



**SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH
(SDUAHER)**

SUSTAINABLE DEVELOPMENT GOAL 4 REPORT

Academic Year 2023-24

**4 QUALITY
EDUCATION**



INTRODUCTION TO SDG 4: QUALITY EDUCATION

Sustainable Development Goal 4 seeks to ensure inclusive, equitable, and quality education for all while promoting lifelong learning opportunities. As a health sciences university with a strong community orientation, Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) contributes directly to this global mandate by offering medical, nursing, and allied health sciences education that is competency-based, ethical, and responsive to societal needs.

SDUAHER's educational responsibility extends far beyond training healthcare professionals. It includes strengthening public health literacy, contributing to school-level education, developing the local workforce, aiding first-generation learners, and improving access to health-related knowledge among rural communities.

SDUAHER's vision and mission emphasize compassion in service, excellence in medical education, and community welfare. These principles align closely with the objectives of SDG 4 and guide the University in providing quality education that impacts society positively.



INSTITUTIONAL COMMITMENT TO INCLUSIVE AND EQUITABLE EDUCATION

SDUAHER upholds a strong institutional commitment to inclusive education anchored in its governing principles. The University's educational philosophy is rooted in promoting academic excellence, social responsibility, and moral integrity. A structured academic governance system ensures that curricula, teaching practices, and outreach initiatives remain aligned with national frameworks and global educational standards.

The institution's quality education strategy includes:

- Competency-based curriculum implementation
- Continuous quality improvement through the Internal Quality Assurance Cell
- Adoption of student-centred learning methods
- Regular faculty development programmes
- Open access to educational resources
- Focus on underserved communities and educational equity

These commitments ensure that the University's programmes are not only academically rigorous but also socially meaningful and accessible.

ENSURING ACCESS TO QUALITY HEALTH-SCIENCE EDUCATION (UN SDG Target 4.3)

Access to quality health-science education is central to SDUAHER's mission. The University ensures that students from diverse social, economic, and geographic backgrounds can pursue medical and allied health sciences education through transparent admission processes and multiple entry pathways.

The University adheres to national admission systems (NEET UG & PG), ensuring fairness and accessibility. For programmes where internal admissions are permitted, SDUAHER encourages applicants from a variety of backgrounds, including rural and semi-urban areas.

Every enrolled student undergoes:

- Competency-based training as per National Medical Commission and statutory councils
- Early clinical exposure in R.L. Jalappa Hospital and Research Centre
- Skill-based laboratory training in modern simulation labs
- Community postings in villages and schools
- Structured teaching-learning sessions with feedback mechanisms

These processes ensure that students receive comprehensive, ethically grounded, and community-responsive training.



SUPPORTING STUDENTS FROM DIVERSE AND DISADVANTAGED BACKGROUNDS (UN SDG Target 4.5)

SDUAHER places strong emphasis on equitable access and educational mobility. A significant proportion of students come from rural, economically weaker, and first-generation backgrounds.

As per institutional data:

- 321 students were newly enrolled during the reporting period
- 87 of them were first-generation learners (approximately 27 percent)
- Total student strength across all programmes: 1,996

These numbers demonstrate SDUAHER's role in promoting social mobility by enabling learners from disadvantaged backgrounds to enter the health-care workforce.

Supportive measures include:

- Academic mentoring programmes
- Personal counselling through mentor–mentee systems
- Remedial classes and skill-support sessions
- Peer-learning groups
- Accessible grievance redressal channels

These mechanisms help ensure that students from disadvantaged backgrounds are not only admitted but also supported throughout their academic journey.

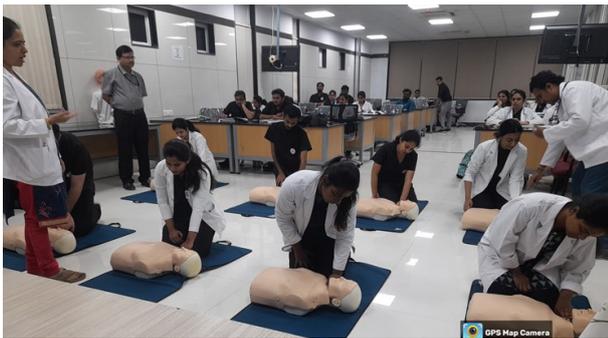


ACADEMIC INFRASTRUCTURE AND LEARNING RESOURCES (UN SDG Target 4.A)

SDUAHER provides modern, well-equipped educational infrastructure that meets global standards in health-science education. These include:

- Digital classrooms with integrated teaching tools
- Central library with e-resources, journals, and learning spaces
- Anatomy Museum with over 450 specimens for public and student learning
- Forensic Science Laboratory offering demonstration-based sessions
- Skill and Simulation Laboratories for hands-on training
- Clinical training units within R.L. Jalappa Hospital
- ICT-enabled learning centres
- D-Space Digital Repository for online access to academic documents

These facilities provide students, faculty, and community learners with opportunities for experiential learning. External visitors, including school and college groups, have free access to many of these resources as part of SDUAHER's educational outreach.

