SDG 4 through international learning and skills development, SDG 8 through employment readiness, and SDG 17 through collaboration with an international cultural institution.

Evidence: https://www.msu.edu.in/events/goethe-institut-intercultural-workshop



Medhavi International Conclave 2025: Advancing Global Dialogue on Skills, Ethical Workforce Mobility and Sustainable Development

Medhavi Skills University announced the Medhavi International Conclave 2025 as an initiative to promote dialogue on international skilled-worker mobility, emerging global workforce requirements and sustainable career opportunities for young people. Scheduled to coincide with International Youth Day, the Conclave was intended to bring together organisations, industry representatives and partners to discuss international migration frameworks and workforce demand in sectors such as healthcare, information technology, engineering and logistics.

The proposed discussions focused on preparing young people for international employment, understanding evolving skills requirements and promoting responsible approaches to workforce mobility. These themes provide opportunities to consider how different countries and sectors approach skills development, international employment and inclusive access to career opportunities.

The initiative also proposed the launch of the **SHINE – Skill Hub for International Employment, Ahmedabad Centre**, intended to facilitate globally relevant skills development, internationally accredited certifications and sponsored pathways to international careers.

The Conclave's objectives align with **SDG 4** through skills development and lifelong learning, **SDG 8** through employability and decent work, **SDG 10** through inclusive employment opportunities, and **SDG 17** through international and cross-sectoral partnerships.

The available announcement establishes the event's intended objectives and proposed activities. However, evidence of the event's actual proceedings, participation by international partners, comparative research findings or jointly developed recommendations would be necessary to demonstrate the review and adoption of international best practices.

https://www.linkedin.com/posts/medhaviskillsuniversity-growth-skilling-share-7360602786197069825-pXhI/



Through these initiatives, MSU provides opportunities for students and institutional stakeholders to engage with international educational perspectives, intercultural practices and global employment requirements. The Goethe-Institut workshop offers a documented example of international cultural collaboration, while the Medhavi International Conclave was designed to facilitate broader dialogue on global skills development and workforce mobility.

These activities establish a foundation for comparative learning and international cooperation relevant to the SDGs.

The University undertakes international engagement and knowledge-exchange initiatives relevant to sustainable development, particularly in education, employability and ethical workforce mobility. These activities support the University's efforts to learn from international practices. Demonstrating that this engagement has resulted in comparative research and the development of international best practices would require additional documented evidence.

Collaboration for NGOs for SDGs

Medhavi Skills University Collaborate with Helping Hands NGO

The Mahatma Gandhi Centre for Skill Development, an initiative of Medhavi Skills University in partnership with Helping Hands NGO, promotes inclusive vocational education, skill development, employability and sustainable livelihood opportunities for underserved communities. The initiative contributes to **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships for the Goals)** by equipping individuals with practical, industry-relevant skills.

As part of this initiative, graduates of the Electrical and Plumbing programmes received certificates and essential toolkits to help them begin their professional careers. These resources enable graduates to apply their technical skills, pursue employment and explore self-employment opportunities. By responding to growing regional demand for skilled workers, the initiative supports local workforce development, strengthens community livelihoods and empowers young people in the North-East to pursue sustainable economic opportunities.

Evidence:https://www.passionateinmarketing.com/supercop-robin-hibus-ngo-helping-hands-and-medhavi-skills-university-inaugurate-the-mahatma-gandhi-centre-in-ziro-for-skilling-youth/

Medhavi Skills University Collaborate with SANDIKSHA NGO

Medhavi Skills University (MSU) collaborates with the **Sashastra Seema Bal Wives Welfare Association (SANDIKSHA)** to promote inclusive higher education, skill development and employment opportunities for Sashastra Seema Bal (SSB) personnel and their families.

The partnership aims to reduce financial barriers to education and support career transitions through skill-based learning and targeted educational assistance. Key provisions include full tuition fee waivers for children of SSB personnel who lost their lives in service, special fee concessions for children of serving and retired personnel, and structured skill-development programmes to help early retirees transition into alternative careers.

Through this collaboration, MSU and SANDIKSHA seek to strengthen educational access, enhance employability and promote the socioeconomic well-being of security personnel's families. The initiative contributes to **SDG 4 (Quality Education)** by

expanding access to higher education and skills training, **SDG 8 (Decent Work and Economic Growth)** by supporting employability and career transitions, **SDG 10 (Reduced Inequalities)** by addressing financial barriers to education, and **SDG 17 (Partnerships for the Goals)** through collaboration between the university and a welfare organisation.

This partnership demonstrates MSU's commitment to working with non-governmental and welfare organisations to advance inclusive education, vocational skills and sustainable livelihood opportunities for deserving beneficiaries.

Evidence:https://www.linkedin.com/posts/medhaviskillsuniversity-sandiksha-ssb-share-7486343854741303296-JbIK/



NGO Engagement for Skills Development and Employability

Medhavi Skills University promotes skills development and employability through an approach that integrates learning technologies, expert trainers and skills-training infrastructure. The Medhavi Foundation, a not-for-profit organisation, supports vocational education and employment-oriented learning, while engagement with industry partners can provide trainees with practical exposure, learning opportunities and career pathways. These activities align with **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals).**

To establish this indicator as evidence of the University's collaboration with an NGO, documentation should demonstrate **MSU's direct involvement with the Medhavi Foundation** through activities such as jointly delivered training programmes, student volunteering, collaborative research, educational resource development or community-based skills initiatives. Supporting evidence should include partnership

records, activity reports, beneficiary details and measurable outcomes. The Foundation's reported activities and reach should be attributed to the Foundation and not presented as outcomes of MSU's NGO collaboration unless the University's specific contribution is documented.

Evidence:

https://www.medhavifoundation.org/csr-activity/



Education for SDGs commitment to meaningful education

Medhavi Skills University demonstrates its commitment to meaningful education around the United Nations Sustainable Development Goals through curriculum integration, with 687 recorded course alignments across 13 SDGs. This approach connects sustainability with disciplinary learning and professional practice, helping students understand how their knowledge and skills can contribute to sustainable development. By embedding SDG-related themes within the curriculum, the university supports learning that is relevant to students' academic pathways, future careers and responsibilities within society.

The strongest emphasis is on SDG 3 – Good Health and Well-being, with 279 course alignments, followed by SDG 9 – Industry, Innovation and Infrastructure, with 138, and SDG 8 – Decent Work and Economic Growth, with 128. These areas highlight the curriculum's focus on health, innovation, productive employment and economic development. SDG 4 – Quality Education is represented by 89 course alignments, reinforcing the importance of educational quality and lifelong learning, while SDG 2 – Zero Hunger has 8 alignments, incorporating themes relevant to nutrition and food security.

The curriculum also addresses SDG 12 – Responsible Consumption and Production through 13 course alignments, SDG 17 – Partnerships for the Goals through 12, and SDG 16 – Peace, Justice and Strong Institutions through 11. Further representation includes SDG 7 – Affordable and Clean Energy with 4 alignments, SDG 13 – Climate Action with 2, and one alignment each for SDG 6 – Clean Water and Sanitation, SDG 10 – Reduced Inequalities, and SDG 11 – Sustainable Cities and Communities. Together, these alignments demonstrate the breadth of SDG-related learning within the university's curriculum and support its commitment under Criterion 17.4.1 to make sustainability education relevant and applicable across student learning pathways.

List of Courses

S.No.	Name of the Course/Subject	Mapping with SDG
1	English and Communication – Essential Skills	SDG 4 – Quality Education
2	Foundation in Digital Application	SDG 3 – Good Health and Well-being
3	Quantitative Reasoning – Concept	SDG 4 – Quality Education
4	Human Anatomy and Physiology – Concept	SDG 3 – Good Health and Well-being
5	Human Anatomy and Physiology – Applied	SDG 3 – Good Health and Well-being
6	General Biochemistry – Concept	SDG 3 – Good Health and Well-being
7	General Biochemistry – Applied	SDG 3 – Good Health and Well-being
8	Club Activity	SDG 17 – Partnerships for the Goals
9	Soft Skills I – Personal Effectiveness	SDG 4 – Quality Education
10	Skill Drill – 1	SDG 4 – Quality Education
11	General Pharmacology – Concept	SDG 3 – Good Health and Well-being
12	General Microbiology – Concept	SDG 3 – Good Health and Well-being
13	General Microbiology – Applied	SDG 3 – Good Health and Well-being
14	Medical Sampling and Instrumentation Techniques – Applied	SDG 3 – Good Health and Well-being
15	Science and World	SDG 3 – Good Health and Well-being
16	English and Communication – Advance Skills	SDG 4 – Quality Education
17	Skill Drill – 2	SDG 4 – Quality Education
18	Soft Skills II – Interpersonal Effectiveness	SDG 4 – Quality Education
19	General Pathology – Concept	SDG 3 – Good Health and Well-being
20	Clinical Pathology – Concept	SDG 3 – Good Health and Well-being
21	Clinical Pathology – Applied	SDG 3 – Good Health and Well-being
22	Hematology – Concept	SDG 3 – Good Health and Well-being
23	Hematology – Applied	SDG 3 – Good Health and Well-being
24	Microbiology and Immunology – Concept	SDG 3 – Good Health and Well-being
25	Clinical Biochemistry – Concept	SDG 3 – Good Health and Well-being
26	Clinical Biochemistry – Applied	SDG 3 – Good Health and Well-being
27	Recent Trends in IT	SDG 3 – Good Health and Well-being
28	Soft Skills III – Career Readiness	SDG 4 – Quality Education
29	Business Communication	SDG 8 – Decent Work and Economic Growth
30	Medical Microbiology – Concept	SDG 3 – Good Health and Well-being
31	Medical Microbiology – Applied	SDG 3 – Good Health and Well-being
32	Fundamentals of Medical Biotechnology – Concept	SDG 3 – Good Health and Well-being

33	Diagnostic Histo and Cytology – Applied	SDG 3 – Good Health and Well-being
34	Blood Bank and Immuno-Hematology – Concept	SDG 3 – Good Health and Well-being
35	Blood Bank and Immuno-Hematology – Applied	SDG 3 – Good Health and Well-being
36	Clinical Practice BMLT – I	SDG 3 – Good Health and Well-being
37	Advanced Histotechnology and Diagnostic Cytology – Concept	SDG 3 – Good Health and Well-being
38	Advanced Histotechnology and Diagnostic Cytology – Applied	SDG 3 – Good Health and Well-being
39	Diagnostic Microbiology – Concept	SDG 3 – Good Health and Well-being
40	Diagnostic Microbiology – Applied	SDG 3 – Good Health and Well-being
41	Medical Law and Ethics – Concept	SDG 16 – Peace, Justice and Strong Institutions
42	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
43	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
44	Psychology	SDG 3 – Good Health and Well-being
45	Project	SDG 3 – Good Health and Well-being
46	Research Methodology – Concept	SDG 9 – Industry, Innovation and Infrastructure
47	Medical Laboratory Management – Applied	SDG 3 – Good Health and Well-being
48	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
49	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
50	Clinical Practice BMLT – II	SDG 3 – Good Health and Well-being
51	Quantitative Reasoning - Concept	SDG 4 – Quality Education
52	English and Communication – Essential Skills	SDG 4 – Quality Education
53	Fundamentals of Digital Applications - Applied	SDG 3 – Good Health and Well-being
54	Human Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
55	Human Anatomy and Physiology - Applied	SDG 3 – Good Health and Well-being
56	General Biochemistry - Concept	SDG 3 – Good Health and Well-being
57	General Biochemistry - Applied	SDG 3 – Good Health and Well-being
58	Skill Drill - 1	SDG 4 – Quality Education
59	Personal Effectiveness	SDG 4 – Quality Education
60	Club Activity	SDG 17 – Partnerships for the Goals
61	Science and World	SDG 3 – Good Health and Well-being
62	Ocular Anatomy - Concept	SDG 3 – Good Health and Well-being
63	Geometrical Optics - Concept	SDG 3 – Good Health and Well-being
64	English and Communication - Advanced Skills	SDG 4 – Quality Education
65	Physical Optics - Applied	SDG 3 – Good Health and Well-being
66	Visual Optics – Concept	SDG 3 – Good Health and Well-being
67	Skill Drill – 2	SDG 4 – Quality Education
68	Interpersonal Effectiveness	SDG 4 – Quality Education
69	Ocular Microbiology - Concept	SDG 3 – Good Health and Well-being
70	Clinical Optics - Concept	SDG 3 – Good Health and Well-being
71	Clinical Optics - Applied	SDG 3 – Good Health and Well-being
72	Ophthalmic Instrumentation - Applied	SDG 3 – Good Health and Well-being
73	Dispensing Optics - Applied	SDG 3 – Good Health and Well-being
74	Recent Trends in IT	SDG 3 – Good Health and Well-being
75	Career Readiness	SDG 8 – Decent Work and Economic Growth
76	Advanced Clinical Optics - Applied	SDG 3 – Good Health and Well-being
77	Binocular Vision and Ocular Motility - Concept	SDG 3 – Good Health and Well-being

