Lakshmi Narain College of Technology, Bhopal

Sustainable Development Goals

Outcome-Based Education and Sustainability Integration

The global paradigm of engineering education has undergone a structural transformation toward Outcome-Based Education (OBE) as mandated by international accords such as the Washington Accord and national accrediting bodies including the National Board of Accreditation (NBA). Higher Education Institutions (HEIs) seeking NBA accreditation for professional undergraduate and postgraduate programs are evaluated on their capacity to cultivate technical competence alongside acute societal, ethical, and environmental responsibility.

Within the Self-Assessment Report (SAR) framework established by the NBA, institutions must demonstrate explicit traceability between Program Outcomes (POs), Program Educational

Objectives (PEOs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). The United Nations 2030 Agenda for Sustainable Development, comprising 17 Sustainable Development Goals (SDGs), serves as the benchmark for operationalizing Graduate Attributes.
Integrating the 17 SDGs into academic activities provides verifiable evidence for SAR Criterion 1 (Vision, Mission, and PEOs), Criterion 3 (Course Outcomes and Program Outcomes), and Criterion 7 (Continuous Improvement). Specifically, the SDGs map directly to core NBA Program Outcomes:

- **PO6 (The Engineer and Society):** Assessing societal, health, safety, legal, and cultural issues associated with professional engineering practice.
- **PO7 (Environment and Sustainability):** Evaluating the environmental context of engineering solutions and demonstrating knowledge of sustainable development paths such as net-zero carbon goals.
- **PO8 (Ethics):** Applying ethical principles, professional norms, equity, and human values in engineering deployments.

By embedding SDG-aligned projects, laboratory experiments, research initiatives, and public outreach drives into the curriculum, an engineering department establishes a closed-loop education system. This operational model ensures that technical education produces competent technocrats while actively addressing local, national, and global sustainability challenges[1].

Mapping Matrix of SDGs to NBA Program Outcomes

To establish compliance with NBA criteria, engineering disciplines—such as Electronics and Communication Engineering (ECE), Civil Engineering, Computer Science and Engineering, and Electrical Engineeringmust maintain a systematic mapping matrix. This matrix aligns each SDG with relevant Program Outcomes, core technical domains, laboratory practices, and capstone design activities.

SDG Number & Title	Target NBA Program Outcomes (POs)	Core Technical Engineering Domains	Practical Project Paradigms & Laboratory Applications
SDG 1: No Poverty	PO6, PO10, PO11	Engineering Economics, Low-Cost Automation, Rural Infrastructure	Low-cost agricultural automation, micro-enterprise support platforms, rural utility infrastructure.
SDG 2: Zero Hunger	PO1, PO2, PO3, PO6	Smart Agritech, IoT Sensors, Automated	Precision farming sensor networks, automated soil nutrient diagnostic kits,

		Systems	smart storage monitors.
SDG 3: Good Health & Well-Being	PO1, PO3, PO6, PO8	Biomedical Instrumentation, Signal Processing, AI	Wearable physiological monitoring nodes, non-invasive diagnostic algorithms, telemedicine hardware[8].
SDG 4: Quality Education	PO8, PO9, PO11, PO12	ICT Tools, Open-Source Platforms, Interactive Pedagogy	Remote virtual laboratory setups, open-access educational software, interactive technical learning tools[1].
SDG 5: Gender Equality	PO6, PO8, PO9	Inclusive Ergonomic Design, Technology Accessibility	Ergonomic workplace technology, accessible software interfaces, inclusive field equipment[1].
SDG 6: Clean Water & Sanitation	PO2, PO3, PO6, PO7	Environmental Telemetry, Microcontrollers, Hydraulics	Automated water quality monitoring, smart greywater recycling systems, heavy metal sensors[4].
SDG7: Affordable & Clean Energy	PO1, PO2, PO3, PO7	Renewable Energy, Power Electronics, Low-Power VLSI	Solar PV microgrid controllers, energy-harvesting IoT nodes, maximum power point tracking systems[3].
SDG 8: Decent Work & Economic Growth	PO6, PO8, PO10, PO11	Industrial Automation, Embedded Systems, Robotics	Safe human-robot interaction systems, industrial safety automation, skill-building incubation tools[1].
SDG 9: Industry,	PO1, PO3, PO5, PO6	5G/6G Networks, VLSI Architecture,	High-speed wireless links, robust industrial

