SUSTAINABLE DEVELOPMENT GOAL 4

Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Overview

Shiv Nadar University is a multidisciplinary, student-centric research University established in 2011. As the youngest university recognized as an Institution of Eminence by the Government of India, our goal is to foster a global academic community committed to the transformative power of research, scholarship, creativity, and innovation. The commitment to contribute to issues of concern to developing societies is at the core of our journey through our teaching and research to create enduring social value.

Sustainable Development Goal 4 is about quality education to ensure inclusive and equitable education and promote lifelong learning opportunities. With ten targets and 11 indicators, **the world education leaders at UNESCO called for environment education and digital access to be part of learning for all.**[1]

At Shiv Nadar, we contribute to SDG 4 through teaching, research, institutional practices, and partnerships.
Here is a glimpse of our work.

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1. https://transformingeducationsummit.sdg4education2030.org/unesco-world-education-leaders-call-environment-education-and-digital-access-be-part-learning-all

Teaching and Learning

We are committed to offering meaningful education around sustainability and related areas to all students across the University besides our core subjects. For undergraduate students, many compulsory courses are regularly offered, such as Environmental Studies (CCC 704), Biodiversity: Assessment & Conservation (CCC 706), Environmental Impact Assessment (CCC 406), and Energy for Sustainable Future (CCC 614), Use of Energy in our Daily Life (CCC 624), and Green Energy Technologies (CCC613).

Sustainable Business Strategy (STM205), is a three credit course with project component. The students are challenged with a final project in which they work on sustainability initiatives for the Shiv Nadar campus using the Campus as a Living Lab. These projects address several key topics in sustainability, such as air quality, solar power, sustainable transport, no plastic, waste management for a circular economy, and many more.

Besides, the departments offer many core courses with sustainability elements integrated across the curriculum of undergraduate and graduate programs.

Learning Activities

The first Archaeology Day held on campus

Shiv Nadar University has one of very few undergraduate programs in History and Archaeology. To showcase these strengths, Chronos: The Archaeology Day was held on October 14, 2023. This was an initiative by **Mnemon, the History and Archaeology Society,** which offered high school students from across the Delhi-NCR region an opportunity to explore the field of Archaeology in a fun and interactive manner. The aim was to provide a platform for those interested in pursuing higher studies in the discipline of archaeology, to explore its close connections with history and science, and to meet experts from the field.

InQube 2023 draws 10000+ participants from 2000+ institutions

InQube is the annual national-level business competition hosted by the School of Management and Entrepreneurship. The competition combines the excitement of several rounds of business quizzes with the practicality of real-world simulations, debates, and ideations. 10000+ participants from 2000+ educational institutions across India participated in this year's theme - Sustainability and Innovation.

Chemistry Fair 2023 & Yusuf Hamied Chemistry Camp

The Department of Chemistry, School of Natural Sciences, organized, "Chemistry Fair 2023 & Yusuf Hamied Chemistry Camp", a school outreach program for students (9 - 12 grade) on February 9 – 11, 2023, in association with the Royal Society of Chemistry (RSC), London, UK.

Young Thinkers Forum

Young Thinkers Forum is a certified offline program for grades 8-12 students. This weeklong program is held annually, exposing students to different disciplines. It includes various activities, including vertical tutoring between high school and college students, faculty presentations, fun sessions, discussion groups, guest speakers, and interactive multimedia learning. Along with the courses, the students engage in non-academic activities focusing on honing important leadership and networking skills.

The Young Environmentalist Program

The Young Environmentalist Program is especially curated program for grades 7-12 school students. It enables participants to engage in various themes such as biodiversity, ecology, growing micro-greens, composting recycling, and sustainable living.

Development Economics course with modules on Quality of Education

Dr. Geentanjali Sen, Associate Professor, School of Humanities and Social Sciences, teaches a popular course on Development Economics to Undergraduate and Graduate students (including Ph.D.). The courses has modules on Quality of Education that teach relevant issues across India and the globe, issues in early life shocks causing impaired cognitive development, health shocks to children affecting development, affirmative action, access, and issues of poverty, inequality, and language of education.

Dr. Geentanjali Sen

Launch of several new innovative programs

In 2023, we launched several new innovative programs with a curriculum enriched with multidisciplinarity, research, work-integrated learning, opportunities for entrepreneurship, and social impact. These include an integrated bachelor's master's program in Design, an Analytics specialization for the MBA program, a specialization in Drug Discovery for the BSc in Biotechnology, and much more.

