



17.4.2. SPIHER's Dedicated Courses Addressing Sustainability and the SDGs

St. Peter's Institute of Higher Education and Research (SPIHER) is strongly dedicated to promoting sustainability and embedding the United Nations Sustainable Development Goals (SDGs) into every aspect of its academic and research framework. Through specialized degree programs, elective courses, research initiatives, and community engagement projects, SPIHER ensures that students gain the knowledge, skills, and values needed to address global sustainability challenges and contribute effectively to achieving the SDGs.

1. Elective Courses Promoting SDG Awareness:

Beyond specialized programs, SPIHER offers elective courses that incorporate sustainability themes across various disciplines. These electives ensure that all students, regardless of their major, develop an understanding of sustainability concepts and their global significance.

- **Sustainable Development and Climate Change:** Focused on SDG 13 and SDG 11, this course explores climate science, policy, and resilience strategies through case studies and international frameworks.
- **Environmental Economics:** Linked to SDG 12 and SDG 7, this course examines the economic aspects of sustainability, including policies, market mechanisms, and green growth strategies.
- **Sustainable Agriculture and Food Security:** Offered by the Department of Biotechnology, this course addresses SDG 2 through the study of organic farming, sustainable food systems, and the use of biotechnology in ensuring food security.
- **Social Sustainability and Development:** Offered by the Department of Social Sciences, this elective explores SDG 1, SDG 5, and SDG 10, encouraging students to examine issues of poverty, gender equality, and social justice in sustainable development.

2. Interdisciplinary Learning for Sustainable Solutions:

SPIHER promotes collaboration across disciplines, recognizing that sustainable development requires integrated approaches.

- Engineering and Life Sciences students work together on renewable energy and environmental innovation projects.
 - Management students focus on corporate sustainability, ethical leadership, and green business models.
- This interdisciplinary environment encourages systems thinking and creative problem-solving, helping students design sustainable solutions that balance economic, environmental, and social dimensions.

3. Research and Innovation for the SDGs:

Research is a cornerstone of SPIHER's sustainability efforts. Faculty and students are actively engaged in projects aligned with global and national sustainability goals, including:

- Climate change mitigation and adaptation
- Biodiversity and ecosystem restoration
- Sustainable urban development and green infrastructure
- Renewable energy innovations
- Public health and sustainable communities

Many of these initiatives are conducted in collaboration with local governments, NGOs, and research partners to ensure meaningful community impact and real-world application.

4. Community Engagement and Experiential Learning:

SPIHER believes in learning through action. Students participate in community-based projects, internships, and fieldwork related to sustainability.

- Initiatives include water conservation drives, waste management programs, renewable energy projects, and community health awareness campaigns.
- Collaborations with government bodies, NGOs, and international organizations provide students with valuable exposure and hands-on experience in implementing the SDGs. Through these experiences, students develop empathy, leadership, and a practical understanding of sustainable development.

Conclusion:

By embedding sustainability across its academic, research, and community initiatives, St. Peter's Institute of Higher Education and Research (SPIHER) nurtures environmentally and socially responsible graduates. The university's integrated approach empowers students to become thoughtful, innovative, and globally aware leaders who drive positive change and contribute to building a more sustainable and equitable future.

Evidence of course addressing sustainability

Department: Political Science

Subject code: 23PS270

Subject Name: SUSTAINABLE DEVELOPMENT GOALS

Semester: V (23 Regulation)

The Course on Sustainable Development Goals (SDGs) is designed to enhance students' understanding of global sustainability challenges and strengthen their capacity to contribute to

international development efforts. In alignment with SDG 17.4.2, which emphasizes capacity-building, global cooperation, and fostering a shared vision for sustainability, this course equips learners with the knowledge and skills needed to actively engage with the SDG framework.

The course provides a comprehensive introduction to all 17 SDGs, focusing on their interconnected nature and their relevance to social, economic, and environmental well-being. Students explore case studies, global initiatives, national strategies, and institutional best practices that demonstrate how partnerships and coordinated actions can address complex global issues.

SYLLABUS FOR SUSTAINABLE DEVELOPMENT GOALS

23PS270	SUSTAINABLE DEVELOPMENT GOALS	L	T	P	C
		3	1	0	2

COURSE OBJECTIVES:

The main objectives of this course are to:

CO1: Enable the students to understand the concepts of Sustainable development goals

CO2: Learn about the strategies to utilize the existing resources to the fullest.