78	Binocular Vision and Ocular Motility - Applied	SDG 3 – Good Health and Well-being
79	Low Vision Aids - Concept	SDG 10 – Reduced Inequalities
80	Advanced Ophthalmic Instrumentation - Applied	SDG 3 – Good Health and Well-being
81	Contact Lens and Basic Application - Applied	SDG 3 – Good Health and Well-being
82	Psychology	SDG 3 – Good Health and Well-being
83	Business Communication	SDG 8 – Decent Work and Economic Growth
84	Clinical Practice (B. Opto) - 1	SDG 3 – Good Health and Well-being
85	Ocular Pharmacology - Concept	SDG 3 – Good Health and Well-being
86	Contact Lens and Special Application - Applied	SDG 3 – Good Health and Well-being
87	Ocular Diseases - Concept	SDG 3 – Good Health and Well-being
88	Orthoptics And Binocular Vision - Applied	SDG 3 – Good Health and Well-being
89	Optometry Practice Law - Concept	SDG 16 – Peace, Justice and Strong Institutions
90	Public Health and Community Optometry - Concept	SDG 3 – Good Health and Well-being
91	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
92	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
93	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
94	Eye Banking - Concept	SDG 3 – Good Health and Well-being
95	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
96	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
97	Clinical Practice (B. Opto) - 2	SDG 3 – Good Health and Well-being
98	English and Communication - Essential Skills	SDG 4 – Quality Education
99	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
100	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being
101	General Biochemistry-Concept	SDG 3 – Good Health and Well-being
102	General Biochemistry-Applied	SDG 3 – Good Health and Well-being
103	Foundation in Digital Application	SDG 3 – Good Health and Well-being
104	Quantitative Reasoning	SDG 4 – Quality Education
105	Skill Drill- 1	SDG 4 – Quality Education
106	Personal Effectiveness	SDG 4 – Quality Education
107	Club Activity	SDG 17 – Partnerships for the Goals
108	English and Communication - Advanced Skills	SDG 4 – Quality Education
109	Clinical Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
110	Clinical Anatomy and Physiology - Applied	SDG 3 – Good Health and Well-being
111	Basic Principles of Biomechanics - Concept	SDG 3 – Good Health and Well-being
112	General Microbiology - Concept	SDG 3 – Good Health and Well-being
113	Science and World	SDG 3 – Good Health and Well-being
114	Skill Drill – 2	SDG 4 – Quality Education
115	Interpersonal Effectiveness	SDG 4 – Quality Education
116	Biomechanics & Kinesiology - Concept	SDG 3 – Good Health and Well-being
117	Foundation of Exercise Therapy - Concept	SDG 3 – Good Health and Well-being
118	Foundation of Exercise Therapy - Applied	SDG 3 – Good Health and Well-being
119	Biophysics - Concept	SDG 9 – Industry, Innovation and Infrastructure
120	General and clinical psychology - Concept	SDG 3 – Good Health and Well-being
121	Sociology	SDG 3 – Good Health and Well-being
122	Business Communication	SDG 8 – Decent Work and Economic Growth

123	Recent Trends in IT	SDG 3 – Good Health and Well-being
124	Career Readiness	SDG 8 – Decent Work and Economic Growth
125	Pharmacology - Concept	SDG 3 – Good Health and Well-being
126	Pathology - Concept	SDG 3 – Good Health and Well-being
127	Exercise Therapy and Soft tissue manipulation - Concept	SDG 3 – Good Health and Well-being
128	Exercise Therapy and Soft Tissue manipulation - Applied	SDG 3 – Good Health and Well-being
129	Electrotherapy and Equipment Care -Concept	SDG 3 – Good Health and Well-being
130	Electrotherapy and Equipment Care - Applied	SDG 3 – Good Health and Well-being
131	Clinical Practice (BPT) -1	SDG 3 – Good Health and Well-being
132	Clinical Orthopaedics and Traumatology - Concept	SDG 3 – Good Health and Well-being
133	Clinical Orthopaedics and Traumatology - Applied	SDG 3 – Good Health and Well-being
134	Clinical Neurology - Concept	SDG 3 – Good Health and Well-being
135	Clinical Neurology - Applied	SDG 3 – Good Health and Well-being
136	Clinical Cardiothoracic Conditions - Concept	SDG 3 – Good Health and Well-being
137	General Medicine, Skin and Paediatrics - Concept	SDG 3 – Good Health and Well-being
138	Entrepreneurship Development	SDG 8 – Decent Work and Economic Growth
139	Diagnostic Imaging for Physiotherapist - Concept	SDG 3 – Good Health and Well-being
140	Physiotherapy in Orthopaedics and Sports - Concept	SDG 3 – Good Health and Well-being
141	Physiotherapy in Orthopaedics and Sports - Applied	SDG 3 – Good Health and Well-being
142	Physiotherapy in Neurology and Psychosomatic disorder - Concept	SDG 3 – Good Health and Well-being
143	Physiotherapy in Neurology and Psychosomatic disorder - Applied	SDG 3 – Good Health and Well-being
144	Physiotherapy in Surgical conditions Obstetrics and Gynaecology - Concept	SDG 3 – Good Health and Well-being
145	Clinical Practice (BPT) -2	SDG 3 – Good Health and Well-being
146	Community Medicine - Concept	SDG 3 – Good Health and Well-being
147	Physiotherapy in Cardiovascular, pulmonary and intensive care - Concept	SDG 3 – Good Health and Well-being
148	Physiotherapy in Cardiovascular, Pulmonary and Intensive Care - Applied	SDG 3 – Good Health and Well-being
149	Administration and Teaching skills - Concept	SDG 3 – Good Health and Well-being
150	Research Methodology	SDG 9 – Industry, Innovation and Infrastructure
151	Research Project	SDG 9 – Industry, Innovation and Infrastructure
152	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
153	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
154	Community Physiotherapy	SDG 3 – Good Health and Well-being
155	Sports Physiotherapy and Exercise Prescription - Concept	SDG 3 – Good Health and Well-being
156	Physiotherapy Ethics, Medico Legal aspects - Concept	SDG 16 – Peace, Justice and Strong Institutions
157	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
158	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
159	English and Communication – Essential Skills	SDG 4 – Quality Education
160	Science and World	SDG 3 – Good Health and Well-being

161	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
162	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being
163	General Biochemistry-Concept	SDG 3 – Good Health and Well-being
164	General Biochemistry-Applied	SDG 3 – Good Health and Well-being
165	Skill Drill - 1	SDG 4 – Quality Education
166	Soft Skills I-Personal Effectiveness	SDG 4 – Quality Education
167	Club Activity	SDG 17 – Partnerships for the Goals
168	English and Communication – Advance Skills	SDG 4 – Quality Education
169	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being
170	Quantitative Reasoning	SDG 4 – Quality Education
171	IV Access and Medication Administration	SDG 3 – Good Health and Well-being
172	Introduction to Operation Theatre-Concept	SDG 3 – Good Health and Well-being
173	General Pharmacology-Concept	SDG 3 – Good Health and Well-being
174	Skill Drill - 2	SDG 4 – Quality Education
175	Soft Skills II-Interpersonal Effectiveness	SDG 4 – Quality Education
176	Principles of Anaesthesia - Concept	SDG 3 – Good Health and Well-being
177	General Microbiology - Concept	SDG 3 – Good Health and Well-being
178	Surgical Instrumentation - Applied	SDG 3 – Good Health and Well-being
179	Elementary Nursing -Applied	SDG 3 – Good Health and Well-being
180	Basic Life support and Advanced Cardiac Life support - Applied	SDG 3 – Good Health and Well-being
181	Recent Trends in IT	SDG 3 – Good Health and Well-being
182	Business Communication	SDG 8 – Decent Work and Economic Growth
183	Soft Skills III-Career Readiness	SDG 4 – Quality Education
184	Airway Management and Respiratory Emergencies – Concept	SDG 3 – Good Health and Well-being
185	Airway Management and Respiratory Emergencies – Applied	SDG 3 – Good Health and Well-being
186	Medical Law and Ethics-Concept	SDG 16 – Peace, Justice and Strong Institutions
187	CSSD and Manifold Area-Concept	SDG 3 – Good Health and Well-being
188	Basics of Surgical Procedure - Concept	SDG 3 – Good Health and Well-being
189	Clinical Practice (BOTT) - 1	SDG 3 – Good Health and Well-being
190	Advanced Anaesthesia Technique - Concept	SDG 3 – Good Health and Well-being
191	Cardiovascular and Neurological Emergencies - Concept	SDG 3 – Good Health and Well-being
192	Cardiovascular and Neurological Emergencies - Applied	SDG 3 – Good Health and Well-being
193	Advanced Procedure in OT-Concept	SDG 3 – Good Health and Well-being
194	Psychology	SDG 3 – Good Health and Well-being
195	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
196	Healthcare Quality & Accreditation	SDG 3 – Good Health and Well-being
197	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
198	Intensive Care-Concept	SDG 3 – Good Health and Well-being
199	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
200	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
201	Clinical Practice (BOTT) - 2	SDG 3 – Good Health and Well-being
202	English and Communication – Essential Skills	SDG 4 – Quality Education
203	Science and World	SDG 3 – Good Health and Well-being
204	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
205	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being

