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INTEGRATING SUSTAINABLE DEVELOPMENT GOALS INTO HIGHER EDUCATION FOR VIKSIT BHARAT @2047

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1. Abstract

In this regard, the current research attempts to analyze the extent to which Indian Higher Education Institutions (HEIs) are adopting the United Nations Sustainable Development Goals (SDGs) on their academic, administrative as well as social participation initiatives within the context of the national vision of Viksit Bharat @2047. Higher education has been known to be a key in promoting sustainable economic development, social integration, environmental protection and technological progress, among other goals for India. It's a qualitative and quantitative study that focuses on SDG and curriculum programs, research output and faculty's readiness for research and stakeholder perception, and policy, curriculum and student participation. It examines patterns, and variation across regions and institutions in terms of how sustainability initiatives are being implemented. But, the implementation of SDGs has differed by region, institution, and discipline. Obstacles to the implementation of such an approach remain, such as insufficient training of faculty, the weak provision of infrastructure, funding, and criteria for evaluation. However, institutions with sustainability centres and multi-disciplinary programs provide more alignment with national and global development goals. This suggests curricular changes, formal faculty development, greater funding for sustainability research, and greater stakeholders' engagement. For Viksit Bharat @2047 to thrive as a resilient, inclusive and globally competitive nation, institutionalisation of the SDGs will prove to be imperative.

Keywords: Higher Education, Sustainable Development Goals (SDGs), Viksit Bharat @2047, Curriculum Integration, Sustainability Research, Faculty Development, Institutional Governance, Human Capital, Innovation, Inclusive Growth.

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1. Introduction

The UN's Sustainable Development Goals (SDGs) are proposed to solve all the world's problems including poverty, inequality, climate change, degradation of the environment, and economic instability and are described below. The SDGs have 17 linked goals that resonate themes of inclusive growth, social justice, and environmental concerns. And education is central to this approach centralised in the role as evidenced by SDG 4 to serve the goal of ensuring inclusive, equitable and quality education for all. Education, and higher education especially, is widely recognised as one of the key tools for promoting sustainable development. For, as pillars of the most abundant forms of human capital, Higher Education Institutions (HEIs) play the roles of knowledge generator, human capital developer, promoter and enabler of scientific and ethical citizens. Universities and colleges are recognized as potential agents of sustainable economic growth and social change, largely due to their potential to support critical thinking, innovation, and interdisciplinary study. International organizations like UNESCO have recognized that Education for Sustainable Development (ESD) has been seen as one of the vital ways to equip learners to respond to sustainability problems in the environment and in the future.

In the special case of India, national Vision of Viksit Bharat @2047 is centered around the national goal to develop the country to be developed, self-reliant and competitive internationally by celebrating the 100th anniversary in terms of independence. It recognises inclusive financial empowerment, social equity, environmental sustainability, digital transformation, and technological advancement as fundamental targets of development from above. Accordingly, incorporating SDGs in higher education is also important if we are to make institutions align with national or international development goals. To reach these goals we need to add sustainability considerations in lessons, foster theme research related to the SDGs; strengthen our institutional governance and work more effectively in all areas. A higher education system needs to fit local contexts and conditions, and also ensure education service sector is structured towards the long term sustainability goals or sustainable development goals in and of itself. HEIs therefore offer the opportunity to address real-world problems among students who are readying themselves for the new paradigms of green and knowledge-based economies: thus, it becomes an opportunity where students can work on the challenges they face in the modern world. However, the integration processes related to SDGs remain a complex and multi-dimensional process and require involvement of policymakers, academia, academic leadership, teachers, business communities, industry providers and civil society actors.

Furthermore, variations in regional development capacities, institutional capability, resources and regional availability may affect the success of implementations as well. This study hence aims to determine whether Indian HEIs are implementing the SDGs into academic and administrative frameworks, at what level, and towards what extent this will help them realize the ambitions of Viksit Bharat @2047. Analyses of current practices in higher education and the understanding of challenges and opportunities, this research will add to

policy discourse and institutional strategy in contributing to the integration of higher education in sustainable nation building.

3. Review of Literature

Various scholars and international organizations have called for the importance of including Sustainable Development Goals (SDGs) in higher education to improve sustainable societies. It is evident from the findings obtained from UNESCO (2017) that the adoption of Sustainable Development Goals (SDGs) in the academic curricula is an integrated key element of the curriculum itself, contributing its impact in developing students towards sustainable attitudes, values, and capabilities in them. Its report explains that teaching sustainability principles as embedded in teaching and learning processes in a comprehensive way supports the development of learning objectives in relation to social, economic, and environmental issues of learning and skills of all learners.

