

THE Sustainability Impact Rankings 2027 | Criterion 17.4.1

17.4.1 | University Commitment to Meaningful Education around the SDGs

1. Policy / SOP for SDG Awareness and Activities

2. Integrating / Incorporating SDGs into the Academic Curriculum

Few of the courses incorporated in the university offered programs are listed here. The mapping links existing subjects, competencies and programme learning content to relevant SDGs. The strongest recurring curricular themes are health and well-being, quality education, nutrition, gender-related health, water and sanitation, occupational health, inclusion, environmental health, responsible healthcare waste management, ethics and interprofessional collaboration.

Programme	Relevant subjects / areas	SDGs mapped in supplied curriculum draft	Illustrative curricular themes recorded
MBBS	Community Medicine; Pediatrics; General Medicine; Surgery; OBGYN; Psychiatry; Respiratory Medicine; Microbiology; AETCOM; clinical postings and internship.	SDGs 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 16, 17	Prevention and control of disease; nutrition and national programmes; maternal and child health; health-seeking behaviour and social determinants; water and sanitation; occupational health; biomedical waste; environmental hazards; ethics and teamwork.
BDS	Public Health Dentistry; General Medicine; General Surgery; Oral Medicine & Radiology; Conservative Dentistry; Paediatric & Preventive Dentistry; clinical training and internship.	SDGs 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 16, 17	Oral-health promotion; community surveys and school programmes; nutrition; environmental health; water purification and sanitation; infection control and waste disposal; special-needs care; ethics and professional accountability.
BPT	Fundamentals of Healthcare Delivery System in India; Public Health & Health Promotion; Psychology & Sociology; Community Physiotherapy; clinical and rehabilitation subjects.	SDGs 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 16, 17	Healthcare access and financing; nutrition; prevention and rehabilitation; maternal health; sanitation and environmental health; occupational health and vocational rehabilitation; assistive technology; disability inclusion; disaster preparedness; teamwork.

B.Sc. Nursing	Applied Sociology; Applied Nutrition and Dietetics; Community Health Nursing I & II; Adult, Child, Mental Health and Midwifery / OBG Nursing; Nursing Management & Leadership; Nursing Informatics and Research.	SDGs 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 16, 17	Nutrition and malnutrition; comprehensive nursing care; reproductive rights and women's health; safe water and sanitation; occupational health; digital health; vulnerable populations; climate change and environmental health; ethics and interprofessional collaboration.

COMMUNITY MEDICINE

1. GOAL :
The broad goal of the teaching of undergraduate students in CommunityMedicine is to prepare them to function as community and first level physiciansin accordance with the institutional goals.

2. OBJECTIVES

(a) Knowledge: At the end of the course, the student should be able to :-

i. Describe the health care delivery system including rehabilitation of thedisabled in the country;
ii. Describe the National Health Programmes with particular emphasis onmaternal and child health programmes, family welfare andpopulation control and programmes relevant to current health situation.
iii. List epidemiological methods and describe their application to communicableand non-communicable diseases in the community or hospital situation.
iv. Apply biostatistical methods and techniques;
v. Outline the demographic pattern of the country and appreciate theroles of the individual, family, community and socio-cultural milieu in healthand disease.
vi. Describe the health information systems.
vii. Enunciate the principles and components of primary health care and thenational health policies to achieve the goal of 'Health for All'.
viii. Identify the environmental and occupational hazards and their control.
ix. Describe the importance of water and sanitation in human health.
x. To understand the principles of medical sociology, health economics, health administration,health education in relation to community.

(b) Skills: At the end of the course, the student should be able to :-

i. Use epidemiology as a scientific tool to make rational decisions relevantto community and individual patient intervention.
ii. Collect, analyse, interpret and present simple community and hospital baseddata.
iii. Diagnose and manage common health problems and emergencies at theindividual, family and community levels keeping in mind the existing healthcare resources and in the context of the prevailing socio-cultural beliefs.
iv. Diagnose and manage maternal and child health problems and advise acouple and the community on the family planning methods available incontext of the national priorities.
v. Diagnose and manage common nutritional problems at the individual andcommunity level.
vi. Plan, implement and evaluate a health education programme with the skillto use simple audio-visual aids.
vii. Interact with other members of the health care team and participate in theorganisation of health care services and implementations of national healthprogrammes.