206	General Biochemistry- Concept	SDG 3 – Good Health and Well-being
207	General Biochemistry- Applied	SDG 3 – Good Health and Well-being
208	Club Activity	SDG 17 – Partnerships for the Goals
209	Skill Drill - 1	SDG 4 – Quality Education
210	Soft Skills I-Personal Effectiveness	SDG 4 – Quality Education
211	English and Communication – Advance Skills	SDG 4 – Quality Education
212	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being
213	Quantitative Reasoning	SDG 4 – Quality Education
214	Introduction to Emergency Medical Services-Concept	SDG 3 – Good Health and Well-being
215	Introduction to Emergency Medical Services-Applied	SDG 3 – Good Health and Well-being
216	Patient assessment and medication administration- Applied	SDG 3 – Good Health and Well-being
217	General Pharmacology- Concept	SDG 3 – Good Health and Well-being
218	Skill Drill - 2	SDG 4 – Quality Education
219	Soft Skills II-Interpersonal Effectiveness	SDG 4 – Quality Education
220	Trauma emergency and Lifting Moving-Concept	SDG 3 – Good Health and Well-being
221	Trauma emergency and Lifting Moving-Applied	SDG 3 – Good Health and Well-being
222	Emergency Medical Services and Equipment-Applied	SDG 3 – Good Health and Well-being
223	Respiratory and Cardiac Emergency-Concept	SDG 3 – Good Health and Well-being
224	Respiratory and Cardiac Emergency-Applied	SDG 3 – Good Health and Well-being
225	Medical Emergencies- Concept	SDG 3 – Good Health and Well-being
226	Recent Trends in IT	SDG 3 – Good Health and Well-being
227	Soft Skills III-Career Readiness	SDG 4 – Quality Education
228	Obstetrics and Gynaecology Emergency-Concept	SDG 3 – Good Health and Well-being
229	Neonatal, Paediatric, and Geriatric Emergency- Applied	SDG 3 – Good Health and Well-being
230	Neurological and Endocrine Emergency-Concept	SDG 3 – Good Health and Well-being
231	Renal and Genitourinary Emergency- Concept	SDG 3 – Good Health and Well-being
232	Elementary Nursing- Applied	SDG 3 – Good Health and Well-being
233	Business communication	SDG 8 – Decent Work and Economic Growth
234	Clinical Practice (BEMT) - 1	SDG 3 – Good Health and Well-being
235	Abdominal and Gastrointestinal Emergency-Concept	SDG 3 – Good Health and Well-being
236	Disaster Management- Applied	SDG 11 – Sustainable Cities and Communities
237	Basic Life Support and Advanced Cardiac Life Support- Applied	SDG 3 – Good Health and Well-being
238	Toxicological and Environmental Emergency-Concept	SDG 3 – Good Health and Well-being
239	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
240	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
241	Medical Law and Ethics- Concept	SDG 16 – Peace, Justice and Strong Institutions
242	Psychology	SDG 3 – Good Health and Well-being
243	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
244	Ambulance Operations- Concept	SDG 3 – Good Health and Well-being
245	Intensive Care- Concept	SDG 3 – Good Health and Well-being

246	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
247	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
248	Clinical Practice (B.Sc.EMT) - 2	SDG 3 – Good Health and Well-being
249	English and Communication – Essential Skills	SDG 4 – Quality Education
250	Introductory Physics	SDG 9 – Industry, Innovation and Infrastructure
251	Introductory Chemistry	SDG 9 – Industry, Innovation and Infrastructure
252	Introductory Biology	SDG 3 – Good Health and Well-being
253	Introduction to Health Science	SDG 3 – Good Health and Well-being
254	Club Activity	SDG 17 – Partnerships for the Goals
255	Skill Drill - 1	SDG 4 – Quality Education
256	Personal Effectiveness	SDG 4 – Quality Education
257	English and Communication – Advance Skills	SDG 4 – Quality Education
258	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being
259	Introduction to Emergency Medical Services-Concept	SDG 3 – Good Health and Well-being
260	Introduction to Emergency Medical Services-Applied	SDG 3 – Good Health and Well-being
261	Patient assessment and medication administration- Applied	SDG 3 – Good Health and Well-being
262	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
263	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being
264	General Biochemistry- Concept	SDG 3 – Good Health and Well-being
265	General Biochemistry- Applied	SDG 3 – Good Health and Well-being
266	Skill Drill - 2	SDG 4 – Quality Education
267	Interpersonal Effectiveness	SDG 4 – Quality Education
268	Trauma emergency and Lifting Moving-Concept	SDG 3 – Good Health and Well-being
269	Trauma emergency and Lifting Moving-Applied	SDG 3 – Good Health and Well-being
270	Respiratory and Cardiac Emergency-Concept	SDG 3 – Good Health and Well-being
271	Respiratory and Cardiac Emergency-Applied	SDG 3 – Good Health and Well-being
272	Emergency Medical Services and Equipment-Applied	SDG 3 – Good Health and Well-being
273	General Pharmacology- Concept	SDG 3 – Good Health and Well-being
274	Introduction to Artificial Intelligence	SDG 9 – Industry, Innovation and Infrastructure
275	Career Readiness	SDG 8 – Decent Work and Economic Growth
276	Obstetrics and Gynaecology Emergency-Concept	SDG 3 – Good Health and Well-being
277	Neonatal, Paediatric, and Geriatric Emergency- Applied	SDG 3 – Good Health and Well-being
278	Neurological and Endocrine Emergency-Concept	SDG 3 – Good Health and Well-being
279	Renal and Genitourinary Emergency- Concept	SDG 3 – Good Health and Well-being
280	Elementary Nursing- Applied	SDG 3 – Good Health and Well-being
281	Business communication	SDG 8 – Decent Work and Economic Growth
282	Clinical Practice (DEMT) - 1	SDG 3 – Good Health and Well-being
283	English and Communication – Essential Skills	SDG 4 – Quality Education
284	Science and World	SDG 3 – Good Health and Well-being
285	Human Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
286	General Biochemistry – Concept	SDG 3 – Good Health and Well-being
287	Human Anatomy and Physiology – Applied	SDG 3 – Good Health and Well-being

288	General Biochemistry – Applied	SDG 3 – Good Health and Well-being
289	Skill Drill - 1	SDG 4 – Quality Education
290	Personal Effectiveness	SDG 4 – Quality Education
291	Club Activity	SDG 17 – Partnerships for the Goals
292	English and Communication – Advance Skills	SDG 4 – Quality Education
293	Foundation in Digital Applications	SDG 3 – Good Health and Well-being
294	Quantitative Reasoning- Concept	SDG 4 – Quality Education
295	Radiation Physics - Concept	SDG 3 – Good Health and Well-being
296	Radiographic Photography and Image Processing - Concept	SDG 3 – Good Health and Well-being
297	Skill Drill - 2	SDG 4 – Quality Education
298	Interpersonal Effectiveness	SDG 4 – Quality Education
299	Radiographic Positioning Techniques- Concept	SDG 3 – Good Health and Well-being
300	Radiographic Positioning Techniques - Applied	SDG 3 – Good Health and Well-being
301	Radiation Hazards, Protection and Quality Assurance - Concept	SDG 3 – Good Health and Well-being
302	Orientation in Clinical Sciences - Concept	SDG 3 – Good Health and Well-being
303	Recent Trends in IT	SDG 3 – Good Health and Well-being
304	Business Communication	SDG 8 – Decent Work and Economic Growth
305	Patient Care in Radiology	SDG 3 – Good Health and Well-being
306	Career Readiness	SDG 8 – Decent Work and Economic Growth
307	Instrumentation of Specialized Radiology Equipment - Concept	SDG 3 – Good Health and Well-being
308	Computed Tomography - Concept	SDG 3 – Good Health and Well-being
309	Image Interpretation - Concept	SDG 3 – Good Health and Well-being
310	Radiological Procedures - Concept	SDG 3 – Good Health and Well-being
311	Radiological Procedures - Applied	SDG 3 – Good Health and Well-being
312	Psychology	SDG 3 – Good Health and Well-being
313	Clinical Practice (BRIT) - 1	SDG 3 – Good Health and Well-being
314	Magnetic Resonance Imaging - Concept	SDG 3 – Good Health and Well-being
315	Basics of USG - Concept	SDG 3 – Good Health and Well-being
316	Clinical Aspects in Radiology Imaging - Concept	SDG 3 – Good Health and Well-being
317	Advanced Diagnostic Imaging Techniques - Concept	SDG 3 – Good Health and Well-being
318	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
319	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
320	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
321	Clinical Practice (BRIT) – 2	SDG 3 – Good Health and Well-being
322	English and Communication – Essential Skills	SDG 4 – Quality Education
323	Science and World	SDG 3 – Good Health and Well-being
324	Human Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
325	Human Anatomy and Physiology - Applied	SDG 3 – Good Health and Well-being
326	General Biochemistry- Concept	SDG 3 – Good Health and Well-being
327	General Biochemistry - Applied	SDG 3 – Good Health and Well-being
328	Club Activity	SDG 17 – Partnerships for the Goals
329	Skill Drill - 1	SDG 4 – Quality Education
330	Personal Effectiveness	SDG 4 – Quality Education
331	English and Communication – Advance Skills	SDG 4 – Quality Education
332	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being

333	Quantitative Reasoning	SDG 4 – Quality Education
334	General Pharmacology - Concept	SDG 3 – Good Health and Well-being
335	General Microbiology - Concept	SDG 3 – Good Health and Well-being
336	Anatomy and Physiology of Kidney-Concept	SDG 3 – Good Health and Well-being
337	Biomedical Waste Management and Aseptic Techniques- Applied	SDG 3 – Good Health and Well-being
338	Skill Drill - 2	SDG 4 – Quality Education
339	Interpersonal Effectiveness	SDG 4 – Quality Education
340	Recent Trends in IT	SDG 3 – Good Health and Well-being
341	Fundamentals of Dialysis- Concept	SDG 3 – Good Health and Well-being
342	Concept of kidney diseases and Dialysis-Concept	SDG 3 – Good Health and Well-being
343	Dialysis Therapy I- Concept	SDG 3 – Good Health and Well-being
344	Instrumentation specific to Dialysis Therapy-Applied	SDG 3 – Good Health and Well-being
345	Career Readiness	SDG 8 – Decent Work and Economic Growth
346	Fundamentals of Pathology-Concept	SDG 3 – Good Health and Well-being
347	Dilaysis Patient Care Skills-Applied	SDG 3 – Good Health and Well-being
348	Business Communication	SDG 8 – Decent Work and Economic Growth
349	Psychology- Concept	SDG 3 – Good Health and Well-being
350	Clinical Problems and Evidence Based Practice in Dialysis Therapy-Concept	SDG 3 – Good Health and Well-being
351	Extracorporeal Blood Based Therapy- Applied	SDG 3 – Good Health and Well-being
352	Quality Assurance and Safety in Dialysis-Concept	SDG 3 – Good Health and Well-being
353	Pharmacology related to Dialysis Therapy-Concept	SDG 3 – Good Health and Well-being
354	Renal Nutrition- Concept	SDG 2 – Zero Hunger
355	Clinical Practice (BDT)- 1	SDG 3 – Good Health and Well-being
356	Dialysis Therapy II- Concept	SDG 3 – Good Health and Well-being
357	Advance and Recent Advancement in Extracorporeal Blood Based Therapies-Concept	SDG 3 – Good Health and Well-being
358	Advance and Recent Advancement in Extracorporeal Blood Based Therapies-Applied	SDG 3 – Good Health and Well-being
359	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
360	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
361	Basic Life Support and Advanced Cardiac Life Support- Applied	SDG 3 – Good Health and Well-being
362	Project	SDG 3 – Good Health and Well-being
363	Research Methodology- Concept	SDG 9 – Industry, Innovation and Infrastructure
364	Renal Transplantation and Coordination-Concept	SDG 3 – Good Health and Well-being
365	Medical Ethics- Concept	SDG 16 – Peace, Justice and Strong Institutions
366	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
367	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
368	Clinical Practice(BDT)- 2	SDG 3 – Good Health and Well-being
369	Business Communication and Presentation Skills	SDG 8 – Decent Work and Economic Growth
370	Principles of Management and Leadership	SDG 8 – Decent Work and Economic Growth

