GRAPHIC ERA (DEEMED TO BE UNIVERSITY)

Dehradun, Uttarakhand, India

Sustainable Development Goals

Institutional Progress Report

Reporting period: 2023–24 to October 2026

Version 1.0 | November 2026

Contents

Executive Summary

1. Purpose, Scope and Reporting Approach

2. Institutional SDG Governance and Approach

3. SDG-wise Progress (SDGs 1–17)

4. Cross-SDG Themes

5. Evidence Overview

6. Research Footprint and SDG Strengths

7. Way Forward

8. Conclusion

Appendix — Documents Reviewed

Executive Summary

Graphic Era (Deemed to be University) has documented a broad portfolio of activities relevant to the United Nations Sustainable Development Goals (SDGs), spanning education, student development, gender equity, health and well-being, research and innovation, water and energy management, waste and green-campus practices, biodiversity conservation, climate resilience, community engagement and partnerships.

The strongest documentary evidence clusters around SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), SDG 9 (Industry, Innovation and Infrastructure), SDG 13 (Climate Action), SDG 15 (Life on Land) and SDG 17 (Partnerships for the Goals). SDG 3 and SDG 5 also have meaningful institutional evidence.

Highlights

Highlight	Source / period
43 programmes with syllabus revision; 628 new courses	AQAR 2023–24
1,097 courses focused on employability, entrepreneurship or skills	AQAR 2023–24
3,528 students enrolled in 82 value-added courses	AQAR 2023–24
2,238 students in field projects, research projects or internships	AQAR 2023–24
STP capacity 100 kLPD; 37.5 kLPD treated water reused	Quality Audit Report, March 2026
3,500+ trees and plants on campus	Quality Audit Report, March 2026
Five-year MoU with the Uttarakhand Biodiversity Board	Signed 22 May 2025
ISRO-funded NavIC research: ₹11,56,000 received	Project grant records
Rufford Foundation firefly project: £12,000 received and utilised	Project grant records
20,093 documents in the Scopus organisation profile	Snapshot, 2 November 2026

This report is a general institutional account of the University's contribution to the SDGs. Looking ahead, the University will strengthen its SDG data system with baselines, annual measures, designated data owners and outcome indicators, and will continue to report annually.

1. Purpose, Scope and Reporting Approach

This report consolidates SDG-related information from institutional documents: the AQAR 2023–24; the Annual Report 2024–25; activity and research records from 2025–26; the Quality Audit Report dated 23 March 2026; and departmental activity records through October 2026.

Evidence is presented in four categories: (i) implemented institutional arrangements and facilities; (ii) completed activities and programmes; (iii) research projects with reported outputs or preliminary findings; and (iv) plans, commitments or projects in the initial or implementation phase. Source terminology and figures are retained, and each figure carries the reporting period of its source.

- Boundary: Graphic Era (Deemed to be University), Dehradun, and activities of its departments, centres, faculty, students and institutional partners.
- Coverage: the level of detail varies between goals, reflecting the records currently available.

2. Institutional SDG Governance and Approach

SDG-related work is carried out across academic departments, research centres, student bodies and institutional functions. Contributors include the Centre for Social and Environmental Biology Research (CSEBR), the Departments of Biosciences, Environmental Science, Biotechnology, and Humanities and Social Sciences, health and paramedical programmes, and the Universal Human Values (UHV) Cell.

The Academic Council has recorded institutional support for SDGs 3, 4, 7, 8, 9, 10, 12, 13, 15, 16 and 17, with particular priority for SDGs 3, 4 and 16.

The UHV initiative, continuing since 2023, includes a two-credit course, faculty engagement, workshops for research scholars, student induction and community-oriented activities. A Nine Feelings pilot involved 400 students.

To strengthen SDG reporting, the University is moving towards central SDG and IQAC coordination, a designated data owner for each goal, departmental evidence coordinators and annual reporting with formal approval.

3. SDG-wise Progress

3.1 SDG 1 — No Poverty

The University supports access and inclusion through reserved-category admissions and broader student support recorded in the AQAR 2023–24. Scholarships and tuition-fee concessions for girl students are also in place under the University's gender-equity initiatives.

Through the Universal Human Values (UHV) initiative, students have organised book-donation drives and a sports-kit drive for children at a community learning centre.