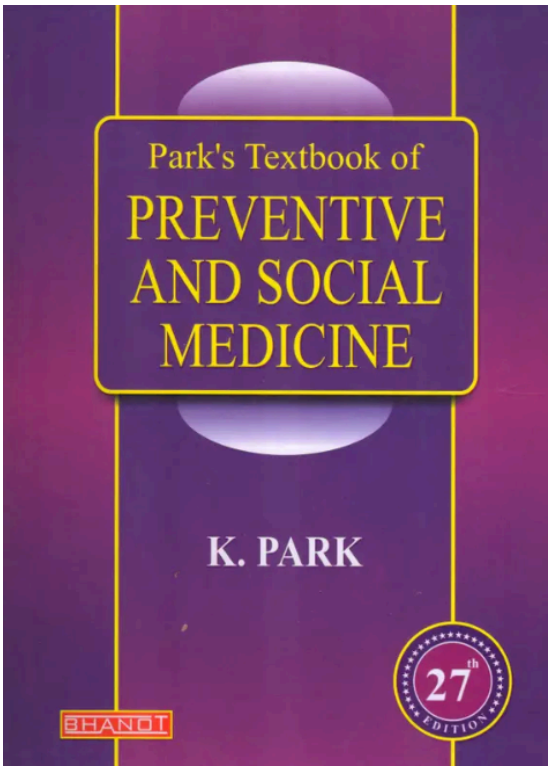
(c) Integration: Develop capabilities of synthesis between cause of illness in theenvironment or community and individual health and respond with leadershipqualities to institute remedial measures for this.

3. SCHEME OF EXAMINATION:

Theory	**200 Marks**	**200 + 100= 300 Total**
Practical + Viva	**60+40=100 marks**	
Internal assessment		
Theory	**100**	**100 +100 = 100 Total**
Practical	**100**	

Theory-Two papers of 100 marks each (One Multiple choice Question of 10 marks in each section of both the theory papers)

Notes:
1. Each paper will consist of two Sections A & B (50 marks each) comprising of three questions each.
2. The question no1 from each section shall contain 10 multiple choice question of one mark each.



MBBS Community Medicine syllabus extract and recommended reference text

Course Name	Course Code	Year	Course Description	Credit	Total Hours
Fundamentals of Healthcare delivery System in India (FoHS)	BPT 107	1	Theory	8	120

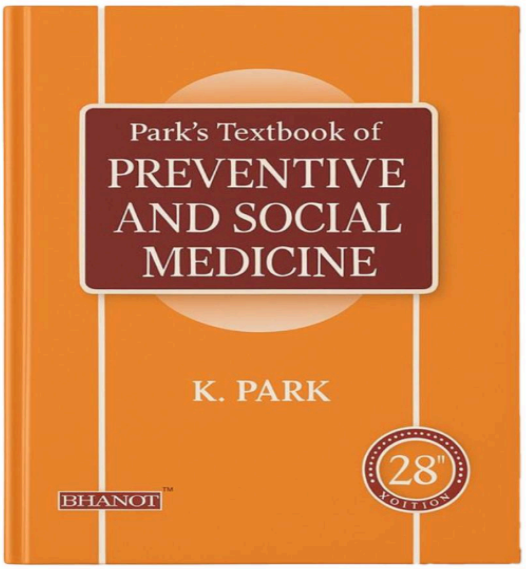
B. Course Content

SECTION-A

FoHC 1.1. Introduction to healthcare delivery system
FoHC 1.2. Healthcare delivery system in India at primary, secondary and tertiary care
FoHC 1.3. Community participation in healthcare delivery system
FoHC 1.4. Health system in developed countries.
FoHC 1.5. Private Sector
FoHC 1.6. National Health Mission
FoHC 1.7. National Health Policy
FoHC 1.8. Issues in Health Care Delivery System in India