Innovation & Infrastructure		Edge Computing	IoT gateways, automated structural fault detection[2].
SDG 10: Reduced Inequalities	PO3, PO6, PO7, PO8	Assistive Technology, Universal UI/UX, Edge Systems	Text-to-speech visual impairment navigation aids, haptic feedback tools, low-cost rural computing units[1].
SDG 11: Sustainable Cities & Communities	PO3, PO6, PO7, PO10	Smart Grids, Intelligent Transport, Environmental Mesh	Smart streetlighting mesh networks, ambient air quality monitors, automated waste collection routing[4].
SDG 12: Responsible Consumption & Production	PO3, PO6, PO7, PO8	E-Waste Mitigation, Circular Engineering, Green Tech	Lead-free PCB prototyping, eco-friendly product lifecycle modeling, hardware power reduction protocols[4].
SDG 13: Climate Action	PO2, PO3, PO6, PO7	Environmental Telemetry, Remote Sensing, Machine Learning	Early warning weather stations, carbon emissions tracking nodes, automated forest canopy analyzers[4].
SDG 14: Life Below Water	PO2, PO3, PO6, PO7	Acoustic Sensor Networks, Marine Robotics, Telemetry	Autonomous underwater vehicle sensor payloads, marine salinity and micro-plastic telemetry[4].
SDG 15: Life on Land	PO2, PO3, PO6, PO7	Bio-acoustics, Drone Payload Systems, GIS Mapping	Forest fire early detection mesh networks, acoustic illegal-logging monitors, wildlife protection drones[4].

SDG 16: Peace, Justice & Strong Institutions	PO6, PO8, PO10	Cybersecurity, Cryptography, Ethical AI Systems	Transparent blockchain voting architectures, tamper-proof academic verification, privacy-preserving AI[1].
SDG 17: Partnerships for the Goals	PO9, PO10, PO11, PO12	Multi-Disciplinary Projects, Industry MoUs, Open Source	Collaborative industry research projects, inter-institutional consortia, community outreach initiatives[1].

Goal 1: No Poverty

The integration of SDG 1 within an engineering academic program addresses the mitigation of socio-economic vulnerability through technological empowerment and low-cost engineering design[3]. By embedding modules on engineering economics, resource-constrained design, and rural technology implementation, the curriculum trains students to formulate affordable technological tools tailored for low-income communities[7].

Undergraduate capstone projects and departmental incubator initiatives focus on automated micro-entrepreneurship tools, decentralized agricultural processing hardware, and low-cost communications infrastructure[3]. These technical solutions reduce capital expenditure barriers for smallholder farmers, local artisans, and rural enterprises, directly facilitating income generation and community resilience[3].

Demonstrating compliance with SDG 1 satisfies NBA PO6 (The Engineer and Society) and PO11 (Project Management and Finance) by proving that graduates can evaluate socio-economic contexts and deploy cost-effective engineering solutions[3].

Goal 2: Zero Hunger

Engineering contributions to food security center on smart agriculture, automated environmental monitoring, and post-harvest technology[3]. Academic programs integrate concepts from IoT sensor networks, embedded systems, fluid mechanics, and automated control to optimize agricultural yield and resource utilization[3].

Students engage in practical project work to build automated drip irrigation units, real-time soil nitrogen-phosphorus-potassium (NPK) sensor nodes, and micro-climate monitoring systems[3]. These technologies allow farming communities to minimize water and fertilizer expenditure while maximizing crop output and mitigating the impacts of erratic weather patterns[3].

Furthermore, post-harvest monitoring devices track humidity and temperature in storage silos, preventing grain spoilage[3]. This functional area directly aligns with NBA PO1 (Engineering Knowledge), PO3 (Design/Development of Solutions), and PO7 (Environment and Sustainability)[3].

