

# The SDG Accord

*The University and College Sector's Collective Response to the Global Goals*

## Education for Sustainable Development through Community-Academia Partnership



**LEARN. LEAD.**

### DATTA MEGHE

INSTITUTE OF HIGHER  
EDUCATION & RESEARCH

(DEEMED TO BE UNIVERSITY)

NAAC A++ (CGPA 3.78)

#### SDG focus

- ☒ Goal 1 - No poverty
- ☒ Goal 3 - Good health and wellbeing
- ☒ Goal 10 - Reduced inequalities

#### What did you do?

DMIHER (DU) has introduced 'Community based learning', in all its academic programs, through Comprehensive Community Health program (CHCP) within curriculum and community oriented Social welfare activities beyond curriculum through 11 student clubs. These initiatives are reflected in the annual academic calendar and are an integral component of continuous Internal assessments. CHCP is a longitudinal flagship program whereby students are posted in an interdisciplinary team of team of Medicine, Dentistry, Ayurveda, Physiotherapy, Nursing, and Allied Health Sciences to adopted villages with clearly defined objectives. Student club initiatives essentially involves community oriented social activities, health check-up camps and awareness programs in local schools, industries, and public spaces which is supported National Service Scheme (NSS). The Student Welfare Cell, operating across all 15 constituent units, through the 11 student clubs, have led impactful campaigns on cancer prevention, organ donation, oral health, and climate literacy. Events such as World TB Day, World Environment Day, Earth Day, Diabetes Day, and Pride Month reflect DMIHER's commitment to a broad spectrum of SDGs (1, 2, 3, 4, 5, 6, 7, 12, 13).

Through these curricular and beyond curricular community based experiential learning opportunities, every student of DMIHER gets real world insights about addressing SDG 1, SDG 2, SDG3, SDG6, SDG7, SDG13 and SDG 14 and contribute towards 'Global partnership' by focussing on health and well-being of marginalised group, reduce inequalities and spread awareness about sustainable practices.



**Image:** Education for Sustainable development through Community-Academia Partnership, A DMIHER Initiative

## **What were the benefits and outcomes?**

### **For the Community**

1. DMIHER's community outreach through CHCP program has offered sustained access to promotive, preventive, and curative services for over 64,000 beneficiaries. Health camps reached 90,000+ individuals, with nearly 40% receiving referrals to higher care.
2. Awareness drives by students across schools, Anganwadi centers, orphanages, industrial units, and public spaces empowered families to adopt preventive health practices. Campaigns such as World TB Day, Oral Hygiene Rallies, and Diabetes Walkathons educated thousands on early detection, hygiene, nutrition, and chronic disease management.
3. Students initiatives viz Swachh Bharat Abhiyan, Tree Plantation Drives, and World Environment Day observances promoted grassroots sustainability. Students and local NGOs collaborative activities on waste management, plastic reduction directly contributed towards SDGs 6 (Clean Water and Sanitation), 12 (Responsible Consumption), and 13 (Climate Action).
4. Health insurance outreach enabled 44,605 families, covering over 1 lakh individuals, to access public insurance schemes like Ayushman Bharat and MJPJAY, providing critical financial protection.
5. A series of compassionate initiatives e. g Charity Street by distribution of warm clothing and blankets, provision of essential health education to support the underprivileged population, and donation drives during festivals for the orphaned children by distributing clothes, gifts, and essential items provided essential resources and emotional support to vulnerable populations.

### **For the Students**

1. Through CHCP and Family Adoption Program, students moved beyond classrooms into experiential learning in villages, schools, hospitals, and public spaces—where they engaged with families, taught children, counselled patients, and participated in health, social, and climate-related campaigns, building skills in systems thinking, empathy, communication, and leadership.
2. Through the Student Welfare Cell's clubs and NSS chapters, students led initiatives on climate action, gender equality, oral health, and public health education. These roles cultivated leadership, creativity, and initiative-taking—essential traits for sustainable professional practice.
3. By integrating SDG-aligned community work into their academic journey, DMIHER students are being shaped into globally competent, locally relevant health and allied health professionals.
4. Two postgraduate students from DMIHER secured first rank in the National Level Essay and Collage Competition on the Family Adoption Program, organized by the National Medical Commission (NMC), India. In addition, five students had their collages published in the official NMC booklet, and notably, the cover page design of the booklet was also created by DMIHER students reflecting national-level recognition.