CO3: Assess the challenges to implementation SDGs

CO4: Illustrate the initiatives of government and world countries to achieve the goals

CO5: Summarise economic development, political development and societal development to SDGs.

UNIT 1: 6 Hrs

Sustainable Development Goals: introduction, meaning and its significance-
Three areas of sustainable Development: Growth, Social Inclusion and
Environmental Protection.

UNIT 2: 6 Hrs

Economic Development- Incomes around the world- Urban/ rural inequality-
Income inequality within countries- measuring wellbeing

UNIT 3: 6 Hrs

From MDG to SDGs: agenda 2030- introduction to Sustainable development-
environmental threats- planetary boundaries- living within limits: energy,
agriculture, industries.

UNIT 4: 6 Hrs

Human Rights and Gender Equality- The Ethics of Wealth, Poverty, and
Inequality- Major UN Covenants and Declarations -Divided Societies -Forces of
Widening Inequalities- Gender Inequity

UNIT 5: 6 Hrs

The Proposal for Sustainable Development Goals- The Sustainable Development
Goals -Goal-Based Development- Financing for Sustainable Development-

Multiplier Text Book:

• N. Gregory Mankiw (2010):Macroeconomics, 7th edition, Cengage Learning India
Private Limited, New Delhi Page 36 of 49

Reference Book:

• Richard T. Froyen (2005): Macroeconomics, 2nd Edition, Pearson Education Asia,
New Delhi.

CO-PO Mapping

CO-PO MAPPING MATRIX:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	3	3	3	3	2
CO3	3	3	2	3	3
CO4	2	3	2	2	3
CO5	2	2	3	2	3
Average	2.1	2.4	2.2	2.3	2.1
3 – Highly Correlated, 2 – Moderately Correlated, 1 – Slightly Correlated, 0 – No Correlation					

Through interactive modules, seminars, and collaborative projects, the course promotes teamwork, critical thinking, and cross-disciplinary engagement—essential elements of SDG 17. Learners also participate in group discussions, community outreach activities, and problem-solving exercises that simulate real-world global partnerships.

By completing this course, students develop enhanced sustainability literacy, gain exposure to international development practices, and become capable of contributing to collaborative efforts at local, national, and global levels. Ultimately, the course strengthens institutional capacity for SDG implementation and nurtures responsible citizens committed to global cooperation.



UNIT - I											
Course Objectives: To conduct discussions, becoming a leading center of excellence committed to achieving the United Nations Sustainable Development Goals through research, community engagement and sustainable practices.											
No.	Planned Period(s)	Topics Covered	Blooms Level	SDG	Teaching Technique	Resource	COs	POs	PSOs	Executed Date	period
1	1	Introduction to SDGs	2 4	1	R3	1 7 2	4/07	5			
2	1	What is economic, environmental and social growth	2 8	1	T3	1 6 1	7/07	2			
3	1	Importance of sustainable development	2 8	1	T3	1 6 2	8/07	1			
4	1	History of SDGs	2 4	1	T3	1 7 2	11/07	1			
5	1	Introduction of UNEP	2 8	1	R3	1 6 1	17/07	1			
6	1	Brundtland commission	2 4	1	T2	1 7 1	23/07	1			
7	1	Learning and analyse the round by SDG.	2 4	1	W1	4 3	23/07	4			
8											
9											
10											
11											
12											
Course Outcome: Demonstrate understanding of the historical evolution of definitions and global milestones.											
Deviations If any:											
Assessment Component: 17 SDGs and its Importance.											

Explores the multi-dimensional aspects of
SD the current global and regional challenges.

[illegible]

UNIT - 3
Course Objectives: *assess the challenges of implementation SDGs*

[illegible]

Course Outcome: ensures inclusive governance under legal framework and addresses barriers to reduce inequalities

Deviations If any:

Assessment Component:

Assessment Component: *MRGs and the Important in SDGs*

UNIT - 4

Course Objectives: *economic development, political development and societal development to SDGs*

No.	Planned Period(s)	Topics Covered	Blooms Level	SDG	Teaching Technique	Resource	COs	POs	PSOs	Executed Date	period
1	1	Human Rights and genders	3	4	1	R ₃	1	2	2	19/09	5
2	1	the ethics of welfare	2	2	1	W ₁	1	2	1	20/09	2
3	1	Poverty and Inequality	2	1	1	T ₂	1	6	2	21/09	1
4	1	Divided Societies	1	1	1	S ₂	1	5	2	22/09	1
5	1	roles of widening	2	2	1	T ₁	2	4	2	23/09	1
6	1	gender inequality.	3	1	1	R ₃	1	6	1	24/09	4
7											
8											
9											
10											
11											
12											

Course Outcome: *Strengthen institutional capacity and builds effective Public-private collaborations (P.A.O.s)*

Deviations If any:

Assessment Component:

gender Rights and Basic Human Rights.