Goal 3: Good Health and Well-Being

SDG 3 implementation within technical departments highlights biomedical instrumentation, healthcare analytics, signal processing, and medical device safety[8]. The curriculum covers digital signal processing algorithms, physiological sensor interfacing, and artificial intelligence models for non-invasive diagnostic systems[8].

Departmental laboratories facilitate student projects focused on wearable vital-sign monitors, low-cost electrocardiogram (ECG) telemetry devices, automated pulse oximeters, and assistive prosthetics[8]. Research activities extend to telemedicine communication modules that bridge the healthcare gap between urban medical centers and isolated rural clinics[8].

These initiatives address societal health and safety challenges, providing measurable evidence for NBA PO6 (Engineer and Society) and PO8 (Ethics) by upholding patient safety, data privacy, and ethical design standards[1].

Goal 4: Quality Education

Achieving SDG 4 involves internalizing Outcome-Based Education (OBE) principles, adopting modern pedagogical infrastructure, and fostering an inclusive learning environment[1]. Academic departments fulfill this goal by providing accessible open-source hardware, advanced simulation laboratories (such as MATLAB, Cisco Packet Tracer, and HDL environments), and continuous faculty development programs[7].

Continuous quality improvement (CQI) mechanisms track Course Outcome (CO) and Program Outcome (PO) attainment to address learning gaps systematically[2]. Departmental outreach extends quality technical education to the broader community through open-access digital repositories, technical workshops for school educators, and STEM mentorship programs for underprivileged students[1].

This comprehensive educational approach demonstrates alignment with NBA PO8 (Ethics), PO9 (Individual and Team Work), and PO12 (Lifelong Learning)[3].

Goal 5: Gender Equality

The engineering sector operationalizes SDG 5 by institutionalizing equal opportunity, promoting gender diversity in technical fields, and integrating inclusive design principles into academic research[1]. Departments establish structured frameworks to encourage equal participation of women in leadership positions within student professional chapters (such as IEEE, IETE, and WIE), research groups, and innovation hackathons.

Curricular components address human factors engineering, ergonomics, and technology accessibility, ensuring that engineered products account for physiological and social diversity[1]. Project teams analyze how technological interventions affect diverse demographic groups, eliminating gender bias in artificial intelligence algorithms and physical device design.

This commitment aligns directly with NBA PO6 (Societal Responsibilities), PO8 (Ethics, Human Values, and Diversity), and PO9 (Multidisciplinary Teamwork).

Goal 6: Clean Water and Sanitation

Engineering curricula address SDG 6 through environmental monitoring instrumentation, fluid transport automation, and smart sanitation systems[4]. Courses in environmental engineering, sensor networks, and microcontroller applications provide the theoretical foundation for water quality assessment and management[4].

In practical laboratory modules and capstone projects, students design automated telemetry nodes that measure pH, turbidity, dissolved oxygen, and heavy metal concentrations in real time[4]. Wireless networks transmit this data to municipal dashboards to manage water treatment processes, detect pipeline leaks, and monitor industrial effluent discharge[4].

These interventions prevent waterborne contamination and support sustainable resource management, fulfilling NBA PO2 (Problem Analysis), PO3 (Design of Solutions for Public Health), and PO7 (Environment and Sustainability)[3].

Goal 7: Affordable and Clean Energy

The transition to clean energy relies heavily on technical advancements in power electronics, renewable energy conversion, smart grid management, and low-power circuit architecture[3]. Engineering programs integrate SDG 7 by offering specialized coursework and electives in solar photovoltaics, wind energy conversion, microgrid control, and energy-harvesting technologies[8].

Departmental research laboratories focus on developing high-efficiency solar inverters, intelligent Maximum Power Point Tracking (MPPT) algorithms, and ultra-low-power VLSI circuits for long-life sensor applications[8]. Students construct energy-audit monitoring modules to optimize power consumption across campus facilities[3].