371	Managerial Accounting and Reporting	SDG 8 – Decent Work and Economic Growth
372	Introduction to IT Essentials: MS Office Suite	SDG 8 – Decent Work and Economic Growth
373	Marketing Fundamentals and Consumer Behavior	SDG 8 – Decent Work and Economic Growth
374	Financial Management and Budgeting	SDG 8 – Decent Work and Economic Growth
375	Data Analysis with Excel and Power BI	SDG 9 – Industry, Innovation and Infrastructure
376	HR Essentials and Organization Design	SDG 8 – Decent Work and Economic Growth
377	Field Project	SDG 9 – Industry, Innovation and Infrastructure
378	Supply Chain Management	SDG 8 – Decent Work and Economic Growth
379	Brand Management	SDG 8 – Decent Work and Economic Growth
380	Financial Market and Institutions	SDG 8 – Decent Work and Economic Growth
381	Research Methodology	SDG 9 – Industry, Innovation and Infrastructure
382	Data Visualization using Tableau	SDG 9 – Industry, Innovation and Infrastructure
383	Digital Marketing and Content Strategies	SDG 8 – Decent Work and Economic Growth
384	Marketing Performance Analytics	SDG 8 – Decent Work and Economic Growth
385	Marketing Strategies	SDG 8 – Decent Work and Economic Growth
386	Marketing Communication and Brand Building	SDG 8 – Decent Work and Economic Growth
387	Recruitment and Selection	SDG 8 – Decent Work and Economic Growth
388	Compensation Management	SDG 8 – Decent Work and Economic Growth
389	Performance Management and Training	SDG 8 – Decent Work and Economic Growth
390	Employee Engagement and Relations	SDG 8 – Decent Work and Economic Growth
391	Financial Planning and Analysis	SDG 8 – Decent Work and Economic Growth
392	Financial Construction with Reporting and Analysis	SDG 8 – Decent Work and Economic Growth
393	Equity Research and Analysis	SDG 8 – Decent Work and Economic Growth
394	Enterprise Valuation	SDG 8 – Decent Work and Economic Growth
395	Employment System and Workplace Dynamics	SDG 8 – Decent Work and Economic Growth
396	Financial Modelling	SDG 8 – Decent Work and Economic Growth
397	Strategic Sales, Innovation and Pitching Mastery	SDG 8 – Decent Work and Economic Growth
398	Customer Relationship Management (CRM)	SDG 8 – Decent Work and Economic Growth
399	Industry Transition	SDG 8 – Decent Work and Economic Growth
400	Business Analytics	SDG 8 – Decent Work and Economic Growth
401	Capstone Project	SDG 9 – Industry, Innovation and Infrastructure

402	Industry Immersion	SDG 8 – Decent Work and Economic Growth
403	English and Communication – Essential Skills	SDG 4 – Quality Education
404	Foundation in Digital Application	SDG 8 – Decent Work and Economic Growth
405	Science and World	SDG 8 – Decent Work and Economic Growth
406	Business Management Fundamental Practices – Concept	SDG 8 – Decent Work and Economic Growth
407	Business Management Fundamental Practices – Applied	SDG 8 – Decent Work and Economic Growth
408	Basics of Professional Accounting – Concept	SDG 8 – Decent Work and Economic Growth
409	Basics of Professional Accounting – Applied	SDG 8 – Decent Work and Economic Growth
410	Club Activity	SDG 17 – Partnerships for the Goals
411	Skill Drill – 1	SDG 4 – Quality Education
412	Personal Effectiveness	SDG 4 – Quality Education
413	Career Readiness	SDG 8 – Decent Work and Economic Growth
414	Organizational Behavior and Human Capital Management	SDG 8 – Decent Work and Economic Growth
415	Accounting Practice – Tally Prime	SDG 8 – Decent Work and Economic Growth
416	Financial Management	SDG 8 – Decent Work and Economic Growth
417	Indirect Tax: GST – Concept	SDG 8 – Decent Work and Economic Growth
418	Indirect Tax: GST – Applied	SDG 8 – Decent Work and Economic Growth
419	Income Tax Laws and Mechanism – Concept	SDG 16 – Peace, Justice and Strong Institutions
420	Income Tax Laws and Mechanism – Applied	SDG 16 – Peace, Justice and Strong Institutions
421	Financial Modelling	SDG 8 – Decent Work and Economic Growth
422	Recent Trends in IT	SDG 8 – Decent Work and Economic Growth
423	Entrepreneurship Orientation	SDG 8 – Decent Work and Economic Growth
424	Project	SDG 8 – Decent Work and Economic Growth
425	Foundations of Digital Marketing	SDG 8 – Decent Work and Economic Growth
426	Social Media Marketing and Content Creation	SDG 8 – Decent Work and Economic Growth
427	Performance Marketing and Campaign Execution	SDG 8 – Decent Work and Economic Growth
428	English and Communication – Advance Skills	SDG 4 – Quality Education
429	Community Action Learning Project	SDG 17 – Partnerships for the Goals
430	Quantitative Reasoning	SDG 4 – Quality Education
431	Business Economics	SDG 8 – Decent Work and Economic Growth
432	New Age Marketing	SDG 8 – Decent Work and Economic Growth
433	Organization Design	SDG 8 – Decent Work and Economic Growth
434	Skill Drill – 2	SDG 4 – Quality Education
435	Interpersonal Effectiveness	SDG 4 – Quality Education

436	Industry Transition	SDG 8 – Decent Work and Economic Growth
437	Psychology	SDG 3 – Good Health and Well-being
438	Organization Design	SDG 8 – Decent Work and Economic Growth
439	Data Management	SDG 8 – Decent Work and Economic Growth
440	Business Communication	SDG 8 – Decent Work and Economic Growth
441	Audit and SOPs	SDG 8 – Decent Work and Economic Growth
442	Entrepreneurship Orientation	SDG 8 – Decent Work and Economic Growth
443	Industry Immersion	SDG 8 – Decent Work and Economic Growth
444	Business Environment	SDG 13 – Climate Action
445	Entrepreneurship Orientation	SDG 8 – Decent Work and Economic Growth
446	Industry Immersion	SDG 8 – Decent Work and Economic Growth
447	Financial Management	SDG 8 – Decent Work and Economic Growth
448	Corporate Accounting Concept	SDG 8 – Decent Work and Economic Growth
449	Corporate Accounting Applied	SDG 8 – Decent Work and Economic Growth
450	Management Accounting	SDG 8 – Decent Work and Economic Growth
451	Business Ethics and Corporate Governance	SDG 16 – Peace, Justice and Strong Institutions
452	E-Commerce	SDG 8 – Decent Work and Economic Growth
453	Psychology	SDG 3 – Good Health and Well-being
454	Management Accounting	SDG 8 – Decent Work and Economic Growth
455	Business Ethics and Corporate Governance	SDG 16 – Peace, Justice and Strong Institutions
456	E-Commerce	SDG 8 – Decent Work and Economic Growth
457	Psychology	SDG 3 – Good Health and Well-being
458	Procurement and Inventory Management	SDG 8 – Decent Work and Economic Growth
459	Advertisement and Public Relation	SDG 8 – Decent Work and Economic Growth
460	Office IT Skills	SDG 8 – Decent Work and Economic Growth
461	Fundamentals of Food Production (Concept)	SDG 12 – Responsible Consumption and Production
462	Fundamentals of Food Production (Applied)	SDG 12 – Responsible Consumption and Production
463	Foundation of Food and Beverage Service (Concept)	SDG 12 – Responsible Consumption and Production
464	Foundation of Food and Beverage Service (Applied)	SDG 12 – Responsible Consumption and Production
465	English and Communication - Essential Skills	SDG 4 – Quality Education
466	Fundamentals in Digital Applications	SDG 8 – Decent Work and Economic Growth
467	Quantitative Reasoning	SDG 4 – Quality Education
468	Club Activity	SDG 17 – Partnerships for the Goals
469	Skill Drill – I	SDG 4 – Quality Education

470	Personal Effectiveness	SDG 4 – Quality Education
471	Foundation of Food Production (Concept)	SDG 12 – Responsible Consumption and Production
472	Foundation of Food Production (Applied)	SDG 12 – Responsible Consumption and Production
473	Foundation of Room Division (Concept)	SDG 3 – Good Health and Well-being
474	Foundation of Room Division (Applied)	SDG 3 – Good Health and Well-being
475	Universal Human Values	SDG 4 – Quality Education
476	Science and World	SDG 8 – Decent Work and Economic Growth
477	English and Communication – IELTS Practice	SDG 4 – Quality Education
478	Skill Drill – II	SDG 4 – Quality Education
479	Interpersonal Effectiveness	SDG 4 – Quality Education
480	Advanced Food Production	SDG 12 – Responsible Consumption and Production
481	Advanced Food and Beverage Service	SDG 12 – Responsible Consumption and Production
482	Advanced Room Division	SDG 3 – Good Health and Well-being
483	Food Science and Nutrition	SDG 2 – Zero Hunger
484	Entrepreneurship Development	SDG 8 – Decent Work and Economic Growth
485	Luxury Management in Hospitality	SDG 8 – Decent Work and Economic Growth
486	Career Readiness	SDG 8 – Decent Work and Economic Growth
487	Industry Transition - I	SDG 8 – Decent Work and Economic Growth
488	Food and Beverage Service Management	SDG 8 – Decent Work and Economic Growth
489	Art of Bakery and Pastry Making (Concept)	SDG 12 – Responsible Consumption and Production
490	Art of Bakery and Pastry Making (Applied)	SDG 12 – Responsible Consumption and Production
491	Event Management	SDG 8 – Decent Work and Economic Growth
492	Hotel Engineering and Maintenance	SDG 8 – Decent Work and Economic Growth
493	Food and Beverage Control	SDG 12 – Responsible Consumption and Production
494	Data Management with Spreadsheet	SDG 8 – Decent Work and Economic Growth
495	Corporate Readiness I: Professional Foundations and Industry Orientation	SDG 8 – Decent Work and Economic Growth
496	Industry Transition - II	SDG 8 – Decent Work and Economic Growth
497	Front Office Management	SDG 8 – Decent Work and Economic Growth
498	Housekeeping Management	SDG 8 – Decent Work and Economic Growth
499	Bar and Beverage Management (Concept)	SDG 8 – Decent Work and Economic Growth
500	Bar and Beverage Management (Applied)	SDG 8 – Decent Work and Economic Growth
501	Culinary Arts	SDG 12 – Responsible Consumption and Production
502	Marketing in Digital Age	SDG 8 – Decent Work and Economic Growth
503	Hotel Accountancy	SDG 8 – Decent Work and Economic Growth

504	Customer Relationship Management	SDG 8 – Decent Work and Economic Growth
505	Human Resource Management in Hospitality	SDG 8 – Decent Work and Economic Growth
506	Corporate Readiness II: Industry Immersion and Professional Competence	SDG 8 – Decent Work and Economic Growth
507	Hygiene and Sanitation	SDG 6 – Clean Water and Sanitation
508	Facility Planning	SDG 12 – Responsible Consumption and Production
509	Project	SDG 8 – Decent Work and Economic Growth
510	Industry Immersion	SDG 8 – Decent Work and Economic Growth
511	English and Communication – Essential Skills	SDG 4 – Quality Education
512	Foundation in Digital Application	SDG 9 – Industry, Innovation and Infrastructure
513	Science and World	SDG 9 – Industry, Innovation and Infrastructure
514	Essential Numeracy and Analytical Skills (Bridge Course including Lab)	SDG 4 – Quality Education
515	Operating System and Virtualization using Linux - Concept	SDG 9 – Industry, Innovation and Infrastructure
516	Operating System and Virtualization using Linux - Applied	SDG 9 – Industry, Innovation and Infrastructure
517	Computer Organization and Architecture	SDG 9 – Industry, Innovation and Infrastructure
518	Club Activity	SDG 17 – Partnerships for the Goals
519	Skill Drill - 1	SDG 4 – Quality Education
520	Personal Effectiveness	SDG 4 – Quality Education
521	Fundamental of AI and Intelligent Systems	SDG 9 – Industry, Innovation and Infrastructure
522	Data Communication and Computer Networks - Concept	SDG 9 – Industry, Innovation and Infrastructure
523	Data Communication and Computer Networks - Applied	SDG 9 – Industry, Innovation and Infrastructure
524	Database Concepts and Storage Management - Concept	SDG 8 – Decent Work and Economic Growth
525	Database Concepts and Storage Management - Applied	SDG 8 – Decent Work and Economic Growth
526	Cloud Computing Foundation	SDG 9 – Industry, Innovation and Infrastructure
527	Framework - (React and Node js)	SDG 9 – Industry, Innovation and Infrastructure
528	Career Readiness	SDG 8 – Decent Work and Economic Growth
529	Advanced Cloud Computing - Concept	SDG 9 – Industry, Innovation and Infrastructure
530	Advanced Cloud Computing - Applied	SDG 9 – Industry, Innovation and Infrastructure
531	Cloud Security Practices - Concept	SDG 9 – Industry, Innovation and Infrastructure
532	Cloud Security Practices - Applied	SDG 9 – Industry, Innovation and Infrastructure
533	Software Engineering & Testing - Concept	SDG 9 – Industry, Innovation and Infrastructure
534	Software Engineering & Testing - Applied	SDG 9 – Industry, Innovation and Infrastructure
535	Introduction to UX/UI Design Principles-Concept	SDG 9 – Industry, Innovation and Infrastructure
536	Introduction to UX/UI Design Principles-Applied	SDG 9 – Industry, Innovation and Infrastructure

