

**“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE  
TRADITIONS”**

**COURSE DESIGN BY DR AVANI KANAKIA**

**HUMERA KHAN COLLEGE OF EDUCATION**

**JOGESHWARI WEST**

**VALUE ADDED COURSE 2**

**COURSE TITLE**

**“SUSTAINABILITY VALUES ROOTED IN  
INDIAN KNOWLEDGE TRADITIONS”**

**BY**

**DR AVANI KANAKIA**

**ASSISTANT PROFESSOR**

**M. A HISTORY, M.A. EDUCATION, B. COM, DSM,  
PGDHE, NATUROPATH, PHILOSOPHY IN YOGA, FITNESS  
EXPERT**

**“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”**

**“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE  
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**COURSE TITLE: “SUSTAINABILITY VALUES ROOTED IN  
INDIAN KNOWLEDGE TRADITIONS”**

**ORGANISED BY: HUMERA KHAN COLLEGE OF EDUCATION**

**DURATION: 5 WEEKS (DAILY 2 HRS.)**

**DATE: 07TH APRIL 2026 – 05TH MAY 2026 (36 HOURS)**

**SCHEDULE: OFFLINE/ ONLINE**

**TIMINGS: 1:30 PM – 3:30 PM**

**COURSE INSTRUCTOR/ COURSE DESIGN:**

**DR AVANI KANAKIA**

**STUDENT IN CHARGE: SHAIKH UZMA**

# "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

COURSE DESIGN BY DR AVANI KANAKIA

COURSE TITLE: "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"- DR AVANI KANAKIA

MAHARASHTRA EDUCATIONAL SOCIETY'S  
HUMERA KHAN COLLEGE OF EDUCATION  
Oshiwara, Jogeshwari Mumbai - 400102  
NAAC ACCREDITED GRADE "B"

### Why Sustainability?

- To protect our environment for future generations
- To promote balanced use of natural resources
- To reduce pollution and climate change impacts
- To revive traditional eco-friendly practices of India
- To create awareness about responsible living

Reduced Carbon Footprint      Energy Conservation

### objectives

- To understand sustainability from an Indian perspective
- To explore ancient knowledge like Ayurveda, Vedas, and eco-friendly traditions
- To develop values of conservation and respect for nature
- To encourage sustainable lifestyle and respect for life
- To build awareness about environmental responsibility

### Implementation

- Interactive lectures and discussions
- Project work on sustainable practices
- Field visits and community activities
- Workshops on traditional eco-friendly methods
- Group activities, presentations, and awareness campaigns



### VALUE ADDED COURSE 2

- Duration: 5 Weeks (Daily 2 hrs.)
- Date: 07.04.2026 to 05.05.2026 (32 hours)
- Schedule: Offline/ Online
- Timings: 1:30 PM - 3:30 PM

Course instructor



**Dr. Avani Kanakia**  
MA(History), MA (Education).  
B.Ed., B.Com, Naturopath, DNY (Yoga).  
DSM

REGISTRATION LINK  
<https://forms.gle/SRtutUWD1YY6U27y6>

WHAT'S APP GROUP LINK  
[https://chat.whatsapp.com/LZRcch70Yd95UkdgKcChFy?mode=gi\\_t](https://chat.whatsapp.com/LZRcch70Yd95UkdgKcChFy?mode=gi_t)

### COURSE TITLE: "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

Rooted in Tradition,  
Growing for Tomorrow



"PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION."

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

**COURSE DESIGN BY DR AVANI KANAKIA**

**VALUE ADDED COURSE 2**

**COURSE TITLE: "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"**

**MODULE 1: Introduction to Sustainability & SDGs**

## **MODULE 1**

**DURATION: 5 HOURS**

<b>1</b>	<b>Introduction to Sustainability &amp; SDGs</b>	<b>Introduction</b>
<b>2.</b>		<b>Objectives</b>
<b>3.</b>		<b>Meaning of sustainability</b>
<b>4.</b>		<b>Agenda 2030</b>
<b>5.</b>		<b>Need for SDGs</b>
<b>6.</b>		<b>Activity</b> <b>“SDG Action Mapping”</b>

**“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”**

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **INTRODUCTION:**

The Value-Added Course on “Sustainability Values Rooted in Indian Knowledge Traditions” aims to sensitise students to the principles of sustainability embedded in Indian culture and philosophy. Indian traditions promote harmony between humans and nature through values like **Dharma, Ahimsa, Aparigraha, and Vasudhaiva Kutumbakam**, encouraging ethical living and environmental responsibility. This module connects ancient Indian wisdom with modern global challenges through sustainability concepts and the Sustainable Development Goals (SDGs), helping students develop responsible and value-based lifestyles.