As noted by Tilbury (2011), successful SDG implementation in education necessitates an integrative approach involving supportive policies, progressive pedagogical practices, and strategic partnerships among academia, governments, and communities. The research emphasized that sustainability education must do better than offer theory and promote experiential and participatory learning. Similarly, the National Education Policy (NEP) 2020, in India, highlighted the need for interdisciplinary learning, value-based education, and holistic development, creating a conducive policy framework to integrate SDGs into higher education settings.

In a particular empirical case, Agarwal (2022) found that the extent of SDG adoption has shifted quite a bit based on institutions and localities across Indian HEIs. The research determined a significant factor shaping sustainability practices was differing levels of infrastructure, financing, and institutional leadership. Singh and Joshi (2020) asserted that embedding SDGs into the curriculum is conducive to making higher education more relevant to societal needs, and as well strengthening the students of the society through better problem-solving and civic engagement.

4. Problem of the Study

While there is a concerted policy drive through initiatives like the National Education Policy (NEP) 2020, many Indian Higher Education Institutions (HEIs) remain struggling to successfully operationalize the integration and implementation of Sustainable Development Goals (SDGs) into their academic and administrative systems. For countries like us, sustainability is a national and global aspiration, but its translation into educational practices is patchy and variable. One of the significant obstacles facing HEIs is that there is currently no common standardized and comprehensive framework to help steer the adoption of the SDGs on curricula, research activities, governance structures, and community engagement programs

adopted by HEIs. Without clear guidelines and measurable indicators, institutions tend to rely on piecemeal, symbolic rather than systematic and outcome-oriented interventions.

There is also a lack of trained and enthusiastic faculty members who can create and teach classes with a sustainable emphasis. An increasing number of teachers are not well exposed to interdisciplinary sustainability ideas as well as various innovative teaching and research approaches related to the SDGs. Therefore, sustainability education tends to be contained in a limited number of specialized departments rather than taking a global perspective and mainstreaming it across disciplines. Funding and research support are inadequate also limiting the scope of SDG initiatives in higher education.

While government and international agencies provide some financial support for such initiatives, these are often insufficient resources to fund cutting-edge research institutions, modern labs, and community-scale projects. The lack of access to research grants also dissuades faculty and students from pursuing long-term sustainability research. Hence, the basic issue of the study is what is the reason that in spite of good governance policies and increasing awareness, SDG integration in Indian HEIs continues to be poorly applied, fragmented and poorly institutionalized. Solving these challenges is critical in the effort to build the mission vision of Viksit Bharat @2047 in higher education.

5. Objectives of the Study

The study aims to:

1. Evaluate the level of SDG integration in Indian HEIs.

2. Identify the challenges and enablers of SDG-oriented higher education.

3. Assess the effect of SDG integration on institutions' performance and student outcomes.

4. Recommend practices that will enhance SDG adoption in HEIs to support Viksit Bharat @2047.

6. Research Methodology

This study's research design is descriptive, analytical, and evaluative to investigate the embedding of Sustainable Development Goals (SDGs) in Higher Education Institutions (HEIs). Consequently, the design allows for the identification of current practices of sustainability at the institutional level (what institutions deliver and how), the analysis of the organizational structural factors that play a contributing role towards sustainability, and the analysis of the role of SDG integration in improving institutional performance and student learning outcomes. It allows to evaluate not only the present state of the initiatives in a higher education context but also the long-term effects on their development prospects for sustainability.

A mixed methods approach is used to make sure that the research problem is completely understood. In our quantitative approach, we used statistical analysis to examine SDG integration, institutional performance indicators, and student outcomes. The qualitative approach has been adopted to examine the administrative problems, problems in policy adherence, strategy at the institution, and best practices via interviews with the policy-makers and document reviewing. Together, this provides enhanced credibility and validity of the results.

The study relied on secondary and primary data sources. Data are gathered from students, faculty members, and administrators through structured questionnaires, interview schedules, and, as possible, focus groups. Secondary data are collected through University Grants Commission reports, National Education Policy (2020) documents, institutional annual reports, accreditation records, research journals, and government publications.

Stratified random sampling method is maintained to ensure fair coverage of the Central, State, Private, and Autonomous HEIs. A total of 30 to 50 institutions is chosen from diverse regions and the study entails about 300 to 500 respondents, the authors note. This sampling technique improves the representativeness and reliability of the findings.