UNIT - 5

Course Objectives: enable the students to understand the concepts of Sustainable Development Goals.

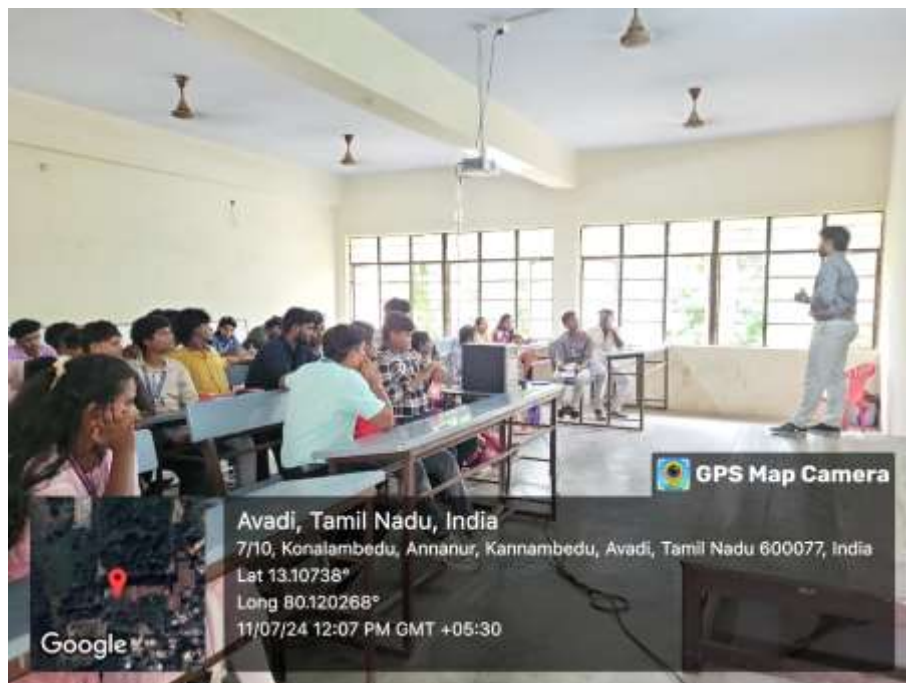
No.	Planned Period(s)	Topics Covered	Blooms Level	SDG	Teaching Technique	Resource	COs	POs	PSOs	Executed Date	period
1	1	The Proposal for Sustainable	3	4	1	R ₃	1	7	2	01/09	5
2	1	The Sustainable Development	4	2	1	W ₁	1	2	2	02/09	2
3	1	Goal Based Development	2	1	1	T ₁	1	1	1	03/09	1
4	1	Financing for SDGs	1	1	1	W ₂	1	5	1	07/09	1
5	1	Principles of good governance	1	2	1	T ₁	1	4	2	08/09	1
6	1	Development feasible	2	1	1	W ₁	1	2	1	11/09	4
7											
8											
9											
10											
11											
12											

Course Outcome: Promotes innovative governance system.

Deviations If any:

Assessment Component:

Pov of a SDG in the India.



SPIHER faculty engaged in teaching Sustainable Development Goals

Conclusion:

The introduction of dedicated courses addressing Sustainability and the SDGs demonstrates the institution's strong commitment to fostering an informed, responsible, and future-ready learner community. These courses equip students with the knowledge, analytical skills, and value-based perspectives needed to understand complex global challenges and contribute meaningfully to sustainable development.

By embedding SDG-focused content within academic frameworks, the institution strengthens capacity building, encourages interdisciplinary thinking, and aligns educational outcomes with global priorities. Such initiatives directly support SDG 17.4.2 by promoting structured learning pathways, enabling students to apply sustainability principles in real-world contexts, and nurturing a generation of socially conscious leaders. Overall, these dedicated courses serve as a vital platform for driving awareness, inspiring action, and broadening the institution's impact in advancing the SDGs at both local and global scales.