### **OBJECTIVES:**

- To understand the concept and importance of sustainability
- To recognise sustainability values in Indian Knowledge Traditions
- To relate Indian values with modern sustainability and SDGs
- To develop environmental awareness and responsibility
- To promote ethical and responsible citizenship

### **CONTENT:**

This module covers the concept and meaning of sustainability, focusing on the balance between environmental, social, and economic aspects. It introduces students to the Sustainable Development Goals (SDGs) and explains Agenda 2030 as a global plan for achieving a sustainable future. The need for and importance of SDGs are discussed in relation to current global challenges such as climate change, environmental degradation, and social inequality. Real-life examples of sustainable and unsustainable practices are also explored to enhance practical understanding.

As part of experiential learning, students actively participated in the SDG Action Mapping activity. They were divided into small groups and assigned different SDG themes such as Clean Water, Quality Education, and Climate Action. Each group discussed real-life problems related to their theme, analysed its impact on society, and suggested practical, sustainable solutions applicable at school or home. Students then created mini-posters or charts and presented their ideas in class, which helped develop their understanding, creativity, communication, and teamwork skills.

### **LEARNING OUTCOMES:**

- Learner: Develop a clear understanding of sustainability and its importance in modern life
- Explain the role and significance of Sustainable Development Goals (SDGs)
- Apply sustainability principles in real-life situations and daily practices
- Demonstrate environmental responsibility and ethical decision-making

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

- Enhance critical thinking, teamwork, and communication skills through activities