New Program based on a unique pedagogy - 2-year Masters program in Rural Management program

In 2023, Shiv Nadar University launched a one-of-a-kind multidisciplinary master's program. The program aims to develop gen-next innovators and creative leaders with the requisite understanding and skill sets demanded by the emerging challenges and opportunities of rural India, which no other comparable program offers. The program curriculum has been designed to provide students with an in-depth, multi-disciplinary understanding of the problems of rural India and nurture their capacity to find innovative and far-reaching solutions.

Based on a unique pedagogy, the program combines innovative classroom and studio teaching and field education, including internships with the best practitioners in rural India. Guided by mentors throughout and beyond the program, the program builds professional competencies. It cultivates value systems that develop compassionate human beings with the capacity for deep listening and necessary sensitivities to the worldviews of those they will be working with in the future. We successfully launched the program, with 42 students enrolling in the first batch.

Center for Himalayan Studies

on January 24, 2023, we inaugurated the Centre of Excellence for Himalayan Studies at Shiv Nadar University. The Centre aims to engender a three-way conversation between central and local governments, academia, and the people living in the region, even as it remains attuned to geopolitics and its policy imperatives. The Centre's geographical coverage is more comprehensive than just the Himalayas, covering the Hindu Kush and the Karakoram and the governments and polities that have political jurisdiction over them, thus reflecting the University's global outlook and international ambitions, identifying and creating a network of scholars in the field, both in India and abroad, and bring together various disciplinary and sectoral approaches to studying the region. As a research institution, the Centre aims to produce academic research that is publicly accessible and policy-relevant.

The Center releases a regular newsletter, HIMALYAN PLUS, highlighting its activities, accomplishments, initiatives, and academic pursuits. It also produces briefs and commentaries on current and relevant topics.

Project Urja - Commitment towards fostering a greener planet but also highlights the importance of empowering the next generation.

Embarking on a visionary journey towards a sustainable future, Dr. Santanu Mitra, Professor, Department of Mechanical Engineering at the School of Engineering, alongside a dedicated research group, has taken a pivotal step to mentor students from Shiv Nadar School, Noida.

This knowledge sharing initiative is aimed at enlightening younger minds about the crucial aspects of energy conservation, the technical intricacies of wind turbines, and the fundamental physics behind their operation, a practical understanding of energy audit, thus offering students a holistic view of the sustainable energy landscape. The students' got hands-on experience in fabricating a wind turbine, marking the culmination of their learning journey and their active contribution to the sustainable energy landscape.

Research

■ Book | Childhood and Youth in India

Dr. Divya Kannan is an Associate Professor at the Department of Sociology, School of Humanities and Social Sciences. Her book Childhood and Youth in India advances the conceptual framework of the 'everyday urban' to unpack the ways in which processes of modernity in India shape young subjects and, in so doing, centers on the analytical categories of childhood and youth. In rejecting simplistic binaries of agency and teleological logics of development and modernity, the authors focus on the complex negotiation and conflict pathways that mark young people's lives across various historical and contemporary contexts in urban India. Chapters are organized across two key themes, Shaping Modern Subjects and Being Modern Subjects, while spanning multiple disciplines, including anthropology, history, sociology, disability studies, and psychology. Together, the contributions aim to advance the field of childhood and youth studies in South Asia and beyond.

Dr. Divya Kannan
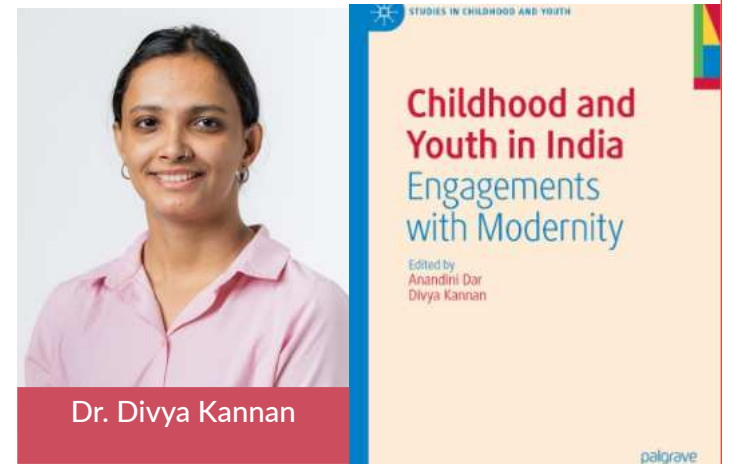
■ Experiences of precarity: Oral histories of K12 dance teachers in Delhi

