



KALASALINGAM
ACADEMY OF RESEARCH AND EDUCATION
(DEEMED TO BE UNIVERSITY)
Under sec. 3 of UGC Act 1956. Accredited by NAAC with "A++" Grade



THE - Impact Rankings 2026



Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development

17.4.1 Education for SDGs commitment to meaningful education

1. Institutional Commitment to Meaningful Education on SDGs

Kalasalingam Academy of Research and Education (KARE) demonstrates a strong institutional commitment to meaningful education for the Sustainable Development Goals (SDGs) by embedding sustainability concepts throughout the academic experience.

The institution integrates sustainability and SDG themes across programmes through:

- **Development of multidisciplinary courses** that address SDGs from engineering, science, technology, humanities, and management perspectives.
- **Collaboration between academic departments** to ensure students encounter SDG-related content in multiple contexts.
- **Service-learning and community-based learning**, linking classroom knowledge with real-world societal challenges aligned to SDGs.
- **Partnerships with NGOs, government agencies, and industry**, providing students hands-on exposure to SDG-focused projects, fieldwork, and solution development.

This approach supports SDG 4.7, which promotes education for sustainability, global citizenship, and human well-being.

2. SDG Education Through Common Courses (Applicable to All Students)

As part of its commitment, KARE ensures all undergraduate students receive foundational SDG-aligned education through mandatory common courses offered across disciplines.



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Institution-Wide Common Courses

- **Environmental Engineering** – inculcates awareness of environmental sustainability, pollution control, resource management, and ecological responsibility (SDGs 6, 7, 11, 12, 13).
- **Professional Ethics** – introduces ethical decision-making, social responsibility, and human values (SDGs 4, 5, 10, 16).

These courses are required for all UG programmes, ensuring that *every student* receives a minimum level of SDG-related exposure.

Environmental Engineering / Ethics Syllabus

<https://drive.google.com/file/d/1rPLasnAjlxDfnNwqUsKJdQ0FCrkuOcGI/view>

Discipline-Specific Integration

While the courses are common across programmes, the syllabus is tailored to suit engineering, science, and liberal arts contexts—for example:

- Engineering students focus on environmental management systems, industrial impacts, pollution mitigation.
- Science students study ecosystem processes, climate science, and sustainable resource use.
- Arts and humanities students study ethical behaviour, global citizenship, and SDG-based social development.

This ensures relevant, contextual, meaningful SDG education irrespective of the programme of study.

3. Implementation of SDG education

KARE implements SDG education through:

- Compulsory SDG-linked courses across all programmes
- Annual sustainability and environmental awareness activities



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- Village adoption / community engagement programmes
- Green campus initiatives involving students
- SDG workshops, seminars, and Faculty Development Programmes

SDG Education Policy

Policy available in University Website:

<https://www.kalasalingam.ac.in/wp-content/uploads/2025/11/SDG-Education-Policy.pdf>

Curriculum Framework with SDG Courses

Kalasalingam Academy of Research and Education (KARE) integrates the principles of sustainable development into its academic ecosystem through a structured and inclusive curriculum framework. The University ensures that all students gain essential knowledge, skills, and values relating to the United Nations Sustainable Development Goals (SDGs) by embedding sustainability concepts into common courses, programme core courses, electives, and experiential learning components.

The Curriculum Framework with SDG Courses outlines how SDG-aligned education is incorporated across undergraduate and postgraduate programmes, demonstrating KARE's commitment to SDG 4.7 (Education for Sustainable Development) and SDG 17 (Partnerships for Goals).

1. Core Principles of the Framework

The framework is based on the following principles:

1. Universal SDG Exposure: All students must complete at least one or more courses explicitly aligned with sustainability and SDG learning outcomes.
2. Interdisciplinary Approach: Sustainability topics integrated across engineering, science, humanities, and management programmes.
3. Curricular + Co-curricular Integration: Classroom teaching supported by practical, project-based, community-based, and service-learning activities.
4. Outcome-Based Education (OBE) Mapping: Course Outcomes (COs) mapped to relevant SDGs, Programme Outcomes (POs), and Graduate Attributes.



5. Continuous Assessment: Evaluation through assignments, projects, case studies, and SDG literacy assessments.

2. SDG-Aligned Common Courses for All Students (University-Wide)

These foundational courses embed sustainability concepts for every undergraduate programme:

Course Title	Course Code	Nature	SDGs Addressed
Environmental Studies / Environmental Engineering	(Common Course)	Mandatory	SDG 6, 7, 11, 12, 13
Professional Ethics	(Common Course)	Mandatory	SDG 4, 5, 10, 16
Life Skills / Soft Skills	(Common Course)	Mandatory	SDG 3, 4, 8
Universal Human Values	(Common Course)	Mandatory	SDG 4, 16
Constitution of India & Values	(Common Course)	Mandatory	SDG 16
Community Engagement / Social Service	(Common Course / Activity)	Mandatory	SDG 1, 3, 11, 17

These ensure that 100% of students receive basic SDG education.

3. Programme-Specific SDG Courses (Engineering, Science, Arts, Management)

Many departments include SDG-focused or SDG-linked courses:

Engineering

- Sustainable Engineering
- Renewable Energy Systems
- Wastewater Management
- Green Buildings and Infrastructure
- IoT for Smart Cities
- Environmental Impact Assessment

Science

- Climate Science
- Ecology & Biodiversity
- Environmental Chemistry



- Sustainable Materials

Management

- Corporate Social Responsibility (CSR)
- Business Ethics
- Sustainable Business Models

Arts & Humanities

- Gender Studies
- Social Problems & Welfare
- Rural Development Studies

Each of these courses includes CO–SDG mapping documented in departmental syllabi.

4. Mapping of Courses to SDGs (Sample Matrix)

Course	SDG 3	SDG 4	SDG 6	SDG 7	SDG 10	SDG 11	SDG 12	SDG 13	SDG 16	SDG 17
Environmental Engineering			X	X		X	X	X		
Professional Ethics	X	X			X				X	
Community Engagement	X	X			X	X	X		X	X
Sustainable Engineering		X	X	X		X	X	X		
Climate Science	X	X		X				X		

5. Experiential & Co-Curricular SDG Components

To enhance sustainability literacy and application, KARE incorporates:

Mandatory Components

- Community service (NSS, UBA, village adoption)
- Green campus activities
- SDG project/internship components



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Project-Based Learning

- Real-world sustainability problem statements
- Multidisciplinary design projects
- Social innovation challenges

6. Assessment Aligned with SDGs

Assessment methods include:

- SDG-focused assignments
- Sustainability case studies
- Community project reports
- Digital portfolios
- Prototype development
- Reflection journals

These ensure measurable outcomes for SDG education.