Shoolini University

DISCOVERY INNOVATION IMPACT

1 NO POVERTY

SDG 1

NO POVERTY

PROGRESS REPORT 2025

Inclusive Education | Livelihood Opportunities | Stronger Communities



Shoolini University of Biotechnology and Management Sciences
Bajhol, Solan, Himachal Pradesh – 173229 | India

Executive Summary

Shoolini University advances Sustainable Development Goal 1 (No Poverty) by connecting access to education, community support, responsibility giving, and research on economic inclusion. This report shows a combination of direct community-support activity and research relevant to financial inclusion, microfinance, entrepreneurship, and enterprise development.

The clearest documented community contribution in the 2025 activity record is Daan Utsav 2K25. The report records 100+ volunteers and 750+ participants across the festival, including a clothes donation drive that collected, sorted, and prepared usable garments for structured dispatch through partner organizations. The same record documents student-facing activities that promote skills, applied learning, and building a sustainable social enterprise.

The supplied Scopus export lists 21 publications tagged to SDG 1 across 2020–2025, including 7 publications dated 2025. The 2025 titles include work on MSME development, women-led microfinance, financial inclusion, microfinance institutions, and sustainable enterprise development.

2025 briefly

Evidence area	Documented 2025 evidence	SDG 1 relevance
Community participation	Daan Utsav: 100+ volunteers; 750+ participants	mobilisers and resources to support communities and reduce inequalities
Material support	Clothes donation drive; usable garments sorted and prepared for partner organizations	Redistribution of essential goods; dignified support for people in need
Research	7 SDG 1-tagged publications dated 2025 in supplied Scopus export	Evidence generation on financial inclusion, microfinance, entrepreneurship and enterprise development
Skills and enterprise exposure	Earth Day Green Bazaar and sustainable-entrepreneurship stalls; minor-course exhibition	Supports practical skills, creativity and potential pathways to livelihood readiness
Financial aid	During academic year 2025–26, 1,846 scholarship recipients received a total of ₹13,20,82,020 (₹13.21 crore). This included 1,158 UG, 328 PG and 360 Ph.D. recipients.	Demonstrates institutional financial support for educational affordability and inclusive access to higher education.

1. Introduction

Shoolini University's SDG 1 contribution is presented here through four connected routes: (i) widening access to education and employability, (ii) community support and redistribution of usable resources, (iii) student engagement in practical skills and enterprise, and (iv) research that informs financial inclusion and poverty-reduction approaches. These routes are relevant to SDG Target 1.4 on access to resources and basic services, Target 1.5 on resilience among vulnerable people, and Target 1.b on pro-poor and gender-sensitive policy frameworks.

Institutional Commitment

Shoolini University's strategy for advancing SDG 1 is based on three pillars:

- Inclusive Education – Ensuring that financial constraints do not hinder access to higher education.
- Community Empowerment – Strengthening rural livelihoods through outreach, skill development, and awareness programmer.
- Employment and Entrepreneurship – Providing direct employment opportunities and fostering entrepreneurship for long-term poverty alleviation.

The University has integrated SDG 1 into its Institutional Development Plan (IDP) and Sustainability Policy, overseen by the Sustainability Cell and the Internal Quality Assurance Cell (IQAC).

2. Scholarships, Financial Aid and Inclusive Access

Shoolini University supports access to higher education through scholarships and financial assistance for students across undergraduate, postgraduate and doctoral programmer. During the academic year 2025–26, the University recorded 1,846 scholarship recipients, comprising 1,001 male students and 845 female students. The total scholarship amount was ₹13,20,82,020 (₹13.21 crore). Undergraduate students accounted for 1,158 recipients, followed by 328 postgraduate students and 360 Ph.D. scholars. This financial support reflects the University's contribution towards educational affordability and inclusive access to higher education.