### **VAC 2 Activity**

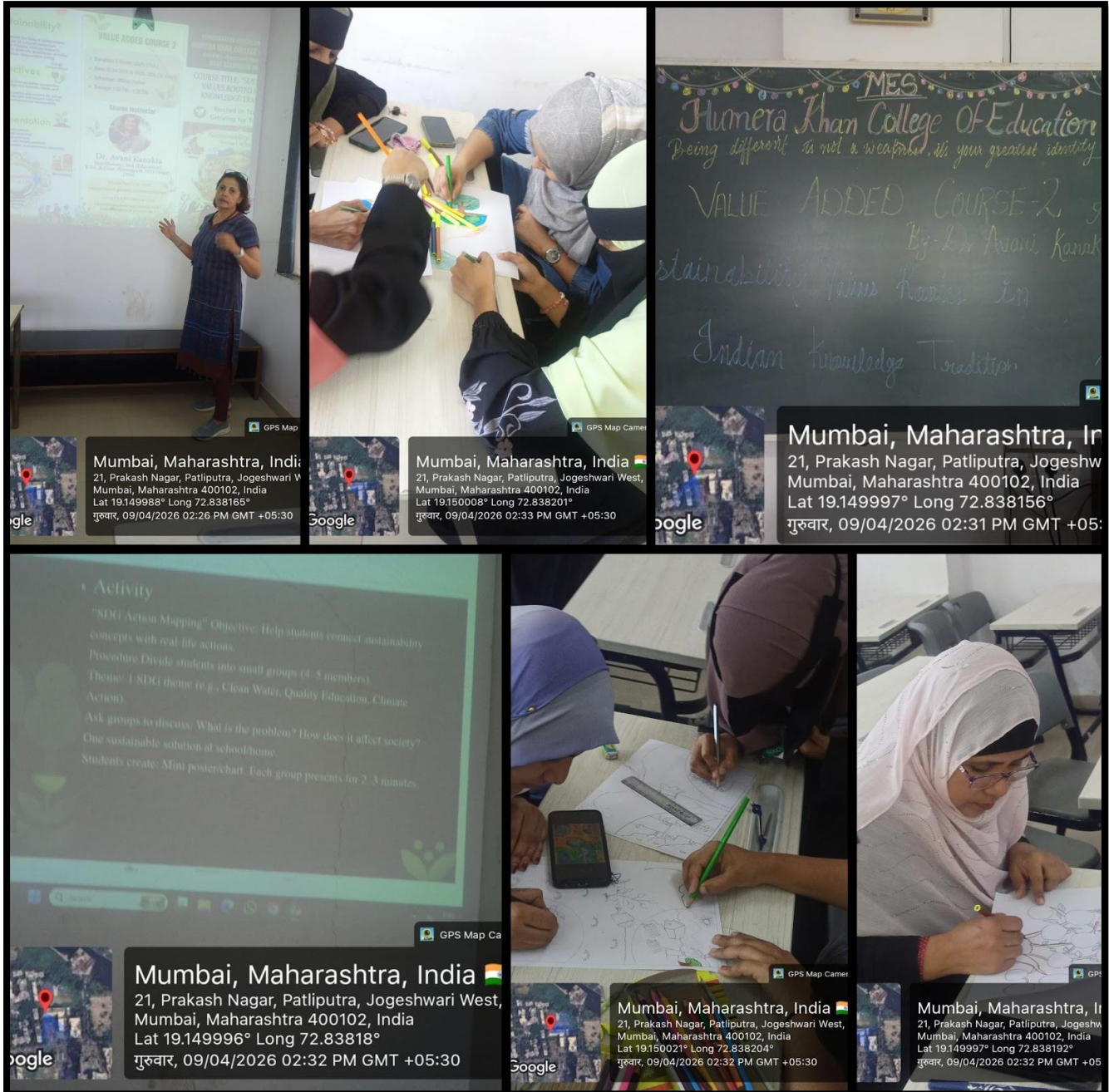
<b>Sr No.</b>	<b>Date</b>	<b>Activity</b>
➤	<b>07.04.26</b>	<b>Pre- Test Google form</b>
<b>1</b>	<b>08.04.26</b>	<b>Poster Making</b>
<b>2</b>	<b>09.04.26</b>	<b>5 Ps – Think-Pair-Share</b>
<b>3</b>	<b>11.04.26</b>	<b>Debate Competition -Sabka Saath, Sabka Vikas, Sabka Vishwas</b>
<b>4</b>	<b>11.04.26</b>	<b>Healthy Salad Making – Satvik Aahar</b>
<b>5</b>	<b>16.04.26</b>	<b>Best Out of Waste - Sustainability</b>
<b>6</b>	<b>25.04.26</b>	<b>Papier Marche Articles – Recycle paper pulp</b>
<b>7</b>	<b>28.04.26</b>	<b>Tree Plantation – ESD (Education for Sustainable Development)</b>
<b>8</b>	<b>02.05.26</b>	<b>Workshop on “Yoga for Life”- Sustainable Lifestyle Habits</b>
<b>9</b>	<b>04.05.26</b>	<b>Post Test Google form</b>
<b>10</b>	<b>06.05.26</b>	<b>Mocktail Making – Nature in Glass</b>
<b>11</b>	<b>08.05.26</b>	<b>Assignment – Case Study 50</b>
<b>12</b>	<b>09.05.26</b>	<b>Course Test 50 Online</b>

# “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”

## COURSE DESIGN BY DR AVANI KANAKIA

### DAY 1 ACTIVITY 1

#### SDGs ACTION MAPPING – Poster Making



“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

**COURSE DESIGN BY DR AVANI KANAKIA**

## **VALUE ADDED COURSE 2**

**COURSE TITLE: "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"**

**MODULE 2: The 17 Goals of SDG (Sustainable Development Goals)**

### **MODULE 2**

**DURATION: 5 HOURS**

1	The United Nations 17 Sustainable Development Goals (SDGs) Goals	Sustainable Development and its Importance
2.		Conservation of Natural Resources
3.		Deforestation and Environmental Protection
4.		Traditional Indian Sustainable Practices
5.		Implementation of measures to reduce environmental degradation
6.		Activity “Group-wise Discussion on 17 SDG Goals”

**“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”**

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **INTRODUCTION:**

Sustainability has become a crucial aspect of modern education, aiming to create responsible individuals who understand the importance of preserving natural resources and maintaining ecological balance. A value-based course on sustainability rooted in the Indian curriculum integrates traditional knowledge systems, cultural ethics, and contemporary environmental practices. India has a rich heritage of sustainable living, reflected in practices like minimalism, respect for nature, and community-based resource management. Incorporating these values into education helps students develop a deeper connection with the environment while aligning with global sustainability goals.

### **OBJECTIVES:**

- To develop awareness about environmental issues and sustainable practices among students.
- To inculcate values such as responsibility, conservation, and respect for nature.
- To connect traditional Indian knowledge systems with modern sustainability concepts.
- To encourage students to adopt eco-friendly habits in their daily lives.