> **Next steps:** Build a structured record of need-based support and community livelihood programmes, including recipients and outcomes.

3.2 SDG 2 — Zero Hunger

Research projects on plant-based protein products and on functional vinegar from indigenous wild fruits of Uttarakhand have been taken up. The wild-fruit project aims to develop value-added products, promote sustainable use of local resources and explore income opportunities for communities and food-processing enterprises. Both projects are in their initial phase.

> **Next steps:** Document product outputs, community and farmer participation, and livelihood outcomes as these projects progress.

3.3 SDG 3 — Good Health and Well-being

The Annual Report 2024–25 describes paramedical programmes in physiotherapy, medical radiology and imaging technology, medical laboratory technology, operation theatre technology and medical microbiology, with clinical training and community engagement among their stated priorities.

The UHV Nine Feelings pilot involved 400 students from B.Tech., Humanities and Biosciences. Trust, Respect and Affection were identified as areas needing attention, and counselling was initiated.

Psych Express 2.0, held on 27–28 March 2026, featured workshops, psychometric-testing stalls and discussions on mental health, behaviour and emotional intelligence.

> **Next steps:** Track counselling access and utilisation, health-camp reach and follow-up outcomes, and measure well-being after UHV interventions.

3.4 SDG 4 — Quality Education

The AQAR 2023–24 reports 43 programmes with syllabus revision, 1,097 courses focused on employability, entrepreneurship or skill development, 628 new courses and 82 value-added courses in which 3,528 students enrolled. A total of 2,238 students undertook field projects, research projects or internships.

The curriculum framework includes programme, programme-specific and course outcomes; stakeholder feedback; environmental science and disaster-management content; gender, human values, ethics and sustainability; field visits; mentoring; remedial support; and ICT-enabled teaching with LMS access.

The NEP Saarthi experiential-learning initiative "Connecting with Traditional Practices" (19–20 February 2026) drew over 350 participants. Departmental activities in 2026 included school outreach, a photography learning event involving 30 students and a Ramsar wetland field visit involving 15 students.

> **Next steps:** Report enrolment, progression and completion by student group, and measure learning outcomes from outreach activities.

3.5 SDG 5 — Gender Equality

The University provides scholarships and tuition concessions for girl students; gender-related curriculum and workshops; a Gender Sensitizing Cell; an Internal Complaints Committee; women security personnel; hostel wardens; CCTV coverage and well-lit areas; common rooms; and a daycare facility through Graphic Era Global School.

On 8 March 2026, 275 women employees were felicitated. A faculty member also participated in the ICIMOD Gender and Social Inclusion workshop in January 2026.

> **Next steps:** Publish gender-disaggregated enrolment and workforce data, and report on the Internal Complaints Committee and safety measures annually.

3.6 SDG 6 — Clean Water and Sanitation

The Quality Audit Report (23 March 2026) covers water, energy, waste, green-campus management and environment audits. Campus water arrangements include water-consumption monitoring, an

RO drinking-water plant, a sewage treatment plant (STP), a maintenance team and rainwater harvesting.

The STP has an installed capacity of 100 kLPD, with final treated water of 75 kLPD and a reuse quantity of 37.5 kLPD at a 50% utilisation factor. Treated water is used for gardening.

A UCOST-supported project on sustainable natural springs (₹3,81,000) is under way.

> **Next steps:** Publish annual water abstraction, treatment and reuse figures, rainwater-harvesting volumes and spring-project outcomes.

3.7 SDG 7 — Affordable and Clean Energy

The Quality Audit Report records rooftop solar PV, solar water heaters, daylight integration, LED lighting, LED streetlights with timer controls, energy meters and maintenance and complaint registers. The campus is supplied at 11 kV through a 2,000 kVA transformer, with two DG sets as backup.

> **Next steps:** Publish annual solar generation, total electricity consumption and the renewable share of energy use.

3.8 SDG 8 — Decent Work and Economic Growth

The University's curriculum includes 1,097 courses focused on employability, entrepreneurship or skill development, and 82 value-added courses with 3,528 student enrolments (AQAR 2023–24). The Annual Report 2024–25 describes employability, industry engagement, internships and professional development as institutional and departmental priorities.