These academic initiatives equip graduates to solve complex energy challenges, providing documentation for NBA PO1 (Engineering Knowledge), PO3 (Net-Zero Carbon Solutions), and PO7 (Environment and Sustainability)[3].

Goal 8: Decent Work and Economic Growth

Departments advance SDG 8 by aligning academic curricula with emerging industrial needs, driving technical innovation, and cultivating entrepreneurship[1]. Through industry-institute interaction cells, technology business incubators, and structured internship programs, institutions bridge the gap between academic learning and industrial employment[1].

The curriculum incorporates professional ethics, industrial safety protocols, project management, and intellectual property rights[1]. Students design human-centric automation systems, safe industrial robotics interfaces, and workplace hazard monitoring tools that protect industrial workers while expanding manufacturing productivity[1].

These institutional outcomes validate compliance with NBA PO6 (Societal and Occupational Safety), PO8 (Professional Norms), PO10 (Communication Skills), and PO11 (Project Management and Economic Decision-Making)[1].

Goal 9: Industry, Innovation and Infrastructure

SDG 9 forms a core pillar of technical education, linking modern tool usage, robust infrastructure design, and innovative research methodologies[2]. Departments invest in state-of-the-art laboratory infrastructure, covering domains such as VLSI design, embedded systems, high-speed communication networks, signal processing, and artificial intelligence[2].

Curricula emphasize industrial IoT architecture, 5G/6G wireless communication standards, and resilient infrastructure design[2]. Faculty and students collaborate on patent filing, industrial consultancy, and research publications, advancing the technological capabilities of local and national industries[3].

These activities provide direct evidence for NBA PO1 (Engineering Knowledge), PO3 (Complex Solution Design), PO5 (Modern Tool Usage), and PO6 (Infrastructure Assessment)[1].

Goal 10: Reduced Inequalities

Technical departments address SDG 10 by democratizing access to technological solutions and prioritizing inclusive design for marginalized populations[1]. The curriculum emphasizes universal accessibility design, training students to create technology that accommodates physical, sensory, and economic constraints[1].

Project teams develop assistive devices such as low-cost braille electronic readers, haptic navigation aids for the visually impaired, and simplified user interfaces for digitally illiterate populations[4]. Institutional policies provide equal access to laboratory infrastructure, scholarship schemes, and remedial learning opportunities for underrepresented student groups[1].

These efforts address structural inequalities, fulfilling NBA PO3 (Public Health, Safety, and Cultural Considerations), PO6 (Societal Equity), and PO8 (Diversity and Ethics)[1].

Goal 11: Sustainable Cities and Communities

Engineering applications for SDG 11 center on smart urban infrastructure, intelligent transportation, ambient environmental control, and resilient community networks[4]. Courses in intelligent systems, sensor networks, wireless communications, and urban engineering provide students with the tools to tackle rapid urbanization issues[4].

Undergraduate capstones focus on smart streetlighting networks, real-time adaptive traffic management systems, structural health monitoring for civic infrastructure, and automated solid waste management[4]. These technologies reduce municipal energy consumption, alleviate traffic congestion, and enhance public safety[4].

These project outcomes map to NBA PO3 (System Component Design), PO6 (Assessment of Cultural and Legal Urban Contexts), and PO7 (Sustainable Environmental Contexts)[3].

Goal 12: Responsible Consumption and Production

SDG 12 implementation focuses on eco-friendly product lifecycle design, electronic waste (e-waste) management, and resource-efficient production methods[4]. Departments integrate circular economy principles, green electronics, and life-cycle assessment methodologies into their coursework[4].

Laboratory policies mandate the safe handling, recycling, and disposal of electronic components, printed circuit boards (PCBs), and chemical agents[4]. Students learn to design low-power hardware, utilize non-toxic component alternatives, and engineer products for easy disassembly and component reuse[4].

These sustainable operational protocols provide documentation for NBA PO6 (Legal and Cultural Issues), PO7 (Impact of Engineering Solutions on Sustainability), and PO8 (Commitment to Professional Ethics)[3].