### **For the Institution**

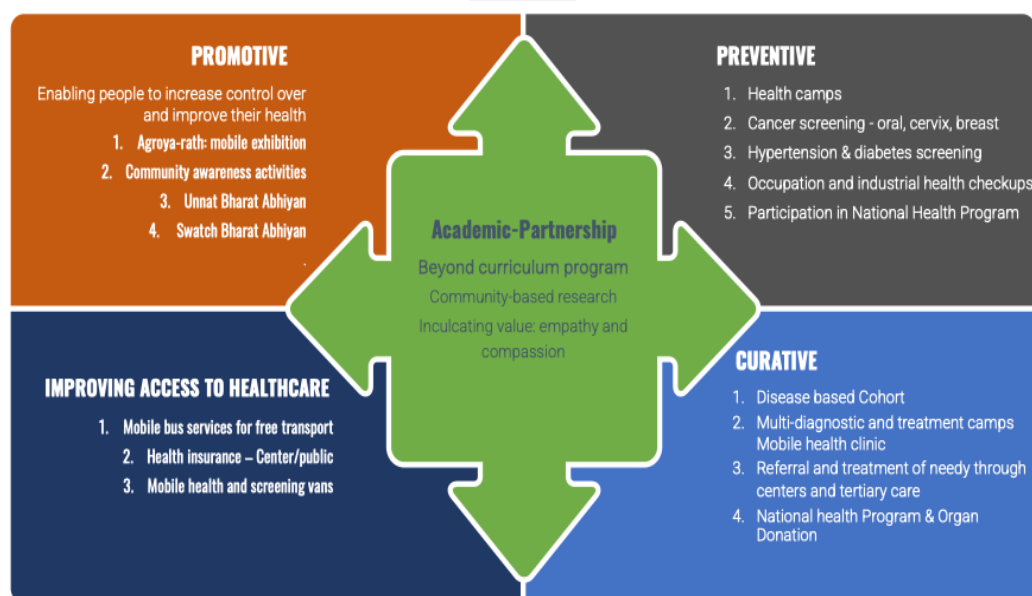
1. DMIHER's Community Health and Family Adoption Programs have embedded sustainability deeply within academic learning. These initiatives reflect a commitment to long-term,



community-centered education, aligned with NEP 2020 and the Education for Sustainable Development (ESD) framework.

2. DMIHER's Comprehensive Community Health Program (CHCP) and Family Adoption Program, both of which are student-led, were nationally recognized for their impact with the Institutional Social Responsibility Award 2024 by the Federation of Indian Chambers of Commerce and Industry (FICCI).
3. In the Times Higher Education Impact Rankings 2024, DMIHER achieved 15th globally and 3rd in India for SDG 3: Good Health and Well-being, 7th in India for SDG 4: Quality Education, 4th in India for SDG 5: Gender Equality, demonstrating its sustained commitment to the UN Sustainable Development Goals (SDGs) through education, outreach and equity.