On 4–5 June 2026, the Department of Environmental Science held a quiz, poster competition and guest lecture on sustainable and resilient infrastructure with 50 participants. Research on indigenous wild-fruit value addition and Cerana honey-based innovation has potential livelihood relevance.

> **Next steps:** Report graduate employment, internship completion, start-ups and local livelihood outcomes.

3.9 SDG 9 — Industry, Innovation and Infrastructure

The AQAR describes growth in sponsored projects, patents and research publications. Funded research includes the NMHS project on Himalayan Monsoon Shadow Forest Ecosystems and an ISRO-funded project on algorithms for cycle slip and ROTI and their effects on NavIC positional accuracy in the northern hilly regions. For the ISRO project, ₹11,56,000 has been received and ₹10,07,195 utilised.

These projects connect research and innovation to navigation reliability, remote sensing, forest monitoring and applied science.

> **Next steps:** Report funded-project value, patents, industry research income and technology-transfer outcomes over multiple years.

3.10 SDG 10 — Reduced Inequalities

In the AQAR period, 254 students were admitted from reserved categories. The University provides mentoring, remedial classes and support for advanced and slow learners. UHV activities include

community book and sports-kit drives and a student assessment designed to identify areas where support is needed.

> **Next steps:** Report access, retention and completion for disadvantaged groups, including students with disabilities, and review accessibility facilities.

3.11 SDG 11 — Sustainable Cities and Communities

The campus sustainability approach described in the Quality Audit Report includes green landscaping, tree cover, rainwater harvesting, reuse of STP-treated water, solar energy, electric vehicles and student transport. The campus has approximately 3,500+ trees and plants, with an estimated annual CO2 absorption of 106.5 tonnes.

Community outreach includes school programmes on environmental awareness, waste management and plantation, and a cloudburst-awareness activity with 60 school children on 22 April 2026. A seminar on sustainable and resilient infrastructure in Himalayan regions was also held.

> **Next steps:** Extend disaster-preparedness outreach and report green-space area, commuting patterns and community reach.

3.12 SDG 12 — Responsible Consumption and Production

The Quality Audit Report includes a waste-management audit and records waste segregation, STP manure, a sanitary-napkin incinerator and the use of organic manure in landscaping. Departmental outreach has included school-level waste-management awareness.

> **Next steps:** Publish annual waste quantities by stream, recycling and recovery rates, and e-waste and hazardous-waste records.

3.13 SDG 13 — Climate Action

Campus measures relevant to climate and carbon footprint include solar PV, LED lighting, solar water heaters, the STP, daylight integration, ventilation, plantations, electric vehicles and student transport.

The NMHS Himalayan Monsoon Shadow Forest Ecosystems project studies forest productivity, tree-water relations, remote sensing, tree-ring growth and climate relationships, drought stress, canopy dynamics and forest-fire risk. The Shitlakhet and Jardhar Gaon forest-fire mitigation work uses biodiversity-based and community-led approaches with forest officials, Van Panchayats, Mahila Mangal Dals, volunteers and local communities.

Awareness activities include a stage play on disaster risk reduction on 13 October 2026 (100 participants), cloudburst-awareness outreach on 22 April 2026 (60 school children) and a seminar on 19 October 2026 on mountain communities, land abandonment, wildlife conflicts and carbon justice payments (75 participants).

> **Next steps:** Prepare an institutional greenhouse-gas inventory and a climate-risk and adaptation plan.

3.14 SDG 14 — Life Below Water

Students visited a Ramsar-designated wetland on 8 February 2026 (15 students) to learn about wetland ecology, bird behaviour and conservation challenges. A photography event on 19 August 2026 involved 30 students and is also mapped to this goal.

> **Next steps:** Develop water-body monitoring, water-quality studies and pollution-prevention activities.

3.15 SDG 15 — Life on Land

The campus has green landscaping with regular maintenance and approximately 3,500+ trees and plants.

Research and conservation work includes the NMHS Himalayan Monsoon Shadow Forest Ecosystems project; the World Firefly Day 2026 project in the Nanda Devi Biosphere Reserve; orchid conservation and livelihood work in the Western Himalaya; the Great Backyard Bird Count 2026; and the World Tiger Beetle Day 2025 webinar and field guide.

The Rufford Foundation-supported firefly project received and utilised £12,000, documented two firefly species in the Nanda Devi Biosphere Reserve and established a student-led monitoring network at a government girls' inter college in Joshimath. The orchid and pollinator workshop on 27–28 October 2025 at CSEBR, Ghimtoli, Rudraprayag, brought together more than 100 participants, including officials, researchers, students, women farmers, self-help groups and local community representatives.

The Great Backyard Bird Count on 15 February 2026 used a walking transect of approximately 2 km over two hours from 07:30 AM, with the checklist submitted to eBird.

> **Next steps:** Establish species and habitat baselines, long-term monitoring sites and plantation-survival records.

3.16 SDG 16 — Peace, Justice and Strong Institutions

Institutional oversight is provided through the Academic Council and university committees. The University has a Gender Sensitizing Cell, an Internal Complaints Committee, anti-ragging helpdesks and a mentoring system. UHV initiatives reinforce dignity, respect and responsibility, and include anti-ragging activities.

The Academic Council has identified SDG 16 among the institutional priorities for the coming period.

> **Next steps:** Publish an annual summary of grievance handling, ethics training and policy reviews.

3.17 SDG 17 — Partnerships for the Goals

A five-year MoU signed on 22 May 2025 between CSEBR-GEU and the Uttarakhand Biodiversity Board sets a framework for joint research, knowledge exchange, community programmes, citizen science, training, biodiversity monitoring and field activities. It was signed by the GEU Vice-Chancellor and the UBB Chairman.

The orchid and pollinator workshop (27–28 October 2025) involved officials of the Uttarakhand Biodiversity Board and the Forest Department, academics, students, women farmers and local residents. The Great Backyard Bird Count 2026 was conducted in collaboration with the Wildlife

Institute of India/EIACP, the AMBER Foundation and the Uttarakhand Biodiversity Board. The World Tiger Beetle Day 2025 webinar and field guide reflect scientific exchange with international academic partners.

> **Next steps:** Report joint outputs, partner contributions and community beneficiaries for each partnership.

4. Cross-SDG Themes

Several programmes contribute to more than one goal:

- Himalayan ecosystem and forest research connects biodiversity (SDG 15), climate adaptation (SDG 13), water security (SDG 6), livelihoods (SDGs 1 and 8), innovation (SDG 9) and partnerships (SDG 17).
- Orchid conservation and livelihood work links biodiversity, community participation, skills and local economic opportunity.
- Campus water, energy, waste and green-campus measures connect SDGs 6, 7, 11, 12, 13 and 15.
- UHV connects education, well-being, reduced inequalities, institutional culture and community engagement.
- NEP Saarthi and school outreach connect education with environmental awareness and sustainable communities.

5. Evidence Overview

The overview below reflects the depth and completeness of documentary evidence in the records reviewed. It is a qualitative assessment of evidence and is not a score of achievement or impact.

Evidence level	SDGs	Nature of evidence
Well documented	4, 6, 7, 9, 13, 15, 17	Institutional data, audit records, funded research, documented activities, conservation outputs and formal partnerships
Developing	3, 5, 8, 10, 11, 12, 16	Relevant institutional records; data collection and quantification being strengthened
Emerging	1, 2, 14	Early-stage projects and activities; dedicated programmes being built

6. Research Footprint and SDG Strengths

6.1 Scopus SDG research profile

The Scopus organisation profile for Graphic Era (Deemed to be University) (organisation identifier 60103785; snapshot of 2 November 2026) shows 20,093 documents and 3,239 authors. Its SDG tab maps research to all 17 goals, with document counts as follows.

SDG	Goal	Documents
1	No poverty	121
2	Zero hunger	1,051
3	Good health and well-being	2,541
4	Quality education	296
5	Gender equality	117
6	Clean water and sanitation	780
7	Affordable and clean energy	2,512
8	Decent work and economic growth	1,247
9	Industry, innovation and infrastructure	2,444
10	Reduced inequalities	229
11	Sustainable cities and communities	811
12	Responsible consumption and production	1,400
13	Climate action	864
14	Life below water	139
15	Life on land	622
16	Peace, justice and strong institutions	205
17	Partnerships for the goals	906

Source: Scopus organisation profile, snapshot dated 2 November 2026. A publication may be mapped to more than one SDG, so the counts are goal-level and should not be added together.