SECTION- B

FoHC 1.9. National Health Programme- Background objectives, action plan, targets, operations, achievements and constraints in various National Health Programme.
FoHC 1.10. Health scenario of India- past, present and future
FoHC 1.11. Introduction to the profession of physiotherapy role of physiotherapy in national health issues and the expectations of society from physiotherapists
FoHC 1.12. The concepts of health and disease, risk factors, and the role of health promotion and disease prevention
FoHC 1.13. Explore the corporatization of health care.
FoHC 1.14. Identify the globalisation of health care.
FoHC 1.15. Assess the prospects of new health care reform.
FoHC 1.16. Understand various types of health services professionals and their training, practice requirements, and practice settings
FoHC 1.17. Differentiate between primary care and specialty care, and identify the causes of imbalance between primary care and specialty care
FoHC 1.18. Study the role of health care financing and its impact on the delivery of health care.
FoHC 1.19. Understand the basic concept of insurance and how general insurance terminology applies to health insurance.



BPT course outline for Fundamentals of Healthcare Delivery System in India, included as curricular evidence.

COMMUNITY HEALTH NURSING - I

including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

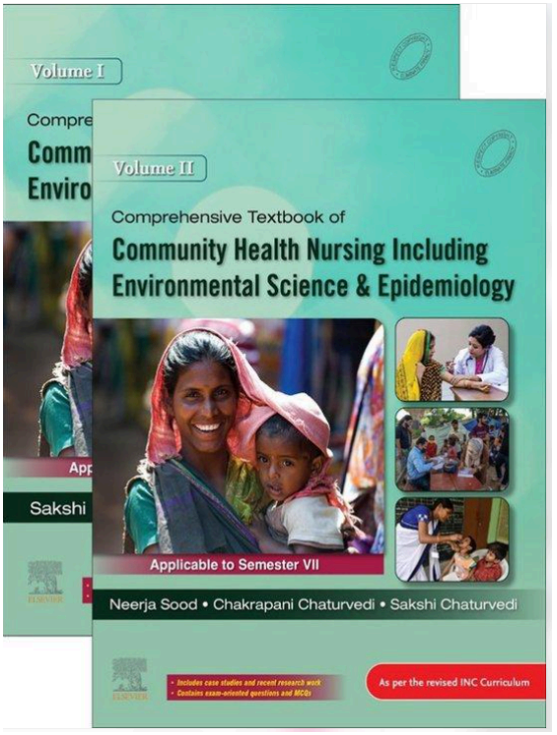
THEORY: 5 Credits (100 hours) includes Lab hours also

PRACTICUM: Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiologicalapproach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clientsof all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

COMPETENCIES: On completion of the course, the students will be able to

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel



B.Sc. Nursing Community Health Nursing I syllabus extract, including Environmental Science and Epidemiology.

Fourth (Final) B.D.S. Examination

Paper I : Public Health Dentistry (2610)
(Having Section A & B)

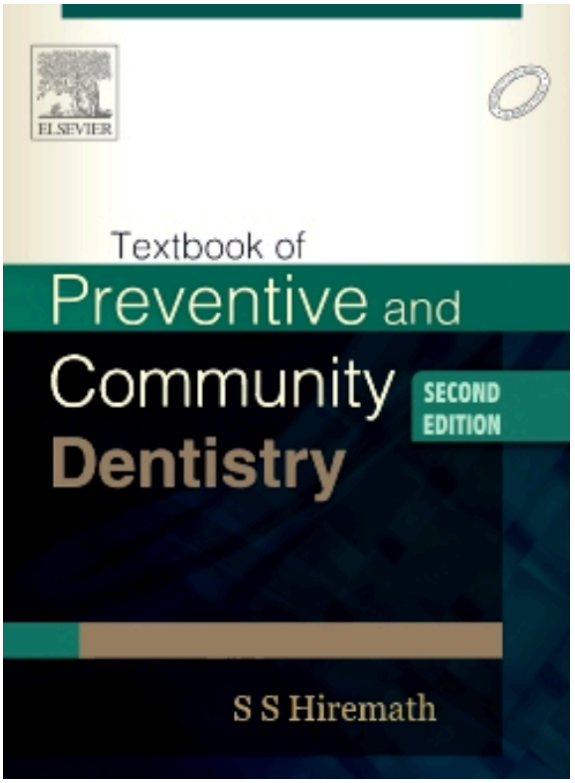
Theory: 70 marks
Oral (Viva): 20 marks
Internal Assessment: 10 marks
Practical: 90 marks
Internal Assessment: 10 marks
Total: 200 marks
Maximum Marks: 70
Duration: 3 hrs.