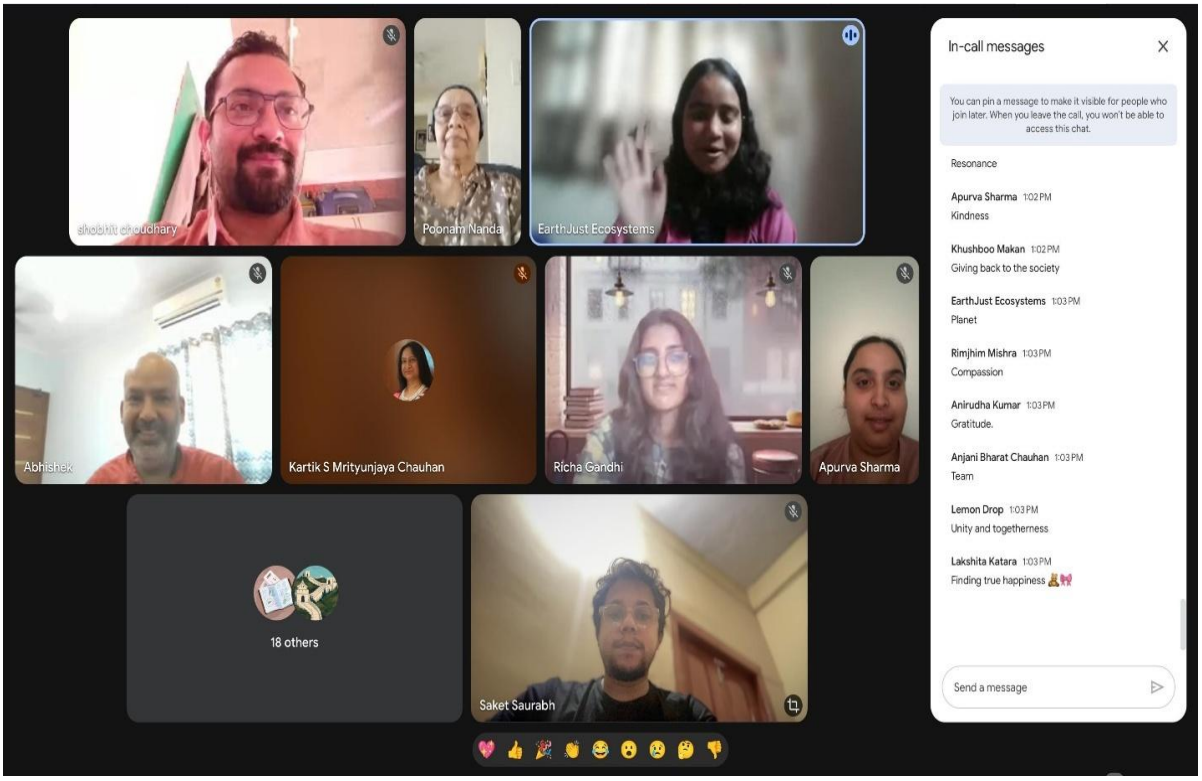
Programme	Male: No.	Male: Amount (₹)	Female: No.	Female: Amount (₹)	Total: No.	Total: Amount (₹)
UG	679	4,51,39,685	479	2,70,04,871	1,158	7,21,44,556
PG	179	1,31,56,261	149	1,00,90,725	328	2,32,46,986
Ph.D.	143	1,61,75,142	217	1,95,15,336	360	3,56,90,478
Total	**1,001**	**7,54,71,088**	**845**	**5,66,10,932**	**1,846**	**13,20,82,020**

3. Community Engagement and Direct Support

3.1 Daan Utsav 2K25: Sparking the Spirit of Giving

On 7 September 2025, and volunteers discussed fundraising, clothing and book donations, social-welfare awareness, digital volunteering, and other student-led acts of giving. The festival connected material giving with empathy, community service, responsible consumption, and social inclusion.

The activity record reports 100+ volunteers and 750+ participants. During the festival, students sorted donated clothes for Goonj NGO, Solan, and took part in creative reuse activities using old fabrics. The report describes Daan Utsav as a combined effort in giving, awareness, student leadership, and sustainability.



Daan Utsav 2K25: community giving and student-led volunteering.

Indicator	Reported value / status	Evidence note
Volunteers	100+	As reported in Jagriti Community Projects 2025
Participants	750+	Festival-level figure; not necessarily unique beneficiaries
Donation activity	Clothes sorted for Goonj NGO, Solan	The supplied report does not quantify the number/weight of garments or final recipients
Outcome measurement	Not reported	Distribution confirmation and beneficiary data should be added if available

3.2 Clothes Donation Drive: Turning Campus Generosity into Community Support

The University invited students, faculty and staff to contribute clean, usable clothes through collection points in hostels, academic blocks and common campus areas. Volunteers collected, sorted and categorised items, with attention to hygiene, condition and seasonal relevance. The stated approach emphasised dignified giving and preparing donations for structured dispatch to partner organisations rather than treating donations as waste disposal.



Sorting and preparing donated clothing for redistribution.

3.3 Project Pragati: Supporting Rural Women's Livelihoods and Entrepreneurship

Project Pragati, the Rural Women Entrepreneurs Development Programme led by Shoolini University's Centre for Leadership Coaching in collaboration with Pehal Foundation, provides a direct and relevant contribution to SDG 1. The programme works with rural women in Sanhol and Tikker Panchayats in Solan district, supporting them to explore livelihood opportunities and develop the confidence and practical capabilities needed to pursue small enterprises. The initiative is therefore relevant to poverty alleviation through livelihood development, women's economic participation and local entrepreneurship.