### **CONTENT:**

The value-based course on sustainability was conducted by Dr. Avani Kanakia for the FY B.Ed batch (2025–27), aiming to instil environmental awareness and ethical responsibility among future educators. The course covered essential topics such as conservation of natural resources, waste management, biodiversity, and the challenges of deforestation and pollution. Special emphasis was given to understanding the 17 Sustainable Development Goals (SDGs), helping students connect global sustainability targets with local actions and responsibilities.

As part of the learning activities, the class was divided into two teams, where each team explained the 17 SDGs turn by turn, making the session interactive and engaging. This activity encouraged participation, collaboration, and a deeper understanding of each goal. The course concluded on a meaningful note, where all students collectively took a vow to protect and save the Earth, reinforcing the values of sustainability and responsible citizenship. Additionally, traditional Indian practices such as sustainable living, respect for nature, and eco-friendly habits were highlighted to connect cultural values with modern environmental needs.

### **LEARNING OUTCOME:**

- Students will understand key sustainability concepts and global goals like SDGs.
- Students will develop awareness about environmental issues such as deforestation and pollution.
- Students will appreciate the importance of conserving natural resources.
- Students will adopt sustainable practices in their daily lives.
- Students will become responsible and environmentally conscious citizens.

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# “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”

COURSE DESIGN BY DR AVANI KANAKIA

DAY 2 ACTIVITY 2:

GROUP-WISE DISCUSSION ON 17 GOALS OF SDG  
(SUSTAINABLE DEVELOPMENT GOALS)



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# "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"


COURSE DESIGN BY DR AVANI KANAKIA

VALUE ADDED COURSE 2

COURSE TITLE: "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

DAY 3: Activity 3: HEALTHY SALAD MAKING COMPETITION

Theme: SATVIK AAHAR

 MAHARASHTRA EDUCATIONAL SOCIETY'S  
**HUMERA KHAN COLLEGE OF EDUCATION**  
Oshiwara, Jogeshwari (W), Mumbai-400102

NAAC ACCREDITED GRADE "B"

Under Environment cell  
*Organises*

# Healthy Salad Making competition

Theme: Satvik Aahar

Date: 11 April 2026  
Venue: 501 Classroom

EVENT INCHARGE  
DR AVANI KANAKIA

I/C PRINCIPAL  
DR VARSHA MARU

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **SATVIK AAHAR: HEALTHY SALAD MAKING COMPETITION**

**DURATION: 3–5 HOURS**

Sr. No.	Activity Title	Details
1	Matki Healthy Salad	Nutritious sprouted matki with fresh veggies
2	Protein Power Rainbow Bowl	Colourful mix of vegetables rich in protein
3	Protein Power Sprout Salad	Mixed sprouts with lemon and herbs
4	Healthy Bloom Platter	Creative floral-style salad presentation
5	Cabbage Crunch Cups	Cabbage leaves filled with crunchy fillings
6	Soaked Moong – House of Protein	High-protein-soaked moong preparation
7	Petal Plate Salad	Artistic salad arranged like flower petals
8	Detox Delight Salad	Light, refreshing detox ingredients
9	Gut-Friendly Bowl	Fiber-rich salad for digestion health

#### **INTRODUCTION:**

A Healthy Salad Making Competition was organized under the Environment Cell to promote awareness about nutritious eating habits and sustainable lifestyles. The theme “*Satvik Aahar*” emphasized pure, natural, and balanced food that enhances both physical and mental well-being. The activity encouraged students to prepare innovative salads using fresh, plant-based ingredients and to understand the importance of eco-friendly food choices.

#### **OBJECTIVES:**

- To promote awareness about healthy and balanced diets
- To encourage the concept of *Satvik Aahar* among students
- To develop creativity and presentation skills
- To enhance understanding of nutrition and sustainability
- To motivate students to adopt eco-friendly food practices

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **PARTICIPANTS:**

The Healthy Salad Making Competition saw active and enthusiastic participation from students, who presented a variety of creative and nutritious dishes based on the theme “*Satvik Aahar*.” Each participant prepared a unique salad using fresh, natural ingredients and explained its health benefits and nutritional value.

Some of the key dishes included Matki Healthy Salad by Miss Kaneez Fatima, Protein Power Rainbow Bowl by Miss Ayesha, Sprout Salad by Miss Samrin, Healthy Bloom Platter by Miss Tasmiya, Cabbage Crunch Cups by Miss Fatima, Soaked Moong Salad by Miss Reshma, Petal Plate Salad by Miss Khushi, Detox Delight Salad by Miss Sneha, and Gut-Friendly Bowl by Miss Mariyam.