1. GOAL:
To prevent and control oral diseases and promote oral health through organized community efforts.

2. OBJECTIVES:
(1) Knowledge :At the end of the course, the student should be able to:
(a) Demonstrate knowledge of the basics of public health, preventive dentistry, public health problems in India, nutrition, environment and it's role in health, basics of dental statistics, epidemiological methods, National oral health policy.
(2) Skill and attitude:
(a) Acquire the skill of identifying health problems affecting the society, conducting health surveys, conducting health education classes and deciding health strategies. Students should develop a positive attitude towards the problems of society and must take responsibilities in providing oral health care.
(3) Communication abilities:
(a) Communicate the needs of the community efficiently, inform the society of all the recent methodologies in preventing oral diseases.
(4) Competencies:
(a) Apply the principles of health promotion and disease prevention.
(b) Have knowledge of the organization and provision of health care in community and in the hospital service.
(c) Have knowledge of the prevalence of common dental conditions in India.
(d) Have knowledge of community based preventive measures.
(e) Have knowledge of the social, cultural and environmental factors which contribute to health or illness.
(f) Administer oral hygiene instructions, topical fluoride therapy and fissure sealing.
(g) Educate patients concerning the aetiology and prevention of oral disease and encourage them to assume responsibility for their oral health.

3. SYLLABUS:

3.1 Theory
(1) Introduction to dentistry
(a) Definition of dentistry
(b) History of dentistry
(c) Scope aims and objectives of dentistry
(2) Public health



Additional curriculum evidence from BDS Public Health Dentistry syllabus extract

3. Activities for Hands-on Learning and Interdisciplinary Approach Mapped with SDGs

Mahatma Gandhi Physiotherapy College (MGPC), MGUMST organizes expert-led workshops and skill-development programs to strengthen the clinical competencies of students and faculty through knowledge exchange and professional collaboration. The college has conducted workshops by renowned physiotherapy experts on Myofascial Release Technique by Dr. Sanjeev Kumar Jha (PT), President, Indian Association of Physiotherapists (IAP); Proprioceptive Neuromuscular Facilitation (PNF) by Dr. Uthra Mohan (PT), Founder and Director, Physio Finesse Clinic, Thane, Mumbai; Motor Relearning Programme in Stroke Rehabilitation by Dr. Gajanan Bhalerao (PT), Principal, Jayantrao Tilak College of Physiotherapy and Founder and Director, GB School of Neuro Rehab and Aquatic Therapy, Pune; Neurodevelopmental Therapy (NDT): Introduction to Managing Stroke (Hemiplegia) by Dr. Harpreet Singh Sachdev (PT), Physiotherapist and NDT Expert, Department of Neurology, AIIMS, New Delhi. These initiatives promote evidence-informed clinical practice, hands-on skill development, faculty enrichment, and the adoption of contemporary physiotherapy techniques, contributing to quality education and stronger professional partnerships.



Workshop By Dr. Sanjeev Kumar Jha (Pt), President Of Indian Association Of Physiotherapists (Iap) On Myofascial Release Technique, Conducted At Mgpc On 25th November 2025





Workshop By Dr. Uthra Mohan (Pt), Founder & Director At Physio Finesse Clinic, Thane, Mumbai, On Proprioceptive Neuromuscular Facilitation, Conducted At MGPC, On 25th November 2025





Workshop By Dr. Gajanan Bhalerao (Pt), Principal Jayantrao Tilak College Of Physiotherapy, Founder & Director Of Gb School Of Neuro Rehab And Aquatic Therapy, Pune, On Motor Relearning Program In Stroke Rehabilitation, Conducted In MGPC, On 25th November 2025





Workshop By Dr. Harpreet Singh Sachdev (Pt), Physiotherapist And NDT Expert In Department Of Neurology, Aiims, New Delhi, On Neurodevelopmental Therapy (Ndt) Introduction To Managing Stroke (Hemiplegia), Conducted In MGPC, On 25th November 2025