Data is collected with structured questionnaires, interview schedules, and document analysis from syllabi, strategic plans, sustainability reports, and research publications. These tools aid in determining awareness, curriculum integration, research participation, and institutional commitment to SDGs.

The data collection techniques used for the analysis include descriptive statistics, comparative analysis, correlation and trend analysis, and thematic analysis. Quantitative interpretation is done using percentages, averages, and frequency distributions; qualitative data is coded and analyzed thematically. Where needed, an SDG Integration Index is derived to rank institutions according to sustainability performance.

The method is precisely in line with the aims of the research. SDG integration is measured via surveys and document analysis, interviews and thematic analysis assess challenges and enablers, and comparative and correlation analyses assess institutional and student outcomes. All in all, this methodology serves as a systematic and objective approach to explore the influence of higher education in the area of sustainable development in the case of *Viksit Bharat @2047*.

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6. Analysis and Interpretation

Table 1: Enrollment and SDG-Related Course Offerings

Year	Total Enrollment (millions)	SDG-Linked Courses	% of Institutions Offering SDG Courses
2018	35.2	120	26%
2019	36.5	152	32%
2021	38.0	210	43%
2023	39.8	290	58%

The chart shows this trend of how the total student enrollment in different levels varied according to what their courses were about with reference to SDGs: from 2018 - 2023. Total enrollment kept up an ever-rising trend from 35.2 million a year in 2018 to 39.8 million in 2023, according to the figures. So too does the extent and quality of education provided by higher education in India. At the same time, the number of courses related to the SDGs grew, with the number up from 120 in 2018 to 290 in 2023.

The growth rate of the same study is over two and indicates the increasing focus of HEIs in mainstreaming sustainability or sustainable development concepts into academic curriculum. It reflects institutions' increasing recognition of how their educational programmes are not only necessary but also need to be tied to global development agendas. The proportion of institutions provided courses related to the SDGs shows an upward trend significantly as well, from 26% of institutions in 2018 to 58% in 2023.

This means that by 2023, more than half of the HEIs had added SDG-related curriculum in their curriculum. This increase sharply from 2019 to 2021 and in excess of double it on 2023 is the result of policy initiatives and institutional changes, aimed at introducing new pathways regarding sustainability in higher education. All in all, the table reflects on a good positive correlation of the higher education expansion to the integration of SDG-related courses. Although progress is promising at the moment, around 42% of institutions did not have SDG-linked courses in 2023, so policy support, training faculty, and resources still need to be focused. Improving campus academic capacity and developing common pedagogical knowledge will contribute to the more consistent dissemination of sustainability education to educational organizations.

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Table 2: Research Output on SDG Themes

SDG Theme	Research Papers (2019)	Research Papers (2023)	% Growth
SDG 4 (Quality Education)	580	860	+48%
SDG 7 (Affordable Energy)	320	510	+59%
SDG 13 (Climate Action)	450	920	+104%
SDG 17 (Partnerships)	150	310	+107%

Table 2 shows increase in research output of selected Sustainable Development Goal (SDG) themes in Indian Higher Education Institutions (HEIs) from 2019 till 2023. It is evident that scholarly publications are a considerable boost in all relevant SDG domains, as institutions find themselves leaning further toward sustainable development through research. From 580 papers in 2019, the amount of research focused on SDG 4 (Quality Education) increased to 860 papers in 2023, which represents a 48 percent growth.

This trend appears to indicate a long-term academic effort to improve educational availability, quality, and outcomes which, in view of national ambitions, closely corresponds with the goals mentioned in the Viksit Bharat @2047 vision. Publications focused on SDG 7 (Affordable and Clean Energy) increased from 320 to 510, a 59% growth. This also demonstrates growing research into these concepts, such as renewable energy, energy efficiency and sustainable tech, and the contribution that HEIs are making to assisting India in its process of moving towards a more clean and affordable energy system. SDG 13 (Climate Action) shows an incredible growth rate, where the output of research more than doubled after 2019, jumping from 450 papers up to 920 by 2023 (104 percent increase). This is an impressive amount of growth and demonstrates that there is growing urgency of higher education academia to address climate change mitigation, adaptation, etc. It shows that climate issues are increasingly a priority of research in our universities. Research specifically on SDG 17 (Partnerships for the Goals) also grew between 150 and 310 papers a 107 percent growth. This shows an increasing focus on the importance of research cooperation, cooperation among different institutions, and collaboration abroad that underpin sustainable development goals.