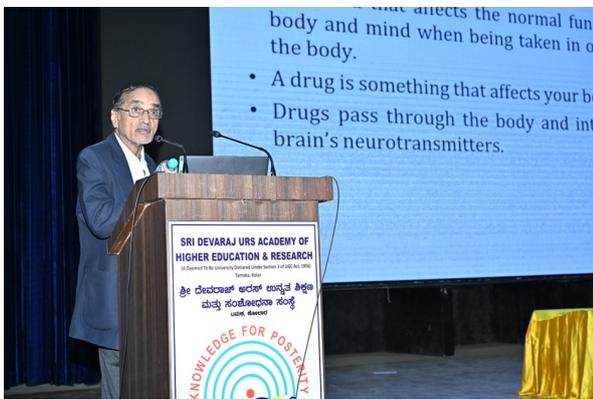


PROMOTING LIFELONG LEARNING AND CONTINUING EDUCATION (UN SDG Target 4.3 and 4.7)

SDUAHER fosters lifelong learning by offering a wide range of educational activities that extend beyond formal degree programmes. These include:

- Continuing Medical Education (CME) programmes for doctors
- Continuing Nursing Education (CNE) sessions for nursing professionals
- Capacity-building sessions for allied health practitioners
- Public-facing awareness sessions and skill-development programmes
- Demonstration-based education in museums and labs
- Seminars on disease prevention, healthy lifestyles, and mental health

Through these activities, adults from diverse educational backgrounds gain access to structured learning opportunities that improve skills and health literacy.



TEACHER EDUCATION, TRAINING, AND DEVELOPMENT (UN SDG Target 4.C)

During the reporting period, 454 graduates from SDUAHER acquired teaching-related training and qualifications, enabling them to contribute to the pool of skilled healthcare educators. These programmes included:

- Pedagogy workshops
- Clinical teaching methodology sessions
- Training on student assessment techniques
- Modules on professionalism and ethics in teaching
- Instructional design and educational psychology

These initiatives equip graduates to function effectively as faculty members and trainers in medical, nursing, and allied health institutions across the country.

OPEN AND ACCESSIBLE EDUCATIONAL RESOURCES (UN SDG Target 4.7)

SDUAHER strongly supports open access to education for the wider community. Major open-access initiatives include:

- Free access to the D-Space Institutional Repository for academic materials
- Public entry into Anatomy Museum, Forensic Lab, and Skill Labs
- Community health volunteers' training modules
- Free online educational videos, lectures, brochures, and public health materials
- Demonstration-based sessions for school and college groups
- Public outreach sessions conducted by faculty and students
- Learning Management Systems for digital lectures
- Online assessment tools
- ICT-enabled seminar rooms
- E-library resources and online journals
- Virtual demonstrations and skill videos
- Digital repositories of case presentations, interactive modules, and logbooks

Digital literacy programmes are regularly conducted for students, interns, and community participants, supporting SDG 4's goal of enhancing technology-related skills.





COMMUNITY EDUCATION, OUTREACH, AND HEALTH LITERACY (UN SDG Target 4.7 and 4.B)

SDUAHER delivers extensive educational outreach programmes in collaboration with local schools, rural communities, and public stakeholders. Activities include:

- Nutrition education sessions for schoolchildren and women's groups
- Maternal and child health education
- Hearing screening and speech-therapy awareness sessions in special schools
- Eye and general health camps
- Adolescent awareness programmes
- Environmental health and hygiene education
- Demonstration classes for ASHA workers and community volunteers

Departments such as Community Medicine, Physiotherapy, Audiology, and Nursing actively participate in conducting these sessions.

These programmes help improve community health literacy and align with SDG 4's emphasis on education for sustainable development.



EQUITY, INCLUSION, AND NON-DISCRIMINATION IN EDUCATION (UN SDG Target 4.5)

SDUAHER ensures equitable and non-discriminatory access to education through multiple institutional mechanisms:

- Equal Opportunity Cell
- Disability support provisions and accessible infrastructure
- Gender sensitisation programmes
- Grievance redressal mechanisms
- Awareness programmes on respectful and inclusive behaviour

The University promotes an environment where learners from all backgrounds feel supported, respected, and included.



RESEARCH, INNOVATION, AND KNOWLEDGE GENERATION IN EDUCATION (UN SDG Target 4.7)

SDUAHER encourages educational research, especially in health-science teaching and community education methods. Faculty and students engage in:

- Research on competency-based education
- Public health education module development
- Community learning models
- Innovations in simulation-based teaching
- Assessment method research
- Interprofessional education research

These activities contribute to the broader scientific understanding of education and improve teaching-learning processes.

INSTITUTIONAL PARTNERSHIPS STRENGTHENING QUALITY EDUCATION (UN SDG Target 4.B and 4.C)

Partnerships play a significant role in extending SDUAHER's educational impact. Collaborations include:

- Government schools and colleges for science education
- District Health and Family Welfare Department
- NGOs and community groups
- Local administrative bodies for health education programmes
- Hospitals and specialty centres for clinical training
- National and international academic partners for faculty development

These partnerships facilitate resource sharing, capacity building, and wider community engagement.



FUTURE DIRECTIONS AND COMMITMENT TO SDG 4

SDUAHER plans to strengthen SDG 4 contributions by:

- Expanding digital learning platforms and e-repositories
- Increasing outreach to rural and government schools
- Increasing the number of teacher-training workshops
- Creating more open-access health education modules
- Introducing advanced simulation technologies
- Enhancing community-based experiential learning

SDUAHER remains committed to advancing education that is inclusive, transformative, and community-centered, ensuring that learners and the wider population continue to benefit from quality educational opportunities.