4. Co-Curricular Activities Mapped with SDGs

World Physiotherapy Day Celebration 2025

Date: 09 September 2025
Organized by: Mahatma Gandhi Physiotherapy College (MGPC), MGUMST, Jaipur
Venue: Mahatma Gandhi Hospital and MGUMST Campus, Jaipur
Organized by: Student Council, MGPC
President, Student Council: Dr. Devendra Singh Shekhawat (PT)

Event Description

Mahatma Gandhi Physiotherapy College celebrated World Physiotherapy Day on 9 September 2025 with various educational and cultural activities. The programme included rangoli making, poster making and presentation, Nukkad Natak, cultural activities and a physiotherapy quiz to create awareness about physiotherapy. The event also featured the release of the MGPC newsletter and a blood donation camp organised at the Blood Bank, Haematology Tower, Mahatma Gandhi Hospital. Students and faculty members participated in the celebration with enthusiasm.

Objectives of the Event

1. To create awareness about the importance of physiotherapy and its role in healthcare.
2. To encourage students to express their knowledge through creative and educational activities.
3. To promote awareness about health and well-being through cultural programmes.
4. To encourage voluntary blood donation and promote community health.
5. To provide students with opportunities for learning, teamwork and active participation.

Outcome

The celebration promoted awareness about physiotherapy and its contribution to healthcare. Students participated in educational and cultural activities, while the blood donation camp encouraged community service and social responsibility.

Relevant SDGs: SDG 3 – Good Health and Well-being; SDG 4 – Quality Education; SDG 17 – Partnerships for the Goals.





Poster presentation to create awareness about physiotherapy on World Physiotherapy Day 2025



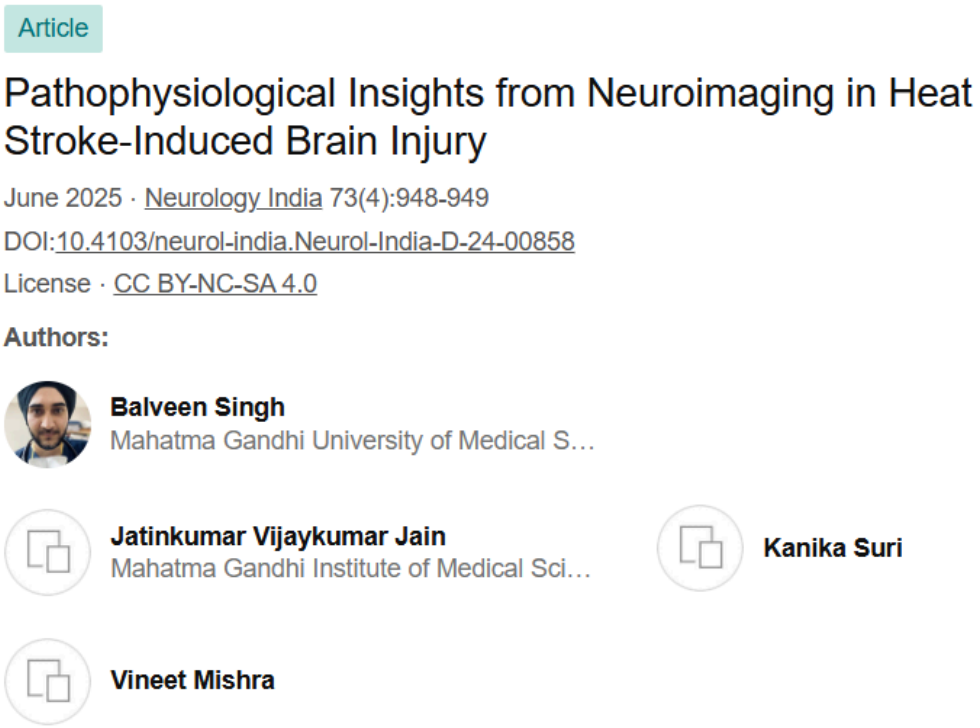
Nukkad Natak to create awareness about physiotherapy on World Physiotherapy Day 2025