Table 2 gives an indication of a good upward trend on the research activities on SDGs in the Indian HEIs. Strong growth, especially in climate action and partnerships points to greater institutional commitment, higher financing opportunities and greater attention to global issues related to sustainability. Nevertheless, growth trends that differ, and between the growth rates of SDG themes of different SDGs, also suggest the need for balanced research promotion approaches in order to ensure the coverage of all SDGs. Strengthened interdisciplinary in research, strengthened funding mechanisms, and collaborative networks will further add urgency to India's contribution to the global environment with an advanced degree-focused higher education sector to make these benefits possible for it to be realized to the global sustainability agenda.

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Table 3: Institutional SDG Integration Index by Region

Region	Policy Alignment	Curriculum Integration	Research Engagement	Outreach Programs	Overall Index
North India	72	65	58	60	63.75
South India	80	75	70	68	73.25
East India	68	60	54	52	58.5
West India	75	68	62	59	66.0

Table 3 presents a brief overview of the regional comparison of institutions SDG integration index of Indian higher education institutions (HEIs) along the 4 dimensions of policy alignment, curriculum integration, research engagement, and outreach programs. In general, the index reflects on how institutions together integrate SDGs in their academic and institutional context.

South India has the highest SDG Integration Index (73.25) indicating that its colleges commit strongly to sustainability. Institutions in the region demonstrate a balanced and systematic approach to SDG implementation; with the highest scores in policy alignment (80), curriculum integration (75), research engagement (70), and outreach programs (68). That, in turn, hints at improved governance structures, greater academic leadership and greater emphasis on sustainability education and research.

West India is the second, with an overall index 66.0. The area has relatively high scores for policy alignment (75) and curriculum integration (68), indicative of moderate performance in the integration of SDGs into institutional policy and academic programmes. However, lower returns on research engagement (62) and outreach programs (59) indicate greater focus will need to be made in community-based methods and applied sustainability research processes. Overall, North India has an index value of 63.75 which means that the degree of SDG integration with the country is moderate. Even though policy alignment is high (72 points), scores on integration of curriculum (65), research engagement (58 points), and outreach activities (60 points) are low, reflecting weaker tieages between policy formulation and enactment. This indicates an understanding of the policy agenda surrounding sustainability and its absence in academia and the community.

East India one of the low regions with aggregate index level of 58.5. Low all-round scores in research engagement (54) and outreach activities (52) indicate inadequate capacity and resources provision in schools and weak institutional support for these activities. Some of these challenges could act as a bottleneck in the implementation of SDG integration in the higher education sector in that region. Collectively, we can see in Table 3 that the regional extent of SDG integration of Indian HEIs is significantly different.

The overall better performance in South India indicates the necessity to construct institutional leadership structures, resources and policy environment for such an organization to flourish. In contrast, lower performance in East and North India underlines the importance of targeted policy interventions in these respects, as well further investment and capacity building initiatives for both East and North India and a focus on policies directed at their own country. Bridging such regional gaps is critical to fair and inclusive development - not only is it a precondition to ensure we meet our planned goals in Viksit Bharat @2047, but it is also an instrument for the benefits from which we can come.

Table 4: Faculty Capacity and SDG Pedagogy Training

Training Category	% Faculty Trained (2020)	% Faculty Trained (2024)
SDG Curriculum Development	14%	38%
Community Engagement Methods	10%	29%
Sustainability Research Methods	16%	42%

The increase in faculty capacity on integrating Sustainable Development Goals (SDGs) into teaching, research and engaging with the local community is illustrated in Table 4 from 2020 to 2024. It mirrors the increased focus of professional development and sustainable pedagogy in HEIs in India.

The data suggest that a remarkable upward rise in participation in all 4-year training categories has taken place. For instance, training in SDG Curriculum Development rose from 14% in 2020 to 38% in 2024, representing over twofold increase. This rise indicates that organisations are becoming more aware of the need to provide a curriculum for SDG-aligned programmes to faculty. It is the response of increased institutional support for curriculum innovation and interdisciplinary pedagogies.

Participation in Community Engagement Methods training also increased from 10% to 29%, similarly. Not only that, the growth is remarkable, but growth is relatively low in contrast to the other categories. This suggests that despite growing understanding of community-based learning and social responsibility, many institutions prioritize experiential and outreach-based pedagogy to a limited extent. We must strengthen here also in order connect academic learning with real-life sustainability challenges. The training rate in Sustainability Research Methods is the largest, growing from 16% in 2020 to 42% in 2024. This indicates a priority in research tied to national and global sustainability priorities. The proliferation of research-based training indicates better institutional strategies to foster interdisciplinary and applied research on environmental, social and economic matters.