The activity enhanced students’ creativity, practical knowledge, and awareness about healthy eating, while also promoting sustainable and eco-friendly food practices.

### **CONTENT:**

The competition featured a variety of healthy and creative salad preparations such as Matki Healthy Salad, Protein Power Rainbow Bowl, Sprout Salad, Detox Delight Salad, and Gut-Friendly Bowl. Students used fresh vegetables, fruits, sprouts, and natural ingredients without any processed items, following the principles of Satvik food.

Participants presented their dishes creatively, focusing on both nutritional value and visual appeal. Each preparation reflected a balance of essential nutrients like proteins, vitamins, and fiber. The judging criteria included creativity, presentation, taste, nutritional value, and adherence to the theme.

### **LEARNING OUTCOMES:**

The Healthy Salad Making Competition helped students develop a clear understanding of the importance of healthy and balanced nutrition in daily life. Through the concept of *Satvik Aahar*, students became aware of the benefits of consuming natural, plant-based, and chemical-free food. The activity enhanced their creativity and presentation skills as they designed visually appealing and nutritious salads. It also increased awareness about sustainable and eco-friendly eating habits. Additionally, students gained confidence, improved teamwork, and learned how mindful food choices contribute to overall physical and mental well-being.

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **Day 3: Activity 3 SATVIK AAHAR: SALAD MAKING COMPETITION**



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**VALUE ADDED COURSE 2**

**COURSE TITLE: “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

**DAY 4**

**MODULE 3: SDG Framework Overview**

<b>MODULE 3</b>		
<b>DURATION: 5 HOURS</b>		
<b>1</b>	<b>SDG Framework</b>	<b>Introduction</b>
<b>2</b>		<b>Background Study</b>
<b>3</b>		<b>The 5 Ps of SDG Framework</b>
<b>4</b>		<b>Objectives of the SDG Framework</b>
<b>5</b>		<b>Targets and Indicators</b>
<b>6</b>		<b>Strategies for Implementation</b>
<b>7</b>		<b>Activity on Think–Pair–Share</b>

**“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”**

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **INTRODUCTION:**

Module 3 focused on providing an in-depth understanding of the **Sustainable Development Goals (SDG) Framework** and its global significance. The session highlighted how SDGs address major global challenges such as poverty, inequality, environmental degradation, and climate change. It also emphasized the importance of collective efforts, measurable targets, and strategic implementation for achieving sustainability. The module connected modern SDG concepts with Indian values that promote harmony between humans and nature.

### **OBJECTIVES:**

- To understand the concept and structure of the SDG Framework
- To identify the importance of global sustainable development goals
- To learn about targets and indicators used to measure SDG progress
- To explore strategies for effective implementation of SDGs
- To promote awareness about sustainability and collective responsibility
- To build awareness about the role of individuals in achieving SDGs
- To encourage students to adopt eco-friendly habits in daily life

### **ACTIVITY TABLE**

Sr. No.	Activity	Details
1	Introduction to SDG Framework	Explanation of SDGs and their global relevance
2	Understanding Objectives	Discussion on sustainability, equity, and growth
3	Measuring SDGs	Understanding targets and indicators
4	Group Activity	Students worked in pairs to discuss SDGs
5	Presentation	Each pair presented their understanding
6	Implementation Strategies	Discussion on solutions for sustainable development

### **PARTICIPATION:**

The session witnessed active and enthusiastic participation from all students. To make the learning process more interactive and collaborative, students were divided into pairs. Each pair was assigned to discuss and analyse different aspects of the SDG Framework and present their understanding in front of the class.

**“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”**

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## **COURSE DESIGN BY DR AVANI KANAKIA**

The participating pairs were:

- Fatima Ahmed & Heena
- Mariyam Shaikh & Khushi Shaikh
- Samrin & Mariyam Khan
- Kaneez Fatima & Ayesha Ansari

All groups actively engaged in discussions, shared their viewpoints, and presented their ideas with confidence. The activity not only enhanced their understanding of the topic but also helped in developing teamwork, communication, and presentation skills. The overall participation was highly interactive, making the session engaging and effective. The activity created a positive and collaborative learning environment, encouraging every student to actively contribute. Overall, the participation was enthusiastic and effective, making the session more engaging and impactful.