5. Research and Innovation Activities Mapped with SDGs

Research publication: "Pathophysiological Insights from Neuroimaging in Heat Stroke-Induced Brain Injury"

Publication type	Journal article
Publication date	June 2025
Journal	Neurology India
Volume / issue / pages	Volume 73, Issue 4, pages 948–949
DOI	10.4103/neurol-india.Neurol-India-D-24-00858
Authors listed in supplied draft	Balveen Singh; Jatinkumar Vijaykumar Jain; Kanika Suri; Vineet Mishra
Primary SDG mapping	SDG 3 – Good Health and Well-being

The article discusses neuroimaging-related insights into brain injury associated with heat stroke. Its relevance to SDG 3 is through health-related research, neurological injury assessment and the generation and dissemination of knowledge that may inform clinical understanding and patient care.


Article

Pathophysiological Insights from Neuroimaging in Heat Stroke-Induced Brain Injury

June 2025 · Neurology India 73(4):948-949

DOI:10.4103/neurol-india.Neurol-India-D-24-00858

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Pathophysiological Insights from Neuroimaging in Heat Stroke-Induced Brain Injury

Balveen Singh, Jatinkumar Jain, Kanika Suri, Vineet Mishra[1], Himanshu Kaushal, Yogesh Kaushik

Authors and Affiliations >

Neurology India 73(4):p 948-949, Jul-Aug 2025. | **DOI:** 10.4103/neurol-india.Neurol-India-D-24-00858

OPEN

A 34-year-old man, who had a history of exposure to extreme hot and humid weather with no drug history, presented with 1 day history of altered consciousness, decreased urine output, and a temperature of 109 °F. On examination, his Glasgow coma scale (GCS) was E1VTM2. His pupils were 3 mm in diameter and reactive to light bilaterally. Deep tendon reflexes were 2+ in all limbs, and the plantar reflexes were absent bilaterally. His elevated CPK levels of 3462 mg/dL were accompanied by multiorgan failure, including neurological, renal, and hepatic impairment. His myoglobin levels in urine were high, more than 30,000 mcg/L. The investigations for tropical fever, systemic infections, and neuroinfections yielded negative results. The patient was managed with cold saline, hemodialysis, antiepileptics, intravenous fluids, and other supportive measures. MRI of the brain revealed T2 FLAIR hyperintensities and diffusion restriction in bilateral fronto-parietal regions, cingulate gyri, insular cortices, and posterior aspects of both medial temporal lobes [Figure 1]. Additionally, hyperintensities of T2 FLAIR were observed in the bilateral thalami, the tegmentum of the midbrain, and the bilateral

Publication record and article details for the 2025 paper in Neurology India.