## APPROACH & ACTIVITIES



### Glimpses of the activities



**Image:** Planting sapling under mission LIFE



**Image:** World Health Day

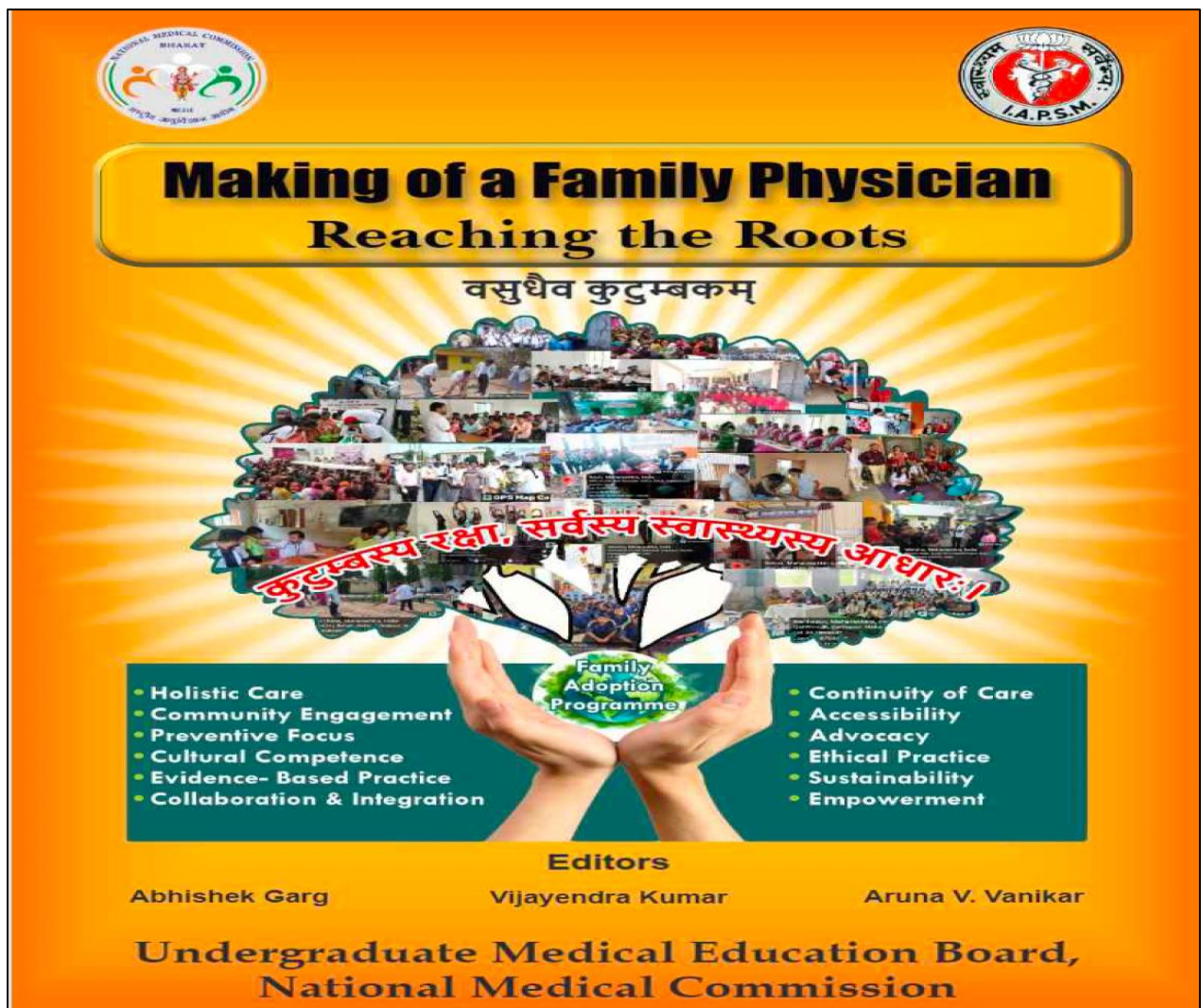


**Image:** Diwali Celebrations with underprivileged kids





**Image:** Charity Street - Donation Drive



**Image:** Cover Page of Undergraduate Medical Education Board, National Medical Commission Designed by Students of DMIHER

**What barriers or challenges did you encounter in embedding sustainability into your learning and teaching practice and how did you overcome them?**

### **1. Resistance from the Community or Families**

Initially, community members were hesitant to engage with students or doubtful about the continuity of services.

*Solution:* Trust-building was emphasized through repeated visits, involvement of local leaders, and assigning the same students to the same families for consistency and rapport.

### **2. Time and Curriculum Integration**

Integrating extended fieldwork and sustainability-linked activities within already packed academic schedules was challenging.

*Solution:* Activities were embedded within credit-based experiential modules, such as SDL and Case-Based Learning (CBL), aligning with the NEP 2020 and competency-based education models.

### **3. Ensuring Student Engagement Over Time**

Maintaining consistent student motivation and commitment to long-term community work, especially across semesters and clinical postings, was a challenge. *Solution:* Faculty mentors were assigned to track engagement and reflection sessions, student recognition and portfolio documentation were introduced to further enhance the engagement.

### **What are your conclusions and recommendations for others?**

The Comprehensive Community Health Program, Family Adoption Program, and community-based initiatives at DMIHER have demonstrated that sustainability can be meaningfully embedded into learning and teaching. From rural health visits to organ donation drives and environmental campaigns, the integration of academics and sustainability can be achieved.

#### **Recommendations:**

- Student Welfare Cell can be pivotal in sustaining outreach and advocacy campaigns,
- Long-term engagement with adopted villages builds trust and real impact.
- Mentorship, scheduling, and transport must be institutionally backed to ensure consistency.
- Align with national frameworks like NEP 2020 to institutionalize the program and measure learning outcomes effectively.

#### **Web link to further information:**

- [Student Volunteering Activities DMIHER](#)
- [SDG Annual Report](#)