The experiences of dance teachers in K12 schools in Delhi of negotiating the contemporary education space, navigating the tension between artistic aspirations and making a livelihood through dance, and dealing with questions of class, caste, language, religion, aging, and gender are vital to generating a multidimensional narrative of dance in India. K12 dance teachers are the fulcrum on which dance and educational discourse in India engage with each other. Yet the K12 dance teachers, who they are, and what they do are all but missing from the literature in both dance and education. This dissertation project takes an oral history approach to collect and analyze the oral histories of ten full-time K12 dance teachers working in CBSE-affiliated schools in Delhi.

The aim is to create a nuanced understanding of dance in India with an intentional focus on the intersectional identities of the participants, made visible through the lived experiences of making a living through dance in contemporary times. Discussing experiences of economic, pedagogical, social, and personal precarity emerging from these narratives, this dissertation argues that these experiences illuminate aspects of the socio-political history of dance from the perspective of an invisibilized community within the dance ecosystem. Despite its invisibilization, this dissertation positions the pedagogical labor of the K12 dance teacher as the site from which an emancipatory model for dance education in India can emerge.

Kaktikar, Aadya. "Experiences of precarity: Oral histories of K12 dance teachers in Delhi." PhD diss., 2023.

▍ To What Extent Does the Fertility Rate Explain the Education Gap

The theory of Quantity–Quality (Q–Q) trade-off suggests that given the resource constraints in a household, an increase in family size would result in lower investments in the human capital development of children. Following this theory, the paper investigates the role of fertility in explaining the educational gap between Muslims and Hindus in India. A historically large difference in the total fertility rates (TFR) between them, which was as high as 24% in 2015–2016, may have contributed to the existing gap in education. Using decomposition techniques, the paper argues that family size accounts for about 10% of the gap in years of schooling between high-caste Hindus and Muslims. Examining the likelihood of completion of different levels of education, the contribution of family size increases with the level of education, rising to 16% for secondary education. The unmet need for family planning is higher for Muslim women than for Hindu women. Thus, appropriate supply-side measures addressing these unmet needs may help reduce the fertility gap, with the potential to reduce the education gap in due course. Additionally, with a comparatively higher desired fertility of Muslims on average, public investments in good-quality schooling, safer and cheaper school transportation, and general awareness initiatives about pecuniary and non-pecuniary benefits of schooling may reduce the Q–Q trade-off. This may weaken the association between fertility and education, which could go a long way in reducing the educational disadvantage of Muslim children.

Sen, Gitanjali, Mitul Surana, and Rakesh Basant. "To what extent does the fertility rate explain the education gap?." *Population Research and Policy Review* 42, no. 3 (2023): 35.

▍ Locating Odissi in the United States: Dancing through Curricula, Teaching Methods, and Assessment

Teaching Odissi in the university space is not new to me. However, as a dancer-scholar located in India, teaching this dance form at a university in the United States expanded and deepened my understanding of this dance form and the ways it can be taught. This encounter, a collision of cultures, beliefs, and movement practices in the dance studio, engendered a pedagogical process that revealed itself as I taught this class over two semesters. The class design discussed in this article emerged from an intersection of my training in Odissi with my guru and the institutional requirements of the program. This paper unpacks my pedagogical process of creating a syllabus, adopting teaching strategies, and assessing student work for negotiating the cultural chasm between me and my students, hoping to generate a sense of critical questioning, mutual curiosity, and respect.

Kaktikar, Aadya. "Locating Odissi in the United States: Dancing through Curricula, Teaching Methods, and Assessment." *Journal of Dance Education* 24, no. 2 (2024): 117-124.