6. Global Partnerships and Collaborative Activities Mapped with SDGs

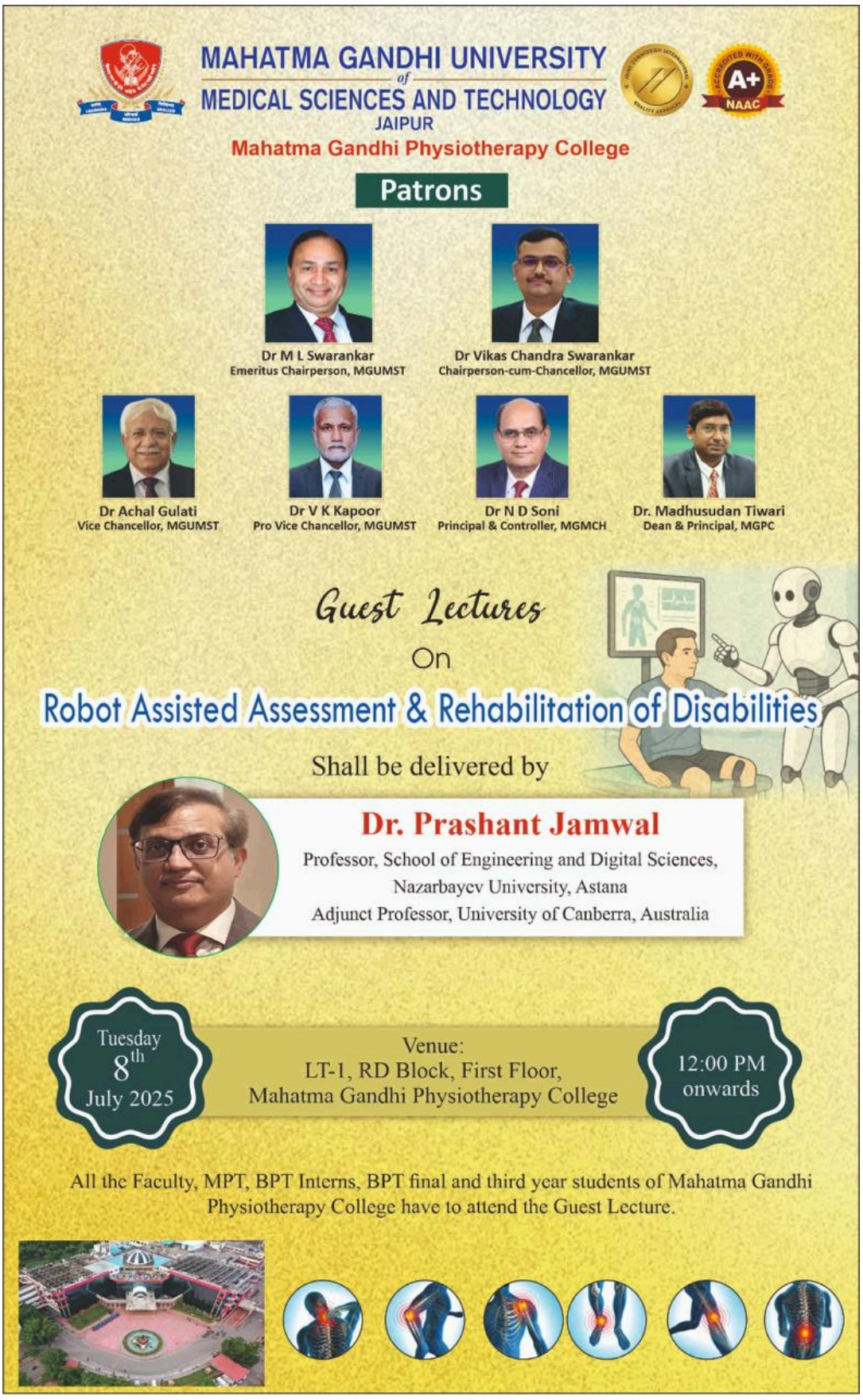
Date	International event / platform	MGUMST participation and knowledge exchange	SDGs recorded in source
14–15 November 2025	National Congress of Surgery and Endolaparosurgery, Thai Nguyen, Vietnam	Dr. Vidhi Gupta, PhD Scholar, invited speaker; talk on Multimodality Pain Management: Post Surgery.	SDGs 3, 4, 17.
November 2025	VASEL 2025, Thai Nguyen, Vietnam	Dr. Anushree Loyal, Department of Radiation Oncology, presented academic work at the international conference.	SDGs 3, 4, 17.
16 September and 15 October 2025	Keynote Webinar Series: Global Insights in Precision Oncology	Department of Radiation Oncology & CyberKnife; sessions by Dr. Arjun Sahgal, Sunnybrook, Canada, and Dr. Christian Hyde.	SDGs 3, 4, 17.
2025	51st Annual Meeting of the American Society for Histocompatibility and Immunogenetics (ASHI), Orlando, USA	MGUMST research poster on donor-recipient age difference, HLA mismatch and eGFR in renal transplant recipients.	SDGs 3, 4, 9, 17.
26 August 2025	ASSA–IOSSMA Congress 2025, Bali, Indonesia	Dr. Rajat Jangir delivered a keynote address on Decision Making in Cartilage Lesions; Dr. Vinay Kumar Mahala received the KLTS International Fellowship 2025.	SDGs 3, 4, 9, 17.
8 July 2025	Guest Lecture on Robot-Assisted Assessment and Rehabilitation of Disabilities, MGPC	Dr. Prashant Jamwal, Nazarbayev University, Astana, and Adjunct Professor, University of Canberra, Australia, delivered a lecture on robotics and advanced technology in disability assessment and rehabilitation.	SDGs 3, 4, 9, 10.