Goal 13: Climate Action

Engineering programs contribute to SDG 13 by developing environmental telemetry systems, disaster warning networks, and low-carbon technological alternatives[4]. Curricula incorporate units on climate monitoring, carbon accounting, remote sensing, and environmental impact assessment[4].

Students construct autonomous weather monitoring stations, industrial carbon emission trackers, and climate telemetry nodes that collect real-time data on atmospheric parameters[4]. This data feeds into predictive analytics platforms that assist regulatory agencies in disaster preparation and climate adaptation planning[4].

These initiatives demonstrate a proactive response to global climate challenges, providing evidence for NBA PO2 (Research Literature Review & Analysis), PO3 (Net-Zero Carbon Design), and PO7 (Environment and Sustainability)[3].

Goal 14: Life Below Water

Engineering disciplines support marine conservation through sub-surface instrumentation, autonomous marine robotics, and coastal pollution monitoring networks[4]. Curricula introduce students to acoustic sensor networks, underwater telemetry, sensor waterproofing techniques, and marine environmental dynamics[4].

Student project teams build sub-surface sensor arrays and autonomous underwater vehicles (AUVs) designed to monitor ocean temperature, pH variations, salinity, and micro-plastic accumulation in coastal zones[4]. These data-collection platforms assist marine biologists and environmental agencies in protecting aquatic ecosystems[4].

This specialized technical field maps directly to NBA PO2 (Complex Problem Analysis), PO3 (Environmental Solution Engineering), and PO7 (Sustainability in Societal Contexts)[3].

Goal 15: Life on Land

SDG 15 implementation centers on terrestrial ecosystem preservation, wildlife protection, and automated environmental surveillance[4]. Engineering programs integrate remote sensing, geographic information systems (GIS), acoustic pattern recognition, and drone technology into their technical project offerings[4].

Students design mesh-networked acoustic sensors for early detection of illegal logging activity, drone payloads for automated forest fire identification, and non-intrusive wildlife tracking devices[4]. These automated field interventions empower conservation personnel to prevent habitat loss and combat biodiversity decline[4].

These applications offer practical evidence for NBA PO2 (Substantiated Conclusions on Environmental Problems), PO3 (Public Safety and Environment Design), and PO7 (Environment and Sustainability)[3].

Goal 16: Peace, Justice and Strong Institutions

Institutional adherence to SDG 16 involves promoting transparent governance, data security, anti-corruption mechanisms, and ethical professional conduct[1]. Departments integrate cybersecurity, data privacy laws, ethical artificial intelligence, and digital rights into the curriculum[1].

Academic administrative controls—such as secure examination evaluation systems, automated attendance verification, and transparent continuous internal evaluations—guarantee institutional integrity[1]. Students undertake projects focused on tamper-proof voting systems, blockchain-based academic credential verification, and secure communication channels[1].

These structural practices demonstrate institutional commitment to NBA PO6 (Legal Frameworks and Responsibilities), PO8 (Professional Ethics and Integrity), and PO10 (Transparent Communication)[1].

Goal 17: Partnerships for the Goals

The realization of SDG 17 requires establishing multi-stakeholder partnerships across academia, industry, research organizations, and non-governmental entities[1]. Departments operationalize this goal through formal Memoranda of Understanding (MoUs), joint industrial research projects, open-source hardware development, and regional technology transfers[1].

By partnering with professional bodies (such as IEEE and IETE), local municipal corporations, and industrial consortia, departments acquire resources, co-sponsor innovation challenges, and execute field deployments[2].

These collaborative initiatives build a comprehensive ecosystem for sustainable development, fulfilling NBA PO9 (Multidisciplinary Teamwork), PO10 (Communication and Stakeholder Engagement), and PO11 (Project Management and Collaborative Leadership)[1].

Departmental Strategic Operational Pillars for Sustainable Development

To ensure that the 17 UN SDGs are systematically embedded into institutional workflows, academic departments such as Electronics and Communication Engineering structure their operations around five strategic pillars. These operational guidelines convert high-level sustainability objectives into daily academic, research, and outreach activities[1].