### **CONTENT:**

The Module 3 session provided a detailed understanding of the **Sustainable Development Goals (SDG) Framework**, highlighting its role as a global action plan for achieving a balanced and sustainable future. The session began with an introduction to the SDGs, explaining their origin, purpose, and relevance in addressing major global challenges such as poverty, inequality, climate change, environmental degradation, and lack of access to basic resources.

A key focus was placed on the **objectives of the SDG Framework**, which aim to ensure inclusive growth, environmental protection, and social well-being. Students were introduced to the concept of **targets and indicators**, which act as measurable tools to track the progress of each goal at national and international levels. This helped in understanding how sustainability is not just a concept but a measurable and achievable process.

### **LEARNING OUTCOMES:**

This module helped students develop a comprehensive understanding of the SDG Framework and its importance in addressing global challenges. They gained awareness about the interconnected nature of environmental, social, and economic sustainability and understood how targets and indicators are used to measure progress. Through group activities and presentations, students enhanced their communication, teamwork, and critical thinking skills. The session also encouraged them to adopt sustainable practices in their daily lives and fostered a sense of responsibility towards society and the environment. Overall, the module contributed to shaping students into more aware, responsible, and proactive individuals committed to building a sustainable future.

### **CONCLUSION:**

Module 3 was highly informative and engaging, helping students understand the structure and importance of the SDG Framework. It encouraged critical thinking about global issues and motivated students to contribute towards sustainable development. The interactive activities and presentations made the session more effective and meaningful.

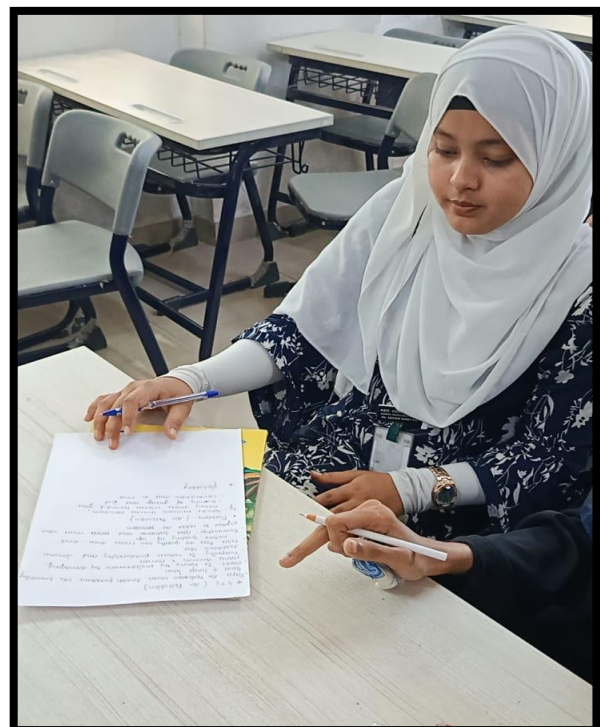
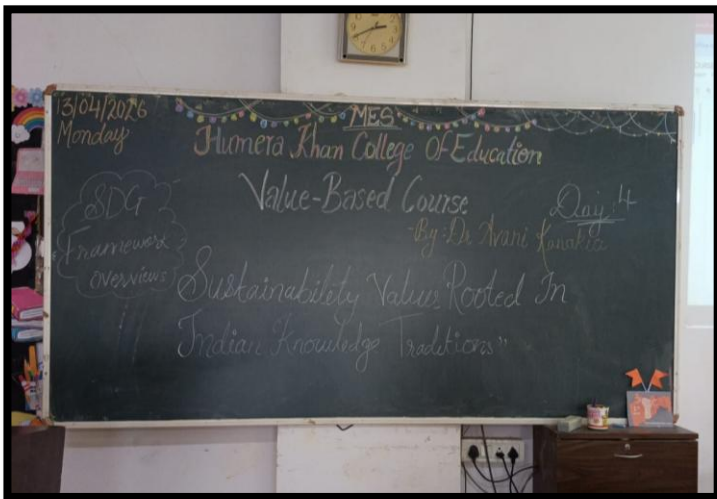
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## **COURSE DESIGN BY DR AVANI KANAKIA**

Overall, the session not only enhanced students’ knowledge but also inspired them to adopt sustainable practices and become responsible citizens. It successfully created awareness about global challenges and encouraged a positive approach towards building a better and more sustainable future.