Dr. Vidhi Gupta delivering the invited presentation at the National Congress of Surgery and Endolaparosurgery, Vietnam.



Keynote Webinar Series on Global Insights in Precision Oncology, featuring international expert sessions.



Guest lecture on Robot-Assisted Assessment and Rehabilitation of Disabilities by Dr. Prashant Jamwal.

7. Links to the Regulations and Curriculum

MBBS Syllabus: https://www.mgumst.org/assets/syllabus_pdf/MBBS_Syllabus.pdf

BDS Syllabus: https://www.mgumst.org/assets/syllabus_pdf/BDS.pdf

BPT Syllabus: https://www.mgumst.org/Uploads/moduleimg/1993imguf_BPTSyllabus.pdf

B.Sc. Nursing Syllabus: https://www.mgumst.org/Uploads/moduleimg/39imguf_SyllabusMGUMST2021_NewSemesternursing.pdf

MGUMST NAAC Criterion 1.3.1 – List of Courses with Description
https://www.mgumst.org/Uploads/moduleimg/95imguf_1.3.1_List_of_Courses_with_description.pdf

MGUMST Official Syllabus Repository
https://www.mgumst.org/academics/syllabus

MGUMST NAAC – Curricular Aspects
https://www.mgumst.org/naac

8. Report on One of the Best Activities towards Creating Awareness and Educating Students

National Nutrition Month 2025

Date: 27 September 2025 | Venue: R. L. Swarnkar Auditorium, Mahatma Gandhi University of Medical Sciences & Technology (MGUMST), Jaipur.

Rationale for selection

Among the activities National Nutrition Month is selected because its recorded educational content has a direct thematic relationship with SDG 2 – Zero Hunger and SDG 3 – Good Health and Well-being. The programme included a discussion of nutrition, a debate on transitioning towards plant-based food systems and a student skit on nutrition. This combination provides a clear example of awareness-building through discussion, debate and student-led communication on nutrition and sustainable food choices.

Activity description

MGUMST organised National Nutrition Month 2025 on 27 September 2025 to promote nutrition awareness, balanced dietary practices and discussion of sustainable food systems. The programme featured a panel discussion titled Poshan ki Charcha, a debate on transitioning towards plant-based food systems, and a student skit titled Nutrition Kaha Hai? These activities encouraged participants to explore nutrition-related public-health priorities, healthy food choices and the relationship between dietary practices and sustainability.

Educational focus and documented outcome

The supplied draft reports that the event contributed to nutrition education and awareness of healthy dietary practices. The discussion on plant-based food systems provided an opportunity to consider sustainable approaches to food production and consumption. Through academic discussion and student engagement, the programme supported institutional efforts to strengthen nutrition awareness and encourage informed dietary choices.

SDG alignment

The source explicitly maps the activity to SDG 2 – Zero Hunger and SDG 3 – Good Health and Well-being. The SDG 2 connection relates to nutrition awareness and sustainable food systems, while the SDG 3 connection relates to healthy dietary practices and nutrition as a public-health priority.



National Nutrition Month 2025 invitation and photographic record of audience participation, panel discussion and student engagement.

9. Links for the Above-Stated Activities

MGUMST NAAC Criterion 1.3.1 – List of Courses with Description
https://www.mgumst.org/Uploads/moduleimg/95imguf_1.3.1_List_of_Courses_with_description.pdf

MGUMST Official Syllabus Repository
https://www.mgumst.org/academics/syllabus

MGUMST NAAC – Curricular Aspects
https://www.mgumst.org/naac

MGUMST Institutional Social Media Reference

LinkedIn - https://www.linkedin.com/school/mahatma-gandhi-university-of-medical-sciences-and-technology-jaipur/
Instagram - https://www.instagram.com/mgumstjaipur?exln=MWZkaXFsdnBrdWJxeQ==

Research Publication DOI – Pathophysiological Insights from Neuro-imaging in Heat Stroke-Induced Brain Injury
https://doi.org/10.4103/neurol-india.Neurol-India-D-24-00858