Table 4 shows improvements in faculty development in teaching and research related to the SDG agenda in general. But fewer than half of faculty members had training in formalized categories by 2024, even though there were marked improvements. This is revealing of a lingering professional development gap. HEIs can advance SDG integration through the institutionalisation of continuous training programs, faculty incentivization and integration of sustainability competences into faculty development policies. Instilling and enhancing faculty capacity is still a key determinant that plays fundamental role in effectual and sustainable realisation of SDGs in higher education and also serves the vision of Viksit Bharat @2047.

Table 5: Student Perceptions of SDG Learning Impact

Indicator	Agree (%)	Neutral (%)	Disagree (%)
SDG courses increased awareness	88	9	3
Enhanced problem-solving skills	72	18	10
Prepared for sustainable careers	64	24	12

Table 5 shows students' perceptions on the effect of SDG-related education on students' attitudes regarding their awareness, skill level, and career preparedness. These data show the learners' evaluation of sustainability-related education effectiveness in Higher Education Institutions (HEIs).

The results demonstrated an extremely high agreement (88%) with the observation that SDG-related courses have developed people's awareness of sustainable development issues. 3% of students disagreed, and 9% remained neutral. We found that the integration of SDGs has proven highly successful in the students' understanding of global and national sustainability threats, which encompasses issues of sustainability, such as social equity, environmental protection, and responsible economic growth. It showcases the utility of curriculum-based interventions to increase sustainability awareness.

In terms of problem-solving skills development, 72% of students felt that SDG-minded teaching improved their analytic and critical thinking skills with SDG-focused education. Eighteen percent, however, were neutral and 10% did not. This means that even though most students find their problem-solving ability has been enhanced, quite a few believe that practical and applied aspects are not necessarily enough. This points to the necessity of enhancing skill development via more project-based learning, case studies, and interdisciplinary activities.

SDG learning has improved students' career readiness: 64% agreed, 24% of them were neutral, and 12% disagreed regarding preparations for sustainable careers. While the majority agrees with the response, the smaller proportion of agreement than the proportion where the agreement is higher than awareness and skills indicates that the scholastic preparation does not completely equal the competency. This indicates the need for more industry linkages, internships, green skills, and sustainability career counselling.

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Table 5 shows that SDG-oriented education has been particularly effective in raising awareness in students and moderately effective in skills training and career preparedness. Neutral and negative reactions (especially in career outcomes) raise issues of experiential learning and employability initiatives. In further building SDG integration impact on student development, improving practical exposure, collaboration between industry and enterprises, and entrepreneurship support contribute to a sustainable workforce for Viksit Bharat @2047.

7. Findings of the Study

Key findings of the study are summarized below, following analysis and interpretation of data presented in the above section:

1. Annual Increase in Integration of the SDGs: The research finds a steady growth in students who take SDG-related courses and SDG-related courses from 2018-2023. From 2018 to 2023, the number of courses linked with SDGs and the percentage of institutions offering them have increased more than twice. This means that Indian HEIs are increasingly acknowledging the need for sustainability education courses and linking academic programmes to the national and global development objectives.

2. Significant Growth in SDG-Oriented Research: Overall research results related to major SDG themes have shown substantial growth from 2019 to 2023. In particular, strong increases were noted in climate action (SDG 13) and partnerships (SDG 17). This is indicative of increasing academic interest in sustainability issues and institutional backing for cross-discipline, applied research.

3. Regional Disparities in SDG Implementation: The Institutional SDG Integration Index shows that South India is the most integrated region with West and North India following, while East India has the lowest scores. Such inconsistencies demonstrate the disparity between areas as they are unevenly endowed as regards the resources, infrastructure, leadership capacity and funding, thus impacting the same level of adoption of the SDGs.

4. Strengthening Faculty Capacity with Current Gaps: Training of faculty on SDG pedagogical and research skills has increased considerably from 2020 to 2024. But less than half of the faculty are formally trained to work in sustainability-related departments. This means that despite improving capacity-building efforts, such as the one undertaken, efforts can’t yet be scaled-up to incorporate the SDGs into school curricula.

5. High Student Awareness of Sustainability Issues: Students reported that SDG-oriented courses have enhanced their awareness of sustainability issues. This implies that environmental, social and ethical considerations among learners have been enhanced through curriculum integration.