537	Entrepreneurship Development	SDG 8 – Decent Work and Economic Growth
538	Industry Transition -II	SDG 8 – Decent Work and Economic Growth
539	English and Communication – Advance Skills	SDG 4 – Quality Education
540	Universal Human Values	SDG 4 – Quality Education
541	Quantitative Reasoning	SDG 4 – Quality Education
542	Web Technologies – Concept	SDG 9 – Industry, Innovation and Infrastructure
543	Web Technologies – Applied	SDG 9 – Industry, Innovation and Infrastructure
544	Mathematics Foundation to Computer Science	SDG 9 – Industry, Innovation and Infrastructure
545	Problem Solving Techniques using C - Concept	SDG 9 – Industry, Innovation and Infrastructure
546	Problem Solving Techniques using C - Applied	SDG 9 – Industry, Innovation and Infrastructure
547	Skill Drill - 2	SDG 4 – Quality Education
548	Interpersonal Effectiveness	SDG 4 – Quality Education
549	Business Communication	SDG 8 – Decent Work and Economic Growth
550	Science and World	SDG 9 – Industry, Innovation and Infrastructure
551	Computer Organization and Architecture	SDG 9 – Industry, Innovation and Infrastructure
552	Foundation of Python Programming - Concept	SDG 9 – Industry, Innovation and Infrastructure
553	Foundation of Python Programming - Applied	SDG 9 – Industry, Innovation and Infrastructure
554	Data Structures and Algorithms	SDG 9 – Industry, Innovation and Infrastructure
555	Data Structures and Algorithms	SDG 9 – Industry, Innovation and Infrastructure
556	Modern Database Management-Concept	SDG 8 – Decent Work and Economic Growth
557	Modern Database Management - Applied	SDG 8 – Decent Work and Economic Growth
558	Industry Transition - I	SDG 8 – Decent Work and Economic Growth
559	Industry Immersion	SDG 8 – Decent Work and Economic Growth
560	Virtual Internship	SDG 9 – Industry, Innovation and Infrastructure
561	Capstone Project	SDG 9 – Industry, Innovation and Infrastructure
562	Certification	SDG 9 – Industry, Innovation and Infrastructure
563	Communication Skills in English – Concept	SDG 4 – Quality Education
564	Communication Skills in English Lab -Applied	SDG 4 – Quality Education
565	Mathematics I - Concept	SDG 9 – Industry, Innovation and Infrastructure
566	Applied Physics I – Concept	SDG 9 – Industry, Innovation and Infrastructure
567	Applied Physics I Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
568	Applied Chemistry – Concept	SDG 9 – Industry, Innovation and Infrastructure
569	Applied Chemistry Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
570	Engineering Graphics - Applied	SDG 9 – Industry, Innovation and Infrastructure

571	Engineering Workshop Practice – Applied	SDG 9 – Industry, Innovation and Infrastructure
572	Sports Club - Applied	SDG 9 – Industry, Innovation and Infrastructure
573	Mathematics II – Concept	SDG 9 – Industry, Innovation and Infrastructure
574	Applied Physics II – Concept	SDG 9 – Industry, Innovation and Infrastructure
575	Applied Physics II Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
576	Introduction to IT Systems – Concept	SDG 9 – Industry, Innovation and Infrastructure
577	Introduction to IT Systems Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
578	Fundamentals of Electrical & Electronics Engineering – Concept	SDG 7 – Affordable and Clean Energy
579	Fundamentals of Electrical & Electronics Engineering Lab – Applied	SDG 7 – Affordable and Clean Energy
580	Engineering Mechanics – Concept	SDG 9 – Industry, Innovation and Infrastructure
581	Engineering Mechanics Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
582	Environmental Science	SDG 13 – Climate Action
583	Computer Programming -Concept	SDG 9 – Industry, Innovation and Infrastructure
584	Computer Programming Lab - Applied	SDG 9 – Industry, Innovation and Infrastructure
585	Scripting Languages - Concept	SDG 9 – Industry, Innovation and Infrastructure
586	Scripting Languages Lab - Applied	SDG 9 – Industry, Innovation and Infrastructure
587	Data Structures - Concept	SDG 9 – Industry, Innovation and Infrastructure
588	Data Structures Lab - Applied	SDG 9 – Industry, Innovation and Infrastructure
589	Computer System Organisation - Concept	SDG 9 – Industry, Innovation and Infrastructure
590	Introduction to Algorithms - Concept	SDG 9 – Industry, Innovation and Infrastructure
591	Minor Project -I / Summer Internship-I - Applied	SDG 9 – Industry, Innovation and Infrastructure
592	Programming with Python - Concept	SDG 9 – Industry, Innovation and Infrastructure
593	Programming with Python - Applied	SDG 9 – Industry, Innovation and Infrastructure
594	Advanced Computer Network - Concept	SDG 9 – Industry, Innovation and Infrastructure
595	Advanced Computer Network - Applied	SDG 9 – Industry, Innovation and Infrastructure
596	Server Administration Fundamentals - Concept	SDG 9 – Industry, Innovation and Infrastructure
597	Server Administration Fundamentals - Applied	SDG 9 – Industry, Innovation and Infrastructure
598	Engineering Mechanics - Concept	SDG 9 – Industry, Innovation and Infrastructure
599	Engineering Mechanics - Applied	SDG 9 – Industry, Innovation and Infrastructure
600	Fundamentals of Electrical & Electronics Engineering - Concept	SDG 7 – Affordable and Clean Energy
601	Fundamentals of Electrical & Electronics Engineering - Applied	SDG 7 – Affordable and Clean Energy

602	Essence of Indian Knowledge and Tradition	SDG 9 – Industry, Innovation and Infrastructure
603	Minor Project	SDG 9 – Industry, Innovation and Infrastructure
604	Mathematics - I	SDG 9 – Industry, Innovation and Infrastructure
605	Physics - Concept	SDG 9 – Industry, Innovation and Infrastructure
606	Physics - Applied	SDG 9 – Industry, Innovation and Infrastructure
607	Programming for Problem Solving - Concept	SDG 9 – Industry, Innovation and Infrastructure
608	Programming for Problem Solving - Applied	SDG 9 – Industry, Innovation and Infrastructure
609	Modern Computer Architecture	SDG 9 – Industry, Innovation and Infrastructure
610	Design Thinking	SDG 9 – Industry, Innovation and Infrastructure
611	English and Communication - Essential Skills	SDG 4 – Quality Education
612	Personal Effectiveness	SDG 4 – Quality Education
613	Chemistry - Concept	SDG 9 – Industry, Innovation and Infrastructure
614	Chemistry - Applied	SDG 9 – Industry, Innovation and Infrastructure
615	Mathematics II	SDG 9 – Industry, Innovation and Infrastructure
616	Object Oriented Programming using Python – Concept	SDG 9 – Industry, Innovation and Infrastructure
617	Object Oriented Programming using Python – Applied	SDG 9 – Industry, Innovation and Infrastructure
618	Database Management System – Concept	SDG 8 – Decent Work and Economic Growth
619	Database Management System – Applied	SDG 8 – Decent Work and Economic Growth
620	Computer Networks – Concept	SDG 9 – Industry, Innovation and Infrastructure
621	Computer Networks – Applied	SDG 9 – Industry, Innovation and Infrastructure
622	Universal Human Values	SDG 4 – Quality Education
623	Mathematical Concepts for AI	SDG 9 – Industry, Innovation and Infrastructure
624	Discrete Mathematical Structures	SDG 9 – Industry, Innovation and Infrastructure
625	Operating System - Concept	SDG 9 – Industry, Innovation and Infrastructure
626	Operating System - Applied	SDG 9 – Industry, Innovation and Infrastructure
627	Artificial Intelligence	SDG 9 – Industry, Innovation and Infrastructure
628	Computer Networks - Concept	SDG 9 – Industry, Innovation and Infrastructure
629	Computer Networks - Applied	SDG 9 – Industry, Innovation and Infrastructure
630	Fundamentals in Python Programming - Concept	SDG 9 – Industry, Innovation and Infrastructure
631	Fundamentals in Python Programming - Applied	SDG 9 – Industry, Innovation and Infrastructure
632	Data Structures - Concept	SDG 9 – Industry, Innovation and Infrastructure
633	Data Structures - Applied	SDG 9 – Industry, Innovation and Infrastructure
634	Universal Human Values	SDG 4 – Quality Education

635	Introduction to Machine Learning - Concept	SDG 9 – Industry, Innovation and Infrastructure
636	Introduction to Machine Learning - Applied	SDG 9 – Industry, Innovation and Infrastructure
637	Natural Language Processing - Concept	SDG 9 – Industry, Innovation and Infrastructure
638	Natural Language Processing - Applied	SDG 9 – Industry, Innovation and Infrastructure
639	Algorithm Analysis and Design - Concept	SDG 9 – Industry, Innovation and Infrastructure
640	Algorithm Analysis and Design - Applied	SDG 9 – Industry, Innovation and Infrastructure
641	Data and Visual analytics in AI - Concept	SDG 9 – Industry, Innovation and Infrastructure
642	Data and Visual analytics in AI - Applied	SDG 9 – Industry, Innovation and Infrastructure
643	Software Engineering - Concept	SDG 9 – Industry, Innovation and Infrastructure
644	Software Engineering - Applied	SDG 9 – Industry, Innovation and Infrastructure
645	Design Thinking	SDG 9 – Industry, Innovation and Infrastructure
646	Minor Project I	SDG 9 – Industry, Innovation and Infrastructure
647	Programming & Problem Solving	SDG 9 – Industry, Innovation and Infrastructure
648	Programming & Problem Solving	SDG 9 – Industry, Innovation and Infrastructure
649	Computer Networks	SDG 9 – Industry, Innovation and Infrastructure
650	Computer Networks	SDG 9 – Industry, Innovation and Infrastructure
651	Operating Systems & System Administration	SDG 9 – Industry, Innovation and Infrastructure
652	Operating Systems & System Administration	SDG 9 – Industry, Innovation and Infrastructure
653	Database Management Systems	SDG 8 – Decent Work and Economic Growth
654	Database Management Systems	SDG 8 – Decent Work and Economic Growth
655	Full Stack Software Development	SDG 9 – Industry, Innovation and Infrastructure
656	Full Stack Software Development	SDG 9 – Industry, Innovation and Infrastructure
657	Minor Project – I	SDG 9 – Industry, Innovation and Infrastructure
658	Information Security Fundamentals	SDG 9 – Industry, Innovation and Infrastructure
659	Information Security Fundamentals - Applied	SDG 9 – Industry, Innovation and Infrastructure
660	Modern Cryptography and Block chain - Concept	SDG 9 – Industry, Innovation and Infrastructure
661	Modern Cryptography and Block chain - Applied	SDG 9 – Industry, Innovation and Infrastructure
662	Network Programming and Security - Concept	SDG 9 – Industry, Innovation and Infrastructure
663	Network Programming and Security - Applied	SDG 9 – Industry, Innovation and Infrastructure
664	DevSecOps & Automation Pipelines - Concept	SDG 9 – Industry, Innovation and Infrastructure
665	DevSecOps & Automation Pipelines - Applied	SDG 9 – Industry, Innovation and Infrastructure