▍Highlighting the role of agriculture and geospatial technology in food security and sustainable development goals

Food security is a global challenge that aligns with several Sustainable Development Goals (SDGs), including SDG 1 - "No Poverty," SDG 2 - "Zero Hunger," SDG 3 - "Good Health and Well-being," SDG 13 - "Climate Action," and SDG 15 - "Life on Land.". To effectively address this issue, a convergence of agriculture and technology is crucial, incorporating precision agriculture, sustainable agriculture, bio-economy, advanced technologies such as machinery, Artificial intelligence-machine learning, and geospatial technology.

Integrating technology in agricultural practices aims to reduce chemical usage in farms, while increased production remains the main objective of smart farming and Precision Agriculture. The paper explores the role of Geospatial technology in mapping, monitoring soil and crop conditions, and effectively conserving, protecting, and managing biodiversity on a global scale. The study emphasizes that Geospatial technology plays a vital role in supporting the objectives at spatial and temporal scales by facilitating agricultural practices, ensuring food security, preserving biodiversity, monitoring soil and crop conditions, and promoting sustainable development.

Pandey, Prem Chandra, and Manish Pandey. "Highlighting the role of agriculture and geospatial technology in food security and sustainable development goals." Sustainable Development 31, no. 5 (2023): 3175-3195.

▍Labour Market Dynamics and Worker Flows in India: Impact of Covid-19

Tracking and analyzing the labor market dynamics at regular, frequent intervals is critical. However, this was not possible for India, a large emerging economy with a significant population undergoing demographic transition, due to a paucity of data. This study uses the new dataset Centre for Monitoring Indian Economy (CMIE)—Consumer Pyramids Household Survey (CPHS). It uses a panel to create Labour Flow Charts and Transition Matrices for India from January 2019 to December 2021. To our knowledge, this is the first time these were created for India. We then use that to look at the impact of Covid-19 on the Indian labour market, transitions between employment, unemployment and out of labour force, but also across types of jobs—full-time and part-time.

The study highlights that while all groups have been impacted, the magnitude of the impact is different across groups. Similarly, the recovery is also uneven, and the extent depends on education level. Further, an event study analysis examines the likelihood of getting a full-time job across different educational and gender groups. The paper also provides a way to continuously monitor the dynamics of the labour market as data is released in regular intervals in the future, which would be of great value for researchers and policymakers alike.

Chatterjee, Partha, and Aakash Dev. "Labour Market Dynamics and Worker Flows in India: Impact of Covid-19." The Indian Journal of Labour Economics 66, no. 1 (2023): 299-327.

E-Waste Recycling Behavior in the United Arab Emirates: Investigating the Roles of Environmental Consciousness, Cost, and Infrastructure Support

This study examines whether consumers' behavior affects e-waste recycling in the UAE. This paper provides a theoretical model of e-waste recycling behavior based on the theory of planned behavior (TPB), and it goes on to analyze the impact of environmental consciousness, infrastructural support, and costs in e-waste recycling. A survey instrument was created to assess this study's constructs. The study shows intriguing findings regarding the effect of environmental consciousness, perceived infrastructural support, and the cost of e-waste recycling, implying that the environmental consciousness of residents should be increased to translate e-waste recycling intentions into behavior. Environmental consciousness can be enhanced through training programs and special sustainability courses in higher education that focus on improving environmental awareness among students, which is also likely to have a lasting impact. This study supports the positive moderation effect of perceived infrastructure support on the association between recycling intentions and behavior.

Abdul Waheed, Kareem, Abhilasha Singh, Ayisha Siddiqua, Maisa El Gamal, and Mohammed Laeequddin. "E-Waste Recycling Behavior in the United Arab Emirates: Investigating the Roles of Environmental Consciousness, Cost, and Infrastructure Support." Sustainability 15, no. 19 (2023): 14365.

Religion in the labor market: evidence from India

The paper analyses the education and wage gaps between Hindus and Muslims over the period 1983 to 2011–2012 in India. It argues that Muslims are worse off than Hindus in terms of education, and this disadvantage has increased over time. Our analysis shows that the wage gap is more pronounced at the higher end of the wage distribution, which we interpret as a glass ceiling effect. The wage gap has increased over time, which is more pronounced at the upper quantiles. Our decomposition analysis shows that difference in education has a significant contribution to the Hindu-Muslim wage gap. We find that the Hindu-Muslim gaps are more pronounced in urban areas relative to rural areas. Comparing Muslims with different Hindu castes, we find that while the disadvantaged castes have improved their condition relative to Muslims over time, the condition of Muslims relative to the advantaged castes has worsened. Dividing the sample into younger (aged 16–35) and older (36–65) cohorts, we find that the Hindu-Muslim gap in education is more acute in the younger cohort, while the Hindu-Muslim wage gap is more pronounced in the older cohort.