During 2025, the programme combined structured coaching and mentoring with practical and follow-up support. Official programme records describe coaching and mentoring activities from February to August 2025, focused on confidence, self-awareness, decision-making and readiness for livelihood-related skill development. Professional coaches ('Sarthis') and student mentors ('Sahyogis') supported participating rural women ('Sakhis') through coaching, mentoring and ongoing engagement.

On 16 September 2025, equipment and infrastructure support valued at approximately ₹1.49 lakh was provided under Project Pragati across Tikker and Sanhol Panchayats. This support was intended to help participants apply their learning and prepare for production-related livelihood activities. A follow-up field visit on 24 December 2025 reviewed operational challenges in a participant's bakery enterprise and identified practical training and technical support to improve product quality, consistency and production efficiency.



Project Pragati: a rural woman presenting a community message about women's empowerment and local enterprise.



Project Pragati: a group meeting with members of a rural women's self-help group in Tikker village.



Project Pragati: women participants and programme representatives with equipment and supplies for livelihood support.

3.4 Education, Skills and Sustainable Enterprise Exposure

Earth Day 2025: Green Bazaar and sustainable entrepreneurship

On 24 April 2025 there was a Green Bazaar Exhibition and a waste-to-wonder challenge too place. It also records stalls featuring handmade jewellery, eco-friendly candles, paper-based designs and other creative products. These activities offer practical exposure to product development, presentation, reuse of materials and responsible consumption. They are included as enabling activities relevant to skills and livelihood readiness, not as evidence of verified business creation or income earned.



Earth Day 2025: student innovation and sustainability activities.



Green Bazaar and creative product displays documented in the Jagriti report.

Minor Courses Exhibition and life skills

On 5 December 2025, students presented projects and practical outputs at the Minor Courses Exhibition. The source reports seven volunteers and describes opportunities for public presentation, applied learning, confidence-building and interdisciplinary skill development. A separate life-skills presentation for the

admissions counselling team on 23 December 2025 covered communication, emotional intelligence, leadership, adaptability, empathy and decision-making; 25+ counsellors were engaged. These initiatives support the wider employability pathway, but the supplied report does not measure employment outcomes or income effects.

Activity	2025 evidence	How it supports the SDG 1 narrative
Earth Day / Green Bazaar	9 schools; product and sustainability stalls documented	Applied creativity, product presentation and exposure to sustainable enterprise
Minor Courses Exhibition	7 volunteers; student projects and outputs showcased	Practical learning and communication skills
Life-skills session	25+ counsellors engaged	Builds institutional capacity to explain learning beyond the classroom; indirect employability relevance

4. Education for Poverty Reduction: Social Entrepreneurship Syllabus

The Social Entrepreneurship syllabus (Course Code CSU859) provides curriculum-level evidence of learning designed around social problem-solving and sustainable enterprise. The syllabus describes a three-credit course with three hours, taught by Rishabh Shyam. It introduces students to identifying social problems, analysing root causes, developing sustainable solutions, and preparing social-enterprise business plans. Its stated content is relevant to SDG 1 through poverty alleviation, microfinance, economic empowerment and inclusive livelihood models. The syllabus establishes course design and intended learning; it does not, by itself, demonstrate enrolment, completion, ventures launched or measured poverty-reduction outcomes.

Course details

Course name: Social Entrepreneurship | Course code: CSU859 | Credits: 3 | Hours: 3 | Course instructor: Rishabh Shyam

Course outcomes stated in the syllabus

CO1 – Design and develop social-enterprise business plans, including innovative solutions, financial models and sustainability strategies.

CO2 – Critically analyse social issues, identify root causes and evaluate their implications for society and the environment.

CO3 – Develop innovative, sustainable and actionable solutions to complex social challenges using interdisciplinary approaches.

CO4 – Apply entrepreneurial thinking to identify opportunities, overcome challenges and create value in social ventures.

CO5 – The syllabus lists evaluation of successful social-enterprise case studies as a course outcome; its detailed CO5 wording repeats the entrepreneurial-thinking outcome in the supplied document.