666	IT Laws & Cyber Regulations	SDG 16 – Peace, Justice and Strong Institutions
667	Professional Communication & Technical Writing	SDG 4 – Quality Education
668	Project - II	SDG 9 – Industry, Innovation and Infrastructure
669	Basics of Python Programming for Pharmaceutical Sciences	SDG 3 – Good Health and Well-being
670	General Pharmacy	SDG 3 – Good Health and Well-being
671	Healthcare Psychology and Communication Skills	SDG 3 – Good Health and Well-being
672	Human Anatomy, Physiology and Pathophysiology I	SDG 3 – Good Health and Well-being
673	Introduction to Pharmacognosy	SDG 3 – Good Health and Well-being
674	Pharmaceutical Inorganic and Analytical Chemistry	SDG 3 – Good Health and Well-being
675	General Pharmacy	SDG 3 – Good Health and Well-being
676	Healthcare Psychology and Communication Skills	SDG 3 – Good Health and Well-being
677	Human Anatomy, Physiology and Pathophysiology I	SDG 3 – Good Health and Well-being
678	Introduction to Pharmacognosy	SDG 3 – Good Health and Well-being
679	Pharmaceutical Inorganic and Analytical Chemistry	SDG 3 – Good Health and Well-being
680	Pharmaceutical Organic Chemistry II	SDG 3 – Good Health and Well-being
681	Physical Pharmaceutics I	SDG 3 – Good Health and Well-being
682	Pharmaceutical Microbiology	SDG 3 – Good Health and Well-being
683	Pharmaceutical Engineering	SDG 3 – Good Health and Well-being
684	Pharmaceutical Organic Chemistry II	SDG 3 – Good Health and Well-being
685	Physical Pharmaceutics I	SDG 3 – Good Health and Well-being
686	Pharmaceutical Microbiology	SDG 3 – Good Health and Well-being
687	Pharmaceutical Engineering	SDG 3 – Good Health and Well-being

Summary of Courses

Sr. No	SDG No.	SDG Name	Count
1	SDG 2	Zero Hunger	8
2	SDG 3	Good Health and Well-being	279
3	SDG 4	Quality Education	89
4	SDG 6	Clean Water and Sanitation	1
5	SDG 7	Affordable and Clean Energy	4
6	SDG 8	Decent Work and Economic Growth	128
7	SDG 9	Industry, Innovation and Infrastructure	138
8	SDG 10	Reduced Inequalities	1
9	SDG 11	Sustainable Cities and Communities	1
10	SDG 12	Responsible Consumption and Production	13
11	SDG 13	Climate Action	2
12	SDG 16	Peace, Justice and Strong Institutions	11
13	SDG 17	Partnerships for the Goals	12
Grand Total			**687**

Education for SDGs: Specific courses on sustainability

Medhavi Skills University (MSU) offers diploma, undergraduate and postgraduate programmes in disciplines relevant to the United Nations Sustainable Development Goals. Its academic portfolio provides structured opportunities to develop knowledge and professional skills in health and well-being, nutrition, technological innovation, employment, business and communication. These programmes establish a foundation for SDG-related education by connecting disciplinary expertise with societal needs. The following links explain how the listed programmes relate to sustainable development; confirmation of dedicated sustainability modules or electives requires supporting curriculum evidence.

Health Sciences, Nursing and Pharmacy — SDG 3: Good Health and Well-being

Health education represents a substantial component of MSU's programme portfolio. The university offers **B.Sc. in Nursing, Diploma in Pharmacy and Bachelor of Pharmacy**, alongside programmes in emergency medical care, dialysis therapy, medical laboratory science, radiology and imaging, anaesthesia and operation theatre technology, optometry, physiotherapy and hospital administration.

These disciplines relate directly to SDG 3 through their focus on the professional capabilities needed for healthcare delivery, diagnosis, treatment, rehabilitation and the organisation of health services. Postgraduate programmes, including **Master of Advanced Care Paramedic, M.Sc. in Clinical Microbiology**, and advanced qualifications in other health specialists, provide opportunities for further professional development. Their relevance to sustainability lies in preparing a skilled health workforce capable of responding to individual and community health needs.

Nutrition and Dietetics — SDG 2: Zero Hunger and SDG 3: Good Health and Well-being The **B.Sc. in Nutrition & Dietetics** is particularly relevant to the nutrition dimension of SDG 2 and the health objectives of SDG 3. The discipline provides a basis for understanding dietary requirements, nutritional well-being and the relationship between food and health. It can support professional contributions to addressing malnutrition and promoting healthier dietary practices. Specific claims concerning sustainable food systems, food security or community nutrition interventions should be linked to the programme's documented modules and learning outcomes.

Computer Science and Digital Technologies — SDG 9: Industry, Innovation and Infrastructure

MSU's computing portfolio includes a **Diploma in Computer Science Engineering**, **B.Tech in Computer Science & Engineering** with listed specialisations in **Artificial Intelligence & Machine Learning** and **Cloud Computing & Cyber Security**, and BCA programmes in **Full-Stack Development & Cloud Integration** and **Software Development**. Postgraduate provision includes **MCA in Data Analytics** and **MCA in Cyber Security**.

These programmes are relevant to SDG 9 through the development of digital expertise, technological innovation and capabilities supporting digital infrastructure. Data analytics and software development can enable evidence-informed solutions to societal challenges, while cybersecurity is relevant to the reliability and protection of digital systems. Their contribution to tackling particular sustainability challenges should be demonstrated through course content, projects or applied learning activities.

Management and Commerce — SDG 8: Decent Work and Economic Growth

The university offers **BBA (Business Management), B. Com in Professional Accounting, M. Com in Professional Accounting**, and an **MBA** with majors in **Strategic Marketing, Business Finance and Tech HR**. These programmes relate to SDG 8 by developing capabilities relevant to employment, enterprise, organisational management and economic activity.

Accounting and finance provide a disciplinary basis for financial accountability and informed resource allocation, while human resource management relates to workforce development and employment practices. Where the curriculum explicitly includes responsible business, ethical governance or sustainability reporting, these programmes may also demonstrate links to **SDG 12: Responsible Consumption and Production** and **SDG 16: Peace, Justice and Strong Institutions**.

Hospitality and Hotel Management — SDG 8 and Potential Links to SDG 12

The **Professional Diploma in Hospitality & Hotel Management** and **B.Sc. in Hospitality & Hotel Management** develop professional capabilities relevant to employment and enterprise in the hospitality sector, supporting the objectives of SDG 8. The discipline also offers opportunities to address responsible consumption through topics such as food waste, resource efficiency and sustainable service operations. These additional links to SDG 12 should be substantiated by the relevant syllabus rather than inferred solely from programme titles.

Applied English — SDG 4: Quality Education

The **BA in Applied English** and **MA in Applied English** are relevant to SDG 4

through language and communication education. Such capabilities can support learning, professional participation and the communication of complex issues, including sustainability. Alongside the university's other academic programmes, these qualifications contribute to the broader educational foundation needed for informed participation in society.

Overall, MSU's programme list demonstrates a range of formal qualifications in SDG-relevant disciplines, with particularly strong representation in health and well-being. For Criterion 17.4.2, programme-level evidence should be accompanied by syllabi identifying dedicated sustainability courses, electives or explicit SDG-related learning outcomes. This would establish how the university's disciplinary provision translates into focused education on sustainability and the SDGs.

Evidences

- https://www.msu.edu.in/course/b-sc-in-nursing
- https://www.msu.edu.in/school/school-of-pharmacy
- https://www.msu.edu.in/course/b-sc-in-nutrition-and-dietetics
- https://www.msu.edu.in/school/school-of-computer-science-and-engineering
- https://www.msu.edu.in/school/school-of-management-and-commerce
- https://www.msu.edu.in/school/school-of-hospitality-and-tourism
- https://www.msu.edu.in/school/school-of-humanities

Education for SDGs in the wider community

Medhavi Skills University (MSU) conducts dedicated outreach educational activities for communities beyond its enrolled students. The attached reports for academic year 2025–26 document school-based technology workshops, community health education, practical emergency-response training and professional skills development. Its School of Computer Science and Engineering delivered outreach sessions introducing school learners to artificial intelligence, effective prompting, information technology and responsible digital practices. A cybersecurity programme at Government Secondary School, Maniram, taught students about phishing, identity theft, password security and protecting personal information. These activities extend educational opportunities to the wider school community and support **SDG 4 — Quality Education and SDG 9 — Industry, Innovation and Infrastructure.**

MSU also delivered practical learning for local residents, schoolchildren, rehabilitation-centre residents and staff, government employees and aspiring hospitality workers. Health outreach covered first aid, CPR, automated external defibrillator use, posture, nutrition, hygiene and preventive eye care. The Sirwani family health survey included household education on nutrition, hygiene and illness prevention, while blood donors received personalised dietary counselling and educational leaflets. The university's contribution to the RAMP hospitality training programme provided external trainees with instruction and supervised practice in kitchen operations, food safety and hygiene. These activities support **SDG 2 — Zero Hunger, SDG 3 — Good Health and Well-being, SDG 4 — Quality Education, and SDG 8 — Decent Work and Economic Growth,** demonstrating how university expertise is shared through community-focused education.

Artificial Intelligence Outreach at Government Senior Secondary School, Majitar
Date: 23 September 2025

Medhavi Skills University conducted an Artificial Intelligence outreach programme for students at Government Senior Secondary School, Majitar. The session introduced AI and machine learning through familiar examples, including voice assistants, recommendation systems and automated decision-making. Live demonstrations showed how generative AI tools could assist with essays, topic summaries and academic questions.

The programme extended university expertise to school learners through interactive discussion and practical demonstrations. Its emphasis on critical thinking, ethical use

and evaluating AI-generated information supported **SDG 4 — Quality Education**. Introducing emerging technologies and their applications also connected the activity with **SDG 9 — Industry, Innovation and Infrastructure**.



Artificial Intelligence Outreach at Lingmoo Senior Secondary School Date: 9 October 2025

MSU organised an outreach session at Lingmoo Senior Secondary School to introduce students to Artificial Intelligence and its applications in education and industry. The session explained data analysis, pattern recognition and automated decision-making using examples such as virtual assistants and recommendation systems. Demonstrations illustrated how AI tools could generate study materials, summarise chapters and assist creative tasks.

Students participated by suggesting topics and examining how different instructions influenced AI responses. This approach encouraged analytical thinking and awareness of technological limitations. The activity supported **SDG 4 — Quality Education** through digital learning beyond the university and **SDG 9 — Industry, Innovation and Infrastructure** through introductory education about emerging technologies.



Artificial Intelligence Outreach at Government Senior Secondary School, Ben
Date: 30 October 2025

MSU delivered an Artificial Intelligence workshop at Government Senior Secondary School, Ben, introducing students to how machines process data, recognise patterns and generate outputs. Examples included chatbots, navigation systems, automated grading and content-generation platforms. Demonstrations explored how AI tools could support academic work, creative writing and problem-solving.

The workshop encouraged learners to analyse generated information rather than accept it without examination. Discussion of responsible use and continuous skill development made the session relevant to students' educational and future professional needs. It supported **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure** by developing foundational digital understanding.