### **Day 4 Activity 4: SDG Framework Overview Think–Pair–Share**



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## **VALUE-ADDED COURSE2 ON “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

**Day 5**

**MODULE 4 SDGs in the Indian Context**

### **MODULE 4**

**DURATION: 05**

<b>1</b>	<b>SDGs in the Indian Context</b>	<b>Introduction</b>
<b>2</b>		<b>Global Background</b>
<b>3</b>		<b>Objectives of SDGs in India</b>
<b>4</b>		<b>Aim of SDGs in the Indian Context</b>
<b>5</b>		<b>Implementation Mechanism in India</b>
<b>6</b>		<b>Activity</b> <b>Debate Competition</b> <b>“Sabka Saath, Sabka Vikas, Sabka Vishwas, Sabka Prayas”</b>

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# "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

**COURSE DESIGN BY DR AVANI KANAKIA**

DAY 5- Activity 5 DEBATE COMPETITION

THEME – "SABKA SAATH, SABKA VIKAS SABKA VISHWAS, SABKA PRAYAS."



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HUMERA KHAN COLLEGE OF EDUCATION**

Oshiwara, Jogeshwari (W), Mumbai-400102

NAAC ACCREDITED GRADE "B"

**Under Environment Cell**

*Organises*

VALUE ADDED COURSE 2



**SUSTAINABILITY VALUES ROOTED IN INDIAN  
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## DEBATE COMPETITION

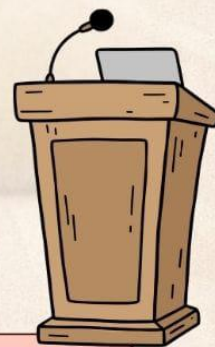
**Theme:**

### SABKA SAATH SABKA VIKAS



**COURSE COORDINATOR  
DR AVANI KANAKIA**

**Date: 15 April 2026  
Venue: 501 Classroom**



**I/C PRINCIPAL  
DR VARSHA MARU**

**VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY  
OF SHAPING THE FUTURE YOUTH OF THE NATION**

**"PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION."**

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **INTRODUCTION**

The debate competition centred on the visionary theme: “Sabka Saath, Sabka Vikas, Sabka Vishwas, Sabka Prayas.” This concept serves as a comprehensive framework for India’s development, emphasizing that true progress is only possible when every citizen is included, trusted, and actively involved. The event provided a platform for analysing how this “whole-of-nation” approach affects the country's social and economic fabric.

### **OBJECTIVES**

- Evaluate Inclusivity: To examine how government policies aim to reach the marginalised “last mile” of society.
- Understand Civic Duty: To highlight the transition from being passive beneficiaries to active participants (Sabka Prayas) in nation-building.
- Encourage Critical Discourse: To foster a balanced understanding of the successes and the remaining challenges of integrated development.
- Strengthen Democratic Values: To discuss the role of transparency and mutual trust (Sabka Vishwas) between the state and its people.

### **PARTICIPATION**

The competition featured a focused and high-energy intellectual battle between two primary teams:

Structure: 2 Groups in total.

Group A- Reshma Ali, Fatima Ahmed, Tasmiya shaikh, Khushi shaikh

Group B- Maryam Khan, Hena Shaikh, Zeba Ansari, Samsunisa Saifi

Team Composition: Each group consisted of 4 members, totaling 8 participants.

Atmosphere: The debate was amazing, marked by sharp rebuttals, deep research, and a clear passion for the subject. Group A took the lead in defending the vision, while Group B provided a rigorous critical examination, making for a truly captivating session.

### **CONTENT**

The discussion was rich with diverse viewpoints:

The Positive Perspective: Arguments focused on the success of unified schemes (like healthcare and housing), the power of digitalisation in reducing corruption, and how “Sabka Prayas” has turned social causes into mass movements.

The Critical Perspective: Arguments centred on the practical hurdles of reaching remote areas, the persistence of economic disparities, and the necessity of more robust grassroots infrastructure to ensure that “Sabka Vishwas” remains strong.

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **LEARNING OUTCOME**

Analytical Depth: Participants learned to look at development not just as a set of numbers, but as a collaborative social process.

Public Speaking & Logic: Students improved their ability to structure complex political and social ideas into persuasive arguments.

Empathy and Awareness: By debating both sides, participants gained a better understanding of the diverse struggles and aspirations of different sections of society.