Course structure and SDG 1 relevance

Unit	Topics in the supplied syllabus	SDG 1 relevance
Unit 1 – Fundamentals of Social Entrepreneurship	Definition, characteristics and importance; social innovation versus traditional entrepreneurship and CSR; traits of social entrepreneurs; role of social enterprises in addressing social problems.	Frames enterprise as a route to addressing poverty-related social problems and creating social value.
Unit 2 – Analysing Social Issues and Developing Solutions	Identifying social challenges and stakeholders; root-cause analysis (Fishbone, 5 Whys); problem–solution mapping; ethical considerations.	Builds a structured approach to understanding the causes and context of poverty and designing responses.
Unit 3 – Business Models for Social Enterprises	Sustainable business models; financing and revenue streams; measuring social impact; pitching and writing business plans.	Connects social impact with financially sustainable enterprise models and impact measurement.
Unit 4 – Case Studies of Successful Social Enterprises	AMUL (cooperatives and economic empowerment); Grameen Bank (microfinance and poverty alleviation); Rang De (peer-to-peer lending); Ashoka (support for social innovators); lessons for new ventures.	Includes explicit case examples relating to microfinance, economic empowerment and poverty alleviation.

5. Research Supporting Poverty Reduction

The supplied Scopus export is titled "Publications at the Shoolini University of Biotechnology and Management Sciences within SDG 1 – No Poverty (2025), 2020–2025". It records 21 publications across the 2020–2025 period, including seven records dated 2025. The table below lists the 2025 papers in a format consistent with the 2024 report, including authors, publication year, source title, citation count and Field-Weighted Citation Impact (FWCI).

The export metadata lists Scopus as the source, with the data last updated on 18 October 2026 and exported on 23 October 2026. The full dataset records 341 citations across the 21 listed publications at that export snapshot. These are current export-level citation counts and must not be described as citations received during calendar year 2025.

5.1 SDG 1-tagged publications dated 2025

Publication title	Authors (as listed in Scopus)	Year	Source / journal	Citations*	FWCI*
Pandemic Prevention Paradigms: Understanding Global Health Governance	Sadr, S.; Santucciu, C.; Chisu, V.; Lotfalizadeh, N.; Nazemian, S.; Esfandiari, N.; Hajjafari, A.; Sepahvand, H.; Rahdar, A.; Pandey, S.; Borji, H.	2025	Public Health Challenges	6	0.47
Fostering Entrepreneurship and MSME Development through	Satsangi, N.S.; Raghuwanshi, S.; Hasan, A.; Sushma, R.; Tare, U.;	2025	International Journal of Economics and Financial Issues	4	1.1

Targeted Interventions: Lessons from India's Experience with MUDRA, Stand-up India, and Startup India	Khan, D.; Kumar, P.; Singhal, A.				
Women-led development through micro-finance led interventions: Myths or reality?	Chandel, D.S.; Gupta, N.	2025	Social Sciences and Humanities Open	2	0.75
Strengthening Aisyiyah Banguntapan 4's Understanding of Murabahah Financing as a Sustainable Sharia Economic Solution	Asyiqin, I.Z.; Yunita, A.; Marwa, M.H.M.; Oktaviani, A.; Surana, T.	2025	Jurnal Pengabdian Hukum Indonesia	1	0.42
Bridging the Gap: Exploring Blockchain's Role in Enhancing Financial Inclusion in the Indian Context	Chintale, P.; Waghmare, P.; Khanna, S.; Mahida, A.; Gupta, G.; Kumar, S.; Gochhait, S.	2025	Lecture Notes in Networks and Systems	0	0
Harnessing Information	Ranjan, R.; Singh, R.;	2025	Communications in Computer and	0	0

Systems for Sustainable Enterprise Development: A Systematic Literature Network Analysis	Tripathi, S.		Information Science		
The multifaceted role of MFIs in fostering financial inclusion in India	Kumar, S.; Kumar, V.	2025	Microfinance, Financial Innovation, and Sustainable Entrepreneurship in Economics	0	0

5.2 Research themes

- Entrepreneurship and MSME development: analysis of targeted interventions such as MUDRA, Stand-Up India and Startup India.
- Women's economic participation: research on women-led development through microfinance interventions.
- Financial inclusion: research on blockchain's potential role in inclusion and on microfinance institutions in India.
- Sustainable enterprise development: a systematic literature network analysis of information systems and enterprise sustainability.
- Sustainable and inclusive finance: research on Sharia-compliant financing and its role in supporting sustainable economic solutions.

Conclusion

During 2025, Shoolini University's documented contribution to SDG 1 combined community giving and clothing redistribution with Project Pragati's coaching, equipment support and follow-up assistance for rural women pursuing livelihood opportunities. The University's social entrepreneurship curriculum and research on MSME development, microfinance, women's economic participation and financial inclusion further demonstrate relevant educational and knowledge-building activity. Together, these initiatives

show a practical institutional approach that connects community engagement with longer-term pathways to economic participation.

The next step is to strengthen the submission with verified 2025 scholarship and financial-aid data, donation distribution records, and outcome measures wherever available. This will allow the University to move from a description of activities to a more complete evidence chain linking institutional resources and initiatives to access, resilience and poverty reduction.