Strategic Pillar 1: Innovate for a Better Tomorrow

The first pillar focuses on establishing an innovative research and development environment that addresses real-world challenges[7]. Departments allocate dedicated funding, laboratory resources, and mentorship to support student and faculty research in emerging fields like green communications, smart grid systems, and low-cost biomedical sensors.

By establishing intellectual property support cells, institutions guide researchers through the patenting process for eco-friendly technologies. Annual innovation hackathons encourage student teams to build functional prototypes that solve pressing civic and environmental issues, transforming academic ideas into practical technological interventions.

Strategic Pillar 2: Integrate Sustainability in Education and Research

The second pillar ensures that environmental responsibility and ethical practices are systematically integrated across all academic levels[1]. Course coordinators map Course Outcomes (COs) to Program Outcomes (POs)—especially PO6, PO7, and PO8—ensuring that every student encounters sustainability concepts within standard engineering courses.

Laboratory operations incorporate eco-friendly practices, including virtual simulation tools (such as MATLAB, Cisco Packet Tracer, and HDL simulators) to reduce hardware waste and energy consumption. Faculty research initiatives focus on green computing, renewable energy integration, and circular product design, ensuring that departmental research aligns with global sustainability priorities.

Strategic Pillar 3: Inspire Ideas for Society and Environment

The third pillar concentrates on cultivating social responsibility, ethical reasoning, and environmental consciousness within the student body[1]. Departments mandate that undergraduate mini-projects and capstone design projects contain a formal socio-environmental impact assessment[3].

Regular seminars, industry expert guest lectures, and student-led ideation workshops explore topics such as net-zero carbon strategies, e-waste recycling regulations, and engineering ethics[3]. By encouraging students to critically evaluate how technology impacts local ecosystems, institutions train engineers who prioritize public welfare, safety, and environmental stewardship throughout their professional careers[1].

Strategic Pillar 4: Impact Communities through Technology

The fourth pillar focuses on technology transfer and direct community engagement, extending academic innovation beyond campus boundaries[1]. Departments partner with rural communities, local government bodies, and non-governmental organizations to deploy field-tested technology solutions[3].

Engineering students install smart agricultural sensor networks, solar-powered lighting units, and water quality telemetry nodes in surrounding villages, gaining hands-on experience while improving local quality of life[3]. Skill development workshops and digital literacy campaigns provide training to local technicians and youth, promoting sustainable regional economic development[1].

Strategic Pillar 5: Collaborate for a Sustainable Future

The final pillar emphasizes building multi-institutional partnerships to expand the reach and impact of departmental sustainability initiatives[1]. Departments establish formal Memoranda of Understanding (MoUs) with industrial partners, research institutions, and regulatory agencies to execute joint R&D projects and secure research funding[1].

Active participation in professional society chapters (such as IEEE, IETE, and AICTE networks) enables faculty and students to share knowledge, access international research repositories, and engage in interdisciplinary research[2]. These collaborative networks ensure that academic programs adapt dynamically to global technological advancements and sustainability standards[1].

Quantitative Assessment Methodology and CO-PO-SDG Mapping

To satisfy NBA accreditation requirements under SAR Criterion 3, engineering institutions must implement a transparent quantitative assessment framework that measures the attainment of sustainability-focused Program Outcomes (PO6, PO7, PO8) and their linked SDGs[1].

Formulative CO-PO-SDG Mapping Scale

Each Course Outcome (CO) is evaluated against relevant Program Outcomes (POs) and Sustainable Development Goals (SDGs) using a standard three-tier mapping matrix[1]:

- **Level 1 (Low Correlation):** The course addresses basic theoretical concepts related to the SDG without complex design tasks.
- **Level 2 (Moderate Correlation):** The course incorporates dedicated assignments, laboratory experiments, or case studies addressing SDG parameters.
- **Level 3 (High Correlation):** The course features capstone project design, field prototyping, or complex engineering problem solving directly targeting an SDG solution.