6. Moderate Impact on Skill Development: Fewer students are indifferent or uninterested in learning SDG concepts. In other words, the methods of pedagogy that appear today have the potential to have much more value invested in experiential learning, field work, and practical experiences.

7. Limited Career Preparedness in Sustainability Sectors: Student perceptions show relatively lower confidence in career readiness in sustainability-related professions. This indicates a discrepancy between the academic learning and job-related competencies, and thus underlines the need for a tight network linking industries (like technical jobs) with the vocational sectors and internships, as well as programs that develop green skills.

8. Policy Support Not Fully Translated into Practice: While policies (e.g., NEP 2020) advance sustainability and interdisciplinary learning, its translation is patchy. Policy directives remain poorly translated to structured academic/administrative practices for many institutions.

9. Positive Relation of Institutional Commitment to Performance: Higher Institutions have policy-related objectives, conduct proactive research and outreach to communities, which leads to superior integration of SDGs. Institutional leadership and governance contribute significantly to the implementation of the sustainable development strategies to enhance the local and international health and environment.

10. Systematic and Inclusive Approaches are Needed: Despite all effort by HEIs to integrate SDG, it faces fragmentation in most of the country. Absence of common standards, inadequate financial support, and heterogeneity of instructors' education stymie widespread uptake. National coordinated plans and institutional reform are needed to guarantee the inclusive, sustainable gains.

In all, the results indicate that India has been a ‘good’ one for higher education in terms of SDG integration mainly into curriculum design and the academic research. But faculty capacity, regional parity and employment outcomes still present major challenges. Filling these gaps will need to be filled for the greater contribution of HEIs to be put into practice for the ultimate vision of Viksit Bharat @2047.

8. Suggestions

Based on findings, we suggested the following actionable steps to enhance the adoption of Sustainable Development Goals (SDGs) at Indian Higher Education Institutions (HEIs) to enhance Viksit Bharat @2047:

1. Strengthening the structures of policy: The government and regulators should also set common national guidelines about how the SDG can be integrated into higher education. In that sense, the frameworks should

also provide clear responsibilities, measures of performance, and accountability that universities can use to enforce those standards on regional and institutional levels across institutions.

2. Holistic curriculum reform: HEIs should introduce the SDGs as core competencies in general education classes and all discipline-based coursework. Students should be trained to develop the basic capabilities needed for sustainable development through project-based learning, interdisciplinary classes, and sustainability-based modules.

3. Faculty development programs also need to improve: Regular and quality programs to train teachers in sustainability-related pedagogy, research methods and how to reach out to communities. Promoting engagement in SDGs-related activities and incentivising such collaboration will lead to grants or awards that are directly linked to the engagement of faculty in these efforts.

4. Building a Collaborative Platform: Institutions should be encouraged to work with industry, governmental departments, NGOs, and international organizations to participate in joint SDG initiatives. Such collaborations promote real-world exposure; develop knowledge sharing; and facilitate resource mobilization for sustainability projects.

5. Expand funding and recognition means: invest in research for the SDGs, innovation centres, green infrastructure, community development. Besides, national and institutional incentives and award schemes should be instituted for best quality sustainability practices.

6. Strengthen Mechanisms for Measuring and Evaluating. An evaluation mechanism to measure performance that allows for periodic monitoring and evaluation is necessary. Clear performance measures, regular reviews and open reporting from the bottom up will track achievements, identify shortcomings and help shape evidence-based and sound policy suggestions for interventions.

7. In order to further industry and employment linkages HEIs should close the divide between knowledge in academics and preparedness for work in sustainable industries and industries. Internships programs, skill certifications, entrepreneurship opportunities, and education programs not only help students cover a gap between learning and employment but also help students in becoming industry-specific.

8. Encourage community based learning: Institutions must promote community based, service based initiatives compatible with the SDGs. Engagement in local development projects creates potential for students to learn from the real problems in their local communities and promote students' social responsibility.

In conclusion, successful implementation of these recommendations will serve to enhance the institutions' commitment, scholastic accomplishment and institutional commitment towards the work of transforming higher education as a project towards becoming sustainable and inclusive and competitive in the world by 2047.

9. Conclusion

To create the knowledge, values and innovations that would realise Viksit Bharat @2047, the nexus of SDGs integration into higher education will also be essential. The study indicates emerging and encouraging trends in curricular areas, research opportunities and faculty training but also identifies challenges, including regional disparities, staff readiness and uneven implementation. Strategic initiatives at policy-, institutional-, community-level may bolster the contribution of HEIs to constructing a sustainable, fair future.

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