Artificial Intelligence and Prompting Workshop at Aho Shanti Secondary School, Pakyong

Date: 31 October 2025

MSU conducted an outreach workshop on Artificial Intelligence and effective prompting at Aho Shanti Secondary School, Pakyong. Students learned how clear, specific and structured instructions influence the responses produced by generative AI tools. Demonstrations included generating stories, drafting essays, answering academic questions and creating presentation content using learners' suggestions.

Interactive exercises allowed students to compare outputs and understand the importance of context and clarity. The workshop also addressed ethical and responsible use, supporting informed engagement with digital tools. This community-facing educational activity aligned with **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure**.





Artificial Intelligence Outreach at Government Secondary School, Nazitam

Date: 31 October 2025

MSU organised an Artificial Intelligence outreach programme at Government Secondary School, Nazitam. The session explained how machines process information, learn from data and generate responses. Voice assistants, automated translation and recommendation systems provided familiar examples, while demonstrations showed how AI could help with lesson summaries, academic answers and creative content.

A central educational message was the need to verify AI-generated information and use digital tools responsibly. Students contributed topics and discussed the resulting responses, creating opportunities for critical evaluation. The programme supported **SDG 4 — Quality Education** through digital literacy and **SDG 9 — Industry, Innovation and Infrastructure** through awareness of technological applications.





Information Technology Outreach at Government Secondary School, Linkey
Date: 4 November 2025

MSU delivered an Information Technology outreach workshop at Government Secondary School, Linkey. The programme covered computer hardware, software, operating systems and the internet's role in communication and information sharing. Examples illustrated how information technology supports education, business, banking and governance.

The session also addressed basic computer operations, safe internet use, password security and responsible online behaviour, alongside an introduction to AI and cloud computing. These practical topics extended digital education to school learners outside the university. The activity supported **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure**.





Artificial Intelligence and Prompting Workshop at Eklavya Model Residential School, Parkha

Date: 7 November 2025

MSU conducted a workshop on Artificial Intelligence and prompting at Eklavya Model Residential School, Parkha. The programme introduced foundational AI concepts and explained how structured instructions affect generated responses. Students framed their own prompts, observed outputs and discussed how AI could support academic learning.

The concluding interaction addressed career opportunities, ethical considerations and the limitations of AI systems. By combining demonstrations with student participation, the workshop provided an accessible introduction to emerging technologies. It supported **SDG 4 — Quality Education** through outreach learning and **SDG 9 — Industry, Innovation and Infrastructure** through technological awareness.

Artificial Intelligence Outreach at Sonamati Senior Secondary School

Date: 13 November 2025

MSU organised an Artificial Intelligence workshop at Sonamati Senior Secondary School. Students were introduced to data, algorithms and pattern recognition through examples such as mobile assistants and recommendation platforms. Demonstrations showed how AI tools could assist with academic content, information searches and idea development.

Students suggested topics and observed how changes in instructions affected the outputs. Discussion emphasised fact-checking, ethical considerations and responsible digital behaviour. The programme supported **SDG 4 — Quality Education** by strengthening digital understanding and **SDG 9 — Industry, Innovation and Infrastructure** by introducing innovation-related knowledge to school learners.





Artificial Intelligence Outreach at Tsalamthang Secondary School Date: 17 November 2025

MSU conducted an interactive Artificial Intelligence outreach programme at Tsalamthang Secondary School, East Sikkim. Demonstrations included Suno AI for music generation, Gamma AI for presentations and Teachable Machine for creating simple machine-learning models without coding. Students' ideas and classroom objects were used to make the demonstrations practical and engaging.

The programme illustrated how AI systems use data and inputs, while encouraging questions about emerging technologies. Its emphasis on participation and accessible demonstrations supported **SDG 4 — Quality Education**. Introducing creative applications and elementary machine-learning concepts also linked the activity with **SDG 9 — Industry, Innovation and Infrastructure.**



Artificial Intelligence Outreach at Government High Secondary School, Tumin
Date: 17 November 2025

MSU delivered an Artificial Intelligence outreach programme at Government High Secondary School, Tumin. The session introduced how AI systems learn from data and make predictions, using examples such as facial recognition, translation and search engines. Demonstrations explored academic assistance, creative content generation and information organization.

Students examined how input quality influences AI responses and discussed responsible use and technological limitations. This extended university-led digital learning to the school community. The activity supported **SDG 4 — Quality Education** through foundational knowledge and critical thinking, and **SDG 9 — Industry, Innovation and Infrastructure** through awareness of emerging technologies.



Artificial Intelligence Outreach at Sirwani Senior Secondary School

Date: 18 November 2025

MSU organised an Artificial Intelligence outreach session at Sirwani Senior Secondary School. Students explored how AI analyses data, identifies patterns and supports decision-making. Examples covered smart assistants, automated customer support and applications in healthcare and education, followed by demonstrations of academic and creative uses.

The session encouraged students to experiment with instructions and observe differences in the generated responses. Discussion highlighted digital responsibility, innovation and continuous learning. The activity supported **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure** by helping school learners understand technologies relevant to education and future work.



Cyber Security Awareness Programme at Government Secondary School, Maniram Date: 13 October 2025

MSU conducted a Cyber Security Awareness Programme at Government Secondary School, Maniram, with **62 participants**. The session addressed phishing, hacking, identity theft, cyberbullying and malware. Practical guidance covered strong passwords, suspicious links, social media privacy and two-factor authentication, using real-life scenarios to explain risks.

Interactive discussion enabled students to share experiences and clarify how to protect their information and accounts. The programme supported **SDG 4 — Quality Education** through practical digital safety education. Its focus on safer engagement with digital systems also related to **SDG 9 — Industry, Innovation and Infrastructure**.





Basic Life Support and Posture Awareness Workshops at Rongli Date: 20 September 2025

MSU's Operation Theatre Technology and Physiotherapy departments conducted two workshops at Kumari Pema Tsudeun Government Secondary School, Rongli. The Basic Life Support session covered emergency assessment, CPR and the importance of timely intervention. The posture session demonstrated correct sitting, standing and walking positions and explained potential consequences of poor posture.

Faculty-guided student demonstrations and hands-on activities helped school learners engage with practical health information. The workshops supported **SDG 3 — Good Health and Well-being** through emergency preparedness and preventive health awareness. Their delivery to school students outside the university also supported **SDG 4 — Quality Education**.



First Aid and Basic Life Support Workshop at Government Secondary School, Maniram

Date: 10 October 2025

MSU conducted a First Aid and Basic Life Support workshop for students and staff at Government Secondary School, Maniram. Topics included wounds, burns, fractures, bleeding, fainting, choking and seizures. CPR demonstrations and hands-on training emphasised immediate assistance before professional medical care becomes available.

The interactive format allowed participants to practise skills and discuss emergency situations, followed by a feedback session. The activity supported **SDG 3 — Good Health and Well-being** by promoting community preparedness and **SDG 4 — Quality Education** by providing practical, university-led learning beyond campus.



National CPR and AED Awareness Programme Across Four Institutions Dates: 2–5 June 2026

MSU's Department of Emergency Medical Technology delivered a four-day CPR and AED awareness programme at Bahai Senior Secondary School, Sonamati Memorial Government Senior Secondary School, Jagriti Rehabilitation Centre and the Block Development Office, Nandok. Sessions covered cardiac emergencies, CPR, automated external defibrillator use and choking management through demonstrations and interactive learning.

The programme reached school students, educators, rehabilitation-centre staff and residents, and government employees. This range of participants provides clear evidence of education for the wider community. The activity supported **SDG 3 — Good Health and Well-being** through emergency-response knowledge and **SDG 4 — Quality Education** through practical learning across community settings.





Health Education Camp at Freedom Rehabilitation Centre, Gangtok

Date: 20 December 2025

MSU's Department of Operation Theatre Technology organised a health camp at Freedom Rehabilitation Centre, Gangtok. Alongside basic screening, residents received counselling on nutrition, hygiene, healthy lifestyles and substance-abuse recovery support. Health education sessions addressed communicable-disease prevention and infection-control practices.

The camp extended preventive health education to residents undergoing recovery and reintegration, with faculty and students participating in counselling and awareness activities. It supported **SDG 3 — Good Health and Well-being** through health guidance and **SDG 4 — Quality Education** by bringing practical learning into a rehabilitation setting.



Eye Health Outreach at Lower Syari Government Secondary School Date: 25 September 2025

MSU's Department of Optometry conducted an eye-screening camp at Lower Syari Government Secondary School, screening **37 individuals**. Activities included vision screening, refraction testing and guidance or referral for identified conditions. The report records eight referrals and describes awareness-building concerning regular eye examinations and preventive eye care.

The educational component helped the school community understand the importance of recognising vision problems and seeking appropriate care. The activity supported **SDG 3 — Good Health and Well-being** through preventive eye-health guidance. Its awareness component for learners, teachers and parents also related to SDG 4 — Quality Education.







Health and Nutrition Camp at Kitam Senior Secondary School Date: 20 September 2025

MSU's Nutrition and Dietetics and Emergency Medical Technology departments jointly organised a health camp at Kitam Senior Secondary School. Approximately **30 students from Classes IX and X** participated. Alongside health and nutritional assessments, students received balanced-diet counselling, guidance on food choices and a demonstration of correct handwashing.

The camp combined practical health information with interactive education on everyday habits. Nutrition guidance supported **SDG 2 — Zero Hunger**, particularly its concern with nutritional well-being, while hygiene and preventive health teaching supported **SDG 3 — Good Health and Well-being**. School-based outreach learning also supported **SDG 4 — Quality Education**.

Diet Counselling for Blood Donors at a Community Blood Donation Camp Date: 17 September 2025

MSU's Department of Nutrition and Dietetics provided personalised dietary counselling to approximately **25 adult donors** during a community blood donation camp on campus. Faculty and final-year students discussed hydration, iron-rich foods, vitamin C combinations, recovery nutrition and appropriate post-donation precautions. Advice included practical food suggestions suited to participants' dietary contexts.

Educational leaflets reinforced the guidance, and counsellors addressed common myths about blood donation and diet. The activity demonstrates outreach education for community participants even though it took place within the university. It supported **SDG 2 — Zero Hunger** through nutrition education and **SDG 3 — Good Health and Well-being** through donor-health guidance.

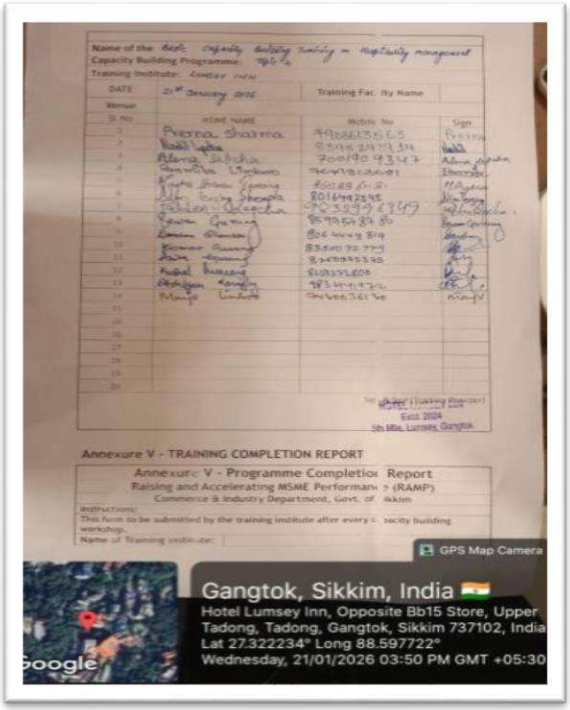
RAMP Hospitality Management Training at Lumsey Inn, Gangtok Date: 21 January 2026

An MSU hospitality resource person delivered a one-day session within a ten-day Hospitality Management Training Programme at Lumsey Inn, Gangtok. Organised under the RAMP scheme, the programme targeted entry-level hospitality trainees and youth aspiring to enter the

sector. The session covered kitchen organisation, equipment, sanitation, food handling and basic food-production tasks through demonstrations and supervised practice.