Team Synergy: Working in groups of four helped participants develop coordination skills, ensuring their arguments were cohesive and well-supported.

### **Activity 5: SABKA SAATH, SABKA VIKAS (3 hours)**

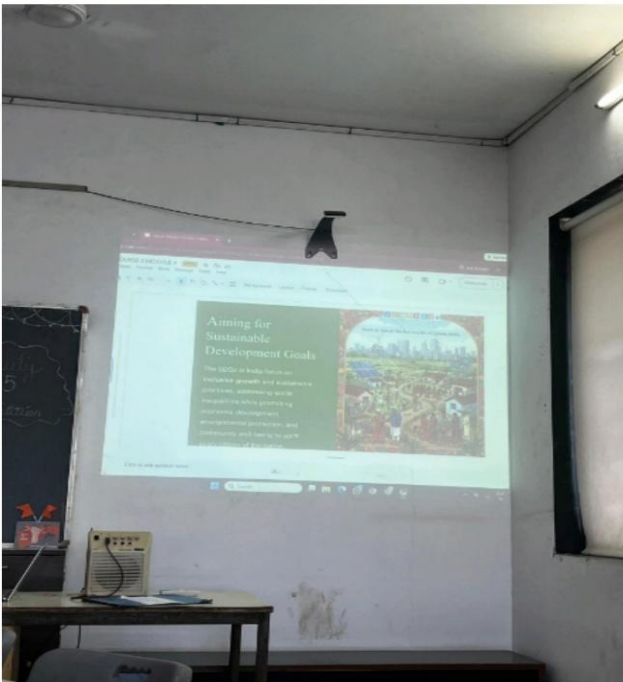
<b>Sr. No.</b>	<b>SECTION</b>	<b>SPEAKER</b>	<b>KEY FOCUS AREAS</b>
<b>1</b>	Opening Remarks	Moderator	Context setting and definition of the vision's four pillars.
<b>2</b>	Affirmative Presentation	Speaker 1 (FOR)	Inclusive growth, national unity, transparency, and civic duty.
<b>3</b>	Critical Perspective	Speaker 2 (against)	Economic inequality, implementation gaps, and trust barriers.
<b>4</b>	Rebuttal/Exchange	Both	Counter-arguments regarding policy vs. reality and collective responsibility.
<b>5</b>	Closing statement	Moderator	Summary of arguments and final verdict on the need for active participation.

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# “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS” COURSE DESIGN BY DR AVANI KANAKIA

Day 5- Activity 5

DEBATE COMPETITION PICTURES



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# “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”

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**“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

**COURSE DESIGN BY DR AVANI KANAKIA**

Day 6 Activity 6

**BEST OUT OF WASTE COMPETITION**



**MAHARASHTRA EDUCATIONAL SOCIETY'S  
HUMERA KHAN COLLEGE OF EDUCATION**

Oshiwara, Jogeshwari (W), Mumbai-400102

NAAC ACCREDITED GRADE "B"

**Under Environment Cell**

*Organises*

**VALUE ADDED COURSE 2**

# **Best out of WASTE**



**Theme:**

## **SUSTAINABILITY**



Date: 16 April 2026

Venue: 501 Classroom



**COURSE COORDINATOR  
DR AVANI KANAKIA**



**I/C PRINCIPAL  
DR VARSHA MARU**

**VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY  
OF SHAPING THE FUTURE YOUTH OF THE NATION**

**“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”**

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

**Date: 16th April 2026**

**Time: 11:00 AM**

**Venue: F.Y.B. ED 501 (Classroom)**

### **INTRODUCTION:**

The “Best out of Waste” activity was organized under the Environment Cell of Humera Khan College of Education as a part of the Value-Added Course 2. The theme for the activity was “Sustainability,” focusing on the importance of environmental conservation and responsible use of resources.

The event aimed to encourage students to creatively reuse waste materials and transform them into useful and decorative items. It provided a practical platform for students to apply the principles of reduce, reuse, and recycle in real life. Through this activity, students not only showcased their creativity but also understood the significance of minimising waste and protecting the environment. The initiative successfully highlighted the importance of sustainable practices and responsible consumption in everyday life.

### **OBJECTIVES:**

- To promote awareness about sustainability and waste management
- To encourage creativity and innovation among students
- To develop the habit of recycling and reusing materials
- To reduce environmental pollution through practical action
- To instill eco-friendly values in future teachers

### **CONTENT:**

Participants showcased a wide