The largest Scopus-mapped research volumes are SDG 3 (2,541 documents), SDG 7 (2,512), SDG 9 (2,444), SDG 12 (1,400) and SDG 8 (1,247). These counts describe the research publication footprint as classified by Scopus. They do not measure campus operations, teaching quality, community impact or policy implementation.

6.2 Institutional strengths

The documentary review identifies seven areas of particular strength:

- **SDG 4:** curriculum revision, employability and skills courses, value-added courses, field projects and internships.
- **SDG 6:** water and quality audits, STP treatment and reuse, rainwater harvesting and RO drinking-water facilities.
- **SDG 7:** solar PV, solar water heaters, LED lighting and energy metering.
- **SDG 9:** funded research including ISRO-supported NavIC work and the NMHS Himalayan ecosystem project.
- **SDG 13:** Himalayan ecosystem and forest-fire research, climate and disaster awareness, and campus environmental measures.

- **SDG 15:** firefly, orchid and pollinator conservation, bird counts, tiger beetle documentation, and student and community participation.
- **SDG 17:** the signed collaboration with the Uttarakhand Biodiversity Board and joint activities with national research and community organisations.

6.3 Reading the two views together

The institutional evidence assessment and the Scopus mapping are complementary. SDGs 4, 15 and 17 stand out in documented institutional programmes, while SDGs 3, 7 and 9 have particularly large Scopus-mapped publication counts. One view reflects documented programmes and operations; the other classifies research documents using the Scopus SDG mapping approach.

7. Way Forward

The University intends to move from SDG-tagged activities to an institutional SDG performance and impact management system, with an annual data calendar, a central evidence repository, common definitions and formal documentation.

- **Immediate (0–3 months):** constitute an SDG steering group and goal owners; compile audit figures and primary records for 2024–25 and 2025–26.
- **Short term (3–6 months):** develop dashboards for water, energy, waste, emissions, biodiversity, student access, gender, health, research, employment and community engagement; establish common activity and beneficiary registers.
- **Medium term (6–12 months):** publish the annual SDG progress report; seek independent verification where appropriate; evaluate outcomes alongside activity counts.
- **Long term (12–24 months):** set multi-year targets for resource efficiency, climate, biodiversity, inclusion, health, research impact and partnerships, and integrate SDG performance into strategic planning, IQAC review and departmental plans.

8. Conclusion

The University has an established and expanding portfolio of activities relevant to the SDGs. Particularly visible are academic and skills-development work, campus sustainability measures, Himalayan ecosystem and biodiversity research, climate and disaster-risk initiatives, student well-being and values education, and structured partnerships with government, research and community organisations.

The next stage is to improve completeness, consistency and measurability. Formal governance, documented baselines and operational data, outcome evaluation and regular public reporting will allow the University to demonstrate sustained and measurable contribution to the SDGs.

Appendix — Documents Reviewed

1. AQAR 2023–24, Graphic Era (Deemed to be University)
2. Annual Report of Graphic Era (Deemed to be University), 2024–25
3. Quality Audit Report, Eco Energime Engineers LLP, 23 March 2026
4. Green Audit Inspection Certificate, Eco Energime Engineers LLP, 23 March 2026
5. Department of Environmental Science, SDG Data of Activity, October 2026
6. Outreach Programme Report, 21 July 2026
7. Environment Day Report; Earth Day Report; Seminar Report, October 2026
8. Project Grant Details, 23 October 2026
9. Modified UHV Journey of Graphic Era (Deemed to be University), including Nine Feelings pilot
10. Academic Council records
11. MoU between CSEBR, GEU and Uttarakhand Biodiversity Board, signed 22 May 2025
12. Orchid and pollinator workshop report, 27–28 October 2025, and abstract book
13. Great Backyard Bird Count 2026 report, 15 February 2026
14. World Tiger Beetle Day Report GEU 2025; Field Guide to the Tiger Beetles of the Ramganga Catchment
15. World Firefly Day 2026 report and Rufford Foundation project record
16. Orchids Interim Report, December 2025; Shitlakhet and Jardhar Gaon forest-fire mitigation report
17. January–March 2026 newsletter
18. Scopus organisation profile, SDG mapping tab (organisation ID 60103785), snapshot of 2 November 2026