This contribution extended professional education to external learners and addressed skills relevant to employment. It supported **SDG 4 — Quality Education** through practical vocational learning and **SDG 8 — Decent Work and Economic Growth** through employability-related training. Teaching food safety and hygiene also connected the session with **SDG 3 — Good Health and Well-being**.





Sustainability Literacy

Medhavi Skills University promotes and assesses students' sustainability literacy through awareness campaigns, knowledge assessments and experiential learning activities designed to enhance understanding of the United Nations Sustainable Development Goals (SDGs).

- **Poster Presentation – "Green Vision: A Step Towards a Sustainable Tomorrow" (18 June 2026):** Encouraged students to communicate sustainability concepts and environmental concerns through creative expression.
- **"Discover the SDGs: Awareness and Action" Quiz (5 November 2025):** Organised by the School of Health Science & Technology to assess students' knowledge and understanding of the SDGs.
- **SDG Pledge and Digital Awareness Campaign (20 August 2025):** Organised by the National Service Scheme (NSS) to promote awareness of the SDGs and encourage individual commitment to sustainable development.
- **Herbal Field Survey (11 April 2026):** Provided experiential learning related to plant resources, biodiversity and environmental awareness.

These initiatives support **SDG 4 (Quality Education), SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land)**. The SDG quiz serves as a direct mechanism for assessing students' sustainability knowledge. Quiz results, participation records and, where available, pre- and post-activity assessments can provide supporting evidence of sustainability literacy and changes in students' understanding.

Medhavi Skills University

Student Sustainability Literacy Assessment

Purpose: To assess students', faculty members' and staff members' understanding of all 17 United Nations Sustainable Development Goals (SDGs) and their ability to apply sustainability principles in everyday life and institutional practices.

Name:

Category of Participants (Select any one):

a) **Student**

b) **Faculty Members**

c) **Staff**

Instructions: Answer all 20 questions. Select one correct answer for each question. Each correct answer carries one mark; there is no negative marking.

Suggested duration: 20 minutes

Maximum score: 20 marks

QUIZ

1. **Which initiative most directly addresses SDG 1 — No Poverty?**
   A. Measuring national progress only through average income
   B. Providing social protection and access to essential services for vulnerable households
   C. Offering financial assistance only to people already in formal employment
   D. Replacing all public support with short-term charitable donations

2. **Which approach best supports SDG 2 — Zero Hunger?**
   A. Increasing food production without considering nutritional quality
   B. Expanding food supply while allowing avoidable losses during storage
   C. Prioritising cash crops regardless of local food needs
   D. Combining access to nutritious food with resilient farming and reduced food losses

3. **Which university initiative best supports SDG 3 — Good Health and Well-being?**
   A. Providing preventive health education, mental health support and accessible care
   B. Focusing exclusively on treatment after illness develops
   C. Offering health information only to medical students
   D. Treating physical fitness as the only aspect of well-being

4. **What is the central educational principle of SDG 4 — Quality Education?**
   A. Restricting advanced learning to high-performing students

B. Measuring educational quality only through examination results
C. Ensuring inclusive, equitable quality education and lifelong learning opportunities
D. Replacing practical learning with theoretical instruction

5. **Which action best advances SDG 5 — Gender Equality?**
A. Giving everyone identical support without examining barriers
B. Ensuring equal opportunities, preventing harassment and addressing gender-based barriers
C. Encouraging participation while excluding women from leadership decisions
D. Treating gender equality as relevant only to women's programmes

6. **A community has a new water supply, but testing shows contamination. What best addresses SDG 6 — Clean Water and Sanitation?**
A. Increasing water supply without further testing
B. Advising households to rely permanently on bottled water
C. Measuring success only by the number of installed taps
D. Treating the water, monitoring its quality and ensuring safe sanitation

7. **Which campus energy plan best aligns with SDG 7 — Affordable and Clean Energy?**
A. Improving energy efficiency and expanding affordable renewable energy access
B. Replacing working equipment frequently without checking efficiency
C. Expanding fossil-fuel generation without assessing alternatives
D. Installing solar panels while ignoring unnecessary electricity consumption

8. **Which employment practice best reflects SDG 8 — Decent Work and Economic Growth?**
A. Increasing output through unpaid overtime
B. Expanding jobs without considering workplace safety
C. Providing fair pay, safe working conditions and opportunities for skill development
D. Treating business growth as sufficient evidence of decent work

9. **Which project best supports SDG 9 — Industry, Innovation and Infrastructure?**
A. Building infrastructure without considering future hazards
B. Developing resilient infrastructure and accessible, resource-efficient technologies
C. Supporting innovation only when it benefits large companies
D. Expanding industrial production while ignoring pollution

10. **Which university action best supports SDG 10 — Reduced Inequalities?**
A. Offering all services online without accessibility support
B. Allocating support only to students with the highest family incomes
C. Assuming equal admission rules remove every participation barrier
D. Providing accessible facilities and targeted support for disadvantaged students

11. **Which transport strategy best aligns with SDG 11 — Sustainable Cities and Communities?**

A. Improving accessible public transport, walking routes and safe cycling infrastructure
B. Expanding private vehicle parking as the only transport solution
C. Moving traffic problems into lower-income neighborhoods
D. Designing transport without consulting residents

12. Which purchasing decision best supports SDG 12 — Responsible Consumption and Production?

A. Buying the cheapest item regardless of its lifespan
B. Replacing reusable products with disposable alternatives
C. Considering need, durability, reparability and environmental impacts before purchasing
D. Increasing purchases because recycling facilities are available

13. Which option correctly distinguishes climate mitigation from climate adaptation under SDG 13 — Climate Action?

A. Mitigation prepares for climate impacts; adaptation reduces greenhouse gas emissions
B. Mitigation reduces greenhouse gas emissions; adaptation prepares for climate impacts
C. Both terms refer only to responding after natural disasters
D. Both terms refer only to planting trees

14. How can an inland university contribute to SDG 14 — Life Below Water?

A. Assuming marine protection is relevant only to coastal institutions
B. Disposing of chemicals into drains because the campus is far from the sea
C. Focusing on beach clean-ups while ignoring local waterways
D. Preventing plastic leakage and untreated wastewater from entering rivers

15. Which campus landscaping practice best supports SDG 15 — Life on Land?

A. Protecting habitats and planting suitable native species
B. Replacing diverse vegetation with a single ornamental species
C. Clearing natural areas to simplify grounds maintenance
D. Introducing fast-growing invasive plants for rapid greening

16. Which institutional practice best reflects SDG 16 — Peace, Justice and Strong Institutions?

A. Keeping decision-making procedures confidential in every situation
B. Resolving complaints only through informal personal contacts
C. Maintaining transparent decisions, fair grievance procedures and accountability
D. Allowing influential groups to bypass established rules

17. What makes a collaboration effective under SDG 17 — Partnerships for the Goals?

A. Signing an agreement without assigning responsibilities
B. Establishing shared objectives, clear roles, resources and measurable outcomes
C. Counting partners without assessing their contribution
D. Avoiding information exchange between participating organisations

18. A university buys solar panels. What additional consideration best reflects the interconnected nature of the SDGs?

A. The panels' colour and visibility alone
B. Whether the purchase increases electricity use
C. Whether the project can be evaluated only against SDG 7
D. Supply-chain labour conditions, material sourcing and end-of-life management

19. A campus reports that its total waste increased from 100 tonnes to 120 tonnes, while recycling increased from 20 tonnes to 30 tonnes. Which conclusion is correct?

A. The recycling rate improved, but total waste generation also increased
B. Total waste decreased because more material was recycled
C. Recycling increased, so waste prevention is no longer necessary
D. The figures prove that overall environmental impacts decreased

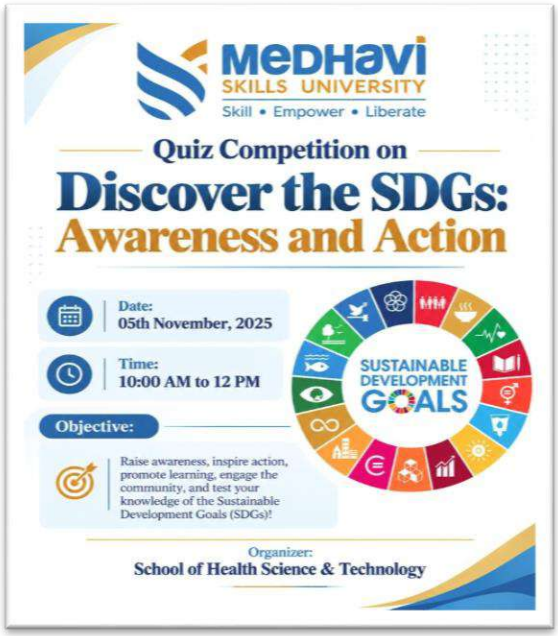
20. Which method best measures improvement in students' sustainability literacy after an educational programme?

A. Counting attendance at sustainability events
B. Recording the number of posters displayed on campus
C. Comparing matched baseline and follow-up knowledge and application scores
D. Asking organisers whether the programme was successful

Administrator's Answer Key

Question	Correct answer	SDG or competency assessed
1	B	SDG 1 — No Poverty
2	D	SDG 2 — Zero Hunger
3	A	SDG 3 — Good Health and Well-being
4	C	SDG 4 — Quality Education
5	B	SDG 5 — Gender Equality
6	D	SDG 6 — Clean Water and Sanitation
7	A	SDG 7 — Affordable and Clean Energy
8	C	SDG 8 — Decent Work and Economic Growth
9	B	SDG 9 — Industry, Innovation and Infrastructure
10	D	SDG 10 — Reduced Inequalities
11	A	SDG 11 — Sustainable Cities and Communities
12	C	SDG 12 — Responsible Consumption and Production
13	B	SDG 13 — Climate Action
14	D	SDG 14 — Life Below Water
15	A	SDG 15 — Life on Land
16	C	SDG 16 — Peace, Justice and Strong Institutions
17	B	SDG 17 — Partnerships for the Goals
18	D	Systems thinking and connections between SDGs
19	A	Sustainability data interpretation: recycling rates rise from 20% to 25%, while total waste rises by 20%
20	C	Measuring learning outcomes


MEDHAVI
SKILLS UNIVERSITY
Skill • Empower • Liberate
SDG Pledge and
Digital Awareness
Campaign
Awareness • Action • Participation
SUSTAINABLE
DEVELOPMENT
GOALS
Objectives
Increase awareness about the Sustainable Development Goals (SDGs)
Inspire students & staff to take the SDG pledge
Encourage critical thinking on real-world challenges
Promote active participation towards a more sustainable future
Date:
20th August, 2025
Time:
09:00 AM to 12:00 PM
Eligibility:
Open for all students and staff
Organised by:
National Service Scheme (NSS), Medhavi Skill University


MEDHAVI
SKILLS UNIVERSITY
Skill • Empower • Liberate
Quiz Competition on
Discover the SDGs:
Awareness and Action
Date:
05th November, 2025
Time:
10:00 AM to 12 PM
SUSTAINABLE
DEVELOPMENT
GOALS
Objective:
Raise awareness, inspire action, promote learning, engage the community, and test your knowledge of the Sustainable Development Goals (SDGs)!
Organizer:
School of Health Science & Technology

"Great goals are achieved when knowledge, skills, industry, institutions, and communities work together. Medhavi Skills University believes in the power of meaningful partnerships to transform ideas into action and create lasting impact for a more sustainable future."

Medhavi Skills University

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