Bhattacharjee, Shampa, and Arka Roy Chaudhuri. "Religion in the labor market: evidence from India." Applied Economics 55, no. 41 (2023): 4781-4816.

Machine Learning-Based Optimization Techniques for Predictive Strength of High-Performance Concrete: Enhancing Sustainable Development

The pursuit of sustainable growth in the construction sector needs a precise forecast of material characteristics to optimize resource consumption. This research focuses on utilizing the capabilities of well-known XGBoost regression algorithms to forecast the compressive strength of High-Performance Concrete (HPC). In this study, 2171 datasets were collected from literature containing input parameters that influence concrete strength, thereby creating a robust predictive model. The performance indices were assessed using root mean squared error (RMSE) and R2 score. The findings indicate that the XGBoost model outperforms standard statistical techniques in predicting accuracy. This research intends to improve the precision of compressive strength estimation, facilitating the development of more durable and sustainable construction practices.

Conference paper -IABSE Congress, New Delhi 2023: Engineering for Sustainable Development, Report, pp. 567 - 5722023 23rd IABSE Congress New Delhi 2023.

Conversations on Campus

Institutional practices

Academy of Continuing Education (ACE)

At Shiv Nadar, the Academy of Continuing Education (ACE) recognizes that learning is a lifelong endeavor that also involves some unlearning. The students at ACE are encouraged to evolve into meta-learners, which brings forth the ability to learn new skills and quickly adapt to new environments. ACE aims to facilitate best-in-class knowledge, practices, and skill development offerings to the growing ecosystem of lifetime learners and leaders within and outside the University. The Academy has a strong foundation in a student-centric, multidisciplinary, and research-focused pedagogy, and the uniquely crafted programs and innovative delivery models offer students the best of the University's rich intellectual resources. ACE provides learning opportunities through certificate and degree programs and experiences the blended deployment of in-class and experiential learning using the latest instructional technologies, such as interactive e-learning and tutoring, gamification, simulations, and learning apps.

Innovation and Entrepreneurship Policy (IEP)

At Shiv Nadar, we have an Innovation and Entrepreneurship Policy (IEP) covering various aspects of innovation, start-ups, and entrepreneurship management. The IEP is a guiding framework for envisioning an educational ecosystem that leverages supportive resources, enables infrastructure, and facilitates policies to create an environment that enhances the spirit of innovation and entrepreneurship among the university's faculty, staff, and students. The IEP outlines the pre-incubation, incubation, and financial support facilitated by the University to its members for fulfilling their entrepreneurial aspirations.

Financial Aid to deserving candidates

The University is committed to helping deserving students so that finance is a smooth process in the educational journey of exceptional students. Based on eligibility criteria, the University offers Financial Aid and Scholarships to students selected through the specified admission criteria(s) in undergraduate programs, covering part or entire academic and living expenses.

Scholarship for female B.Tech students launched.

On International Women's Day, a scholarship that will award INR 4 lakh each for five female students enrolling in the Bachelor of Technology program offered by the university's School of Engineering in 2024 was announced. The selected students will receive INR 1 lakh annually throughout their 4-year study.

Skill development program

At Shiv Nadar, we are committed to educational opportunities for all people regardless of gender, race, religion, or ethnicity; hence, the University has undertaken a **Skill Development Pilot Program.** The program imparts critical life skills to the children of the University's third-party members residing in nearby areas and enhances their prospects for a brighter tomorrow. The faculty and students at the University volunteer to impart classes to children to improve their computer and language skills.

Access to the University Library
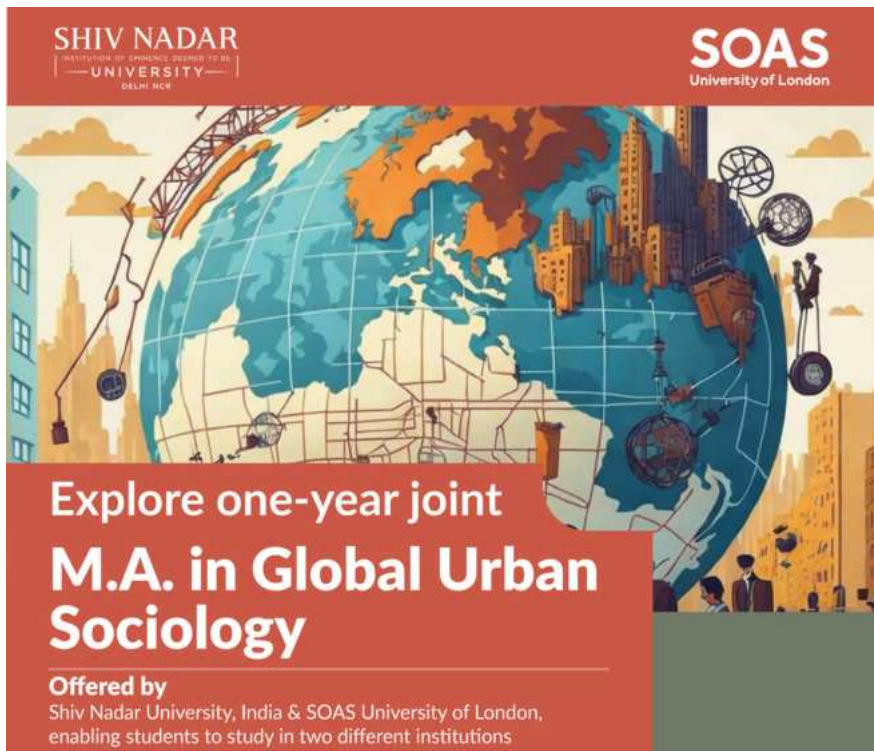
The University hosts many residential workshops and training. All participants from schools and other universities can access the University Library and its resources during this time. The candidates selected by the Atal Incubation Centre (AIC) and not enrolled in the University also have access to many resources, including laboratories, studios, a library, and guidance from faculty.

Partnerships

Joint Master of Arts (MA) in Global Urban Sociology in association with the School of Oriental and African Studies (SOAS), London, launched.

Shiv Nadar University, Delhi NCR, signed a unique partnership with the School of Oriental and African Studies (SOAS), London, to offer a joint Master of Arts program in Global Urban Sociology. This jointly designed, taught, and jointly awarded one-year MA between SOAS, the University of London, and the Shiv Nadar University, Delhi NCR, will enable students to study in two premier institutions and two global cities. It is also one of the only programs to focus on global sociology, specifically on the global sociology of cities and urban life-worlds.

SHIV NADAR
INSTITUTION OF EMINENCE DEEMED TO BE
— UNIVERSITY —
DELHI NCR

SOAS
University of London

Explore one-year joint
M.A. in Global Urban Sociology

Offered by
Shiv Nadar University, India & SOAS University of London,
enabling students to study in two different institutions

▌Dance education in Shiv Nadar Schools: A pilot study

Aadya Kartikar, Associate Professor, Department of Art, Media, and Performance, collaborates with Dr. Matthew Henley, Arnhold Associate Professor, EdD Program in Dance Education, Teachers College, Columbia University. The research project addresses the lack of a teacher-training program for dance educators in k12 schools in India. It aims to understand the specific needs of the k12 educator from which a culturally relevant training program can evolve.

Memorandum of Understanding between Indian Air Force (IAF) and Shiv Nadar University, Delhi NCR, to provide scholarships for undergraduate admissions to the wards of IAF personnel.

Shiv Nadar University Delhi-NCR and the Indian Air Force (IAF) have signed a memorandum of understanding to provide scholarships for undergraduate admissions to the wards of Indian Air Force personnel. This includes families of deceased personnel while in service, disabled individuals, physical casualties, retired personnel, and those currently serving, including those posted abroad on special missions or duties.

Under this five-year agreement, wards of IAF personnel will receive tuition fee concessions as follows:

- 100% (Freeship) for up to 3 wards of IAF personnel who lost their lives while on duty
- up to 75% for up to 8 wards of serving IAF personnel
- up to 50% for up to 4 wards of retired IAF personnel.

Memorandum of Understanding signed to provide Quality education accessible to the meritorious students of the Naval Community.

Shiv Nadar University, the Indian Navy, and the Navy Welfare and Wellness Association (NWWA) have joined hands to make Quality education accessible to the meritorious students of the Naval Community.

The MoU was signed at the Shiv Nadar University on March 20, 2023. The MoU is valid for five years, under which the families and wards of the Naval fraternity will get concessions in tuition fees. This includes a 100% waiver for up to two wards of Sahara families, a 75% waiver for up to three wards of serving Naval personnel, and a 50% waiver for up to three wards of retired Naval personnel.

Young Thought Leaders in Science Awards Announced

On the occasion of the International Day for Women and Girls in Science, the university announced the Young Thought Leaders in Science Award. This competition consisted of writing a 2000-word essay on 'What I would like to invent and Why'; the inventions had to identify an issue where there is a gender disadvantage and offer a solution. The competition was open to school students from grades 11 and 12 across India.

Khelo Dadri

Khelo Dadri is a university initiative in partnership with the Shiv Nadar Foundation that aims to enhance health and fitness, bolster socio-emotional learning (SEL) skills, and improve employability. This initiative integrates sports seamlessly into the curriculum, focusing on the holistic development of youth and children in Dadri. The pilot initiative encompasses sports such as Volleyball, Football, Kho-Kho, Kabaddi, and Athletics. This initiative comprises two key components:

- MILES (Sports for Development) Intervention: Actively engaging school children in inclusive sports education, MILES focuses on fostering their health, fitness, and social-emotional skills through sports and play.
- Sports Excellence Program: Identifying talented students in specific sports disciplines, this program provides structured training and competitive exposure at district, mandal, state, and national levels, aiming to nurture and highlight their athletic abilities.

Memorandum of Understanding signed between Shiv Nadar University and Max Weber Forum Delhi.

The Department of History and Archaeology, Shiv Nadar University Delhi NCR, and Max Weber Forum for South Asian Studies (MWF DELHI) signed an MoU focusing on research collaborations and other academic initiatives.

Memorandum of Understanding signed with Silicon Labs Inc.

A Memorandum of Understanding was signed with Silicon Labs to establish a Center of Innovation at the university specializing in IoT and Embedded technology.

Shiv Nadar IoE collaborates with The Habitat Trust (THT)

Shiv Nadar University and The Habitat Trust (THT)[1] , have signed a Memorandum of Understanding to contribute to the capacity building of students. Towards this, the university students have the opportunity to do internships and volunteer at THT, and the employees at THT have a chance to pursue a Ph.D. at Shiv Nadar University.

Under this partnership, we regularly organize short webinars and sessions on various themes. Many University students have had an opportunity to do their internship at THT.
Besides, we are conducting.

THT Practitioners' course, in collaboration with the Academy of Continuing Education, Shiv Nadar University, will begin in September 2024. The course is for conservation practitioners and will provide a strong understanding of various disciplines, how to integrate them, and their applications.

Research projects with the School of Humanities and Social Sciences and the School of Natural Sciences.

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1. THT focuses on lesser-known species and habitats of India that are threatened, often neglected, and in urgent need of conservation

Shiv Nadar University hosted a delegation of Fulbright-Nehru International Education Administrators.

In partnership with the U.S. India International Education Foundation (USIEF), Shiv Nadar University hosted a Fulbright-Nehru International Education Administrators (F-N IEA) delegation. During the visit, there were conversations with senior administrators from ten institutions in the U.S.A., discussing the true essence of internationalization and how imparting students with future skills can be a game changer.

Inter-institutional collaborative grant

The Shiv Nadar Foundation announced an inter-institutional collaborative grant, a first-of-its-kind initiative with a grant of INR 40,00,000 each for the selected proposals. The idea behind the grant is to promote the spirit of collaborative research among the member entities of the Shiv Nadar Foundation. One of the projects to get selected from Shiv Nadar University is "The Past as Present: Approaches to Pedagogy, History, and Archaeology. This interesting project will be a collaborative effort of Shiv Nadar University, Delhi NCR | Vidyagyan School, Bulandshahar | Shiv Nadar School, Noida Team Shiv Nadar University, Delhi NC.

INTER-INSTITUTION
COLLABORATION GRANTS

9 ENTITIES 1 GOAL
Collaborate to Innovate

Shiv Nadar Institution of Eminence is fully committed to the UN Sustainable Development Goals (SDGs). We have embraced a four-pronged strategy for SDGs through **teaching, research, our core institutional practices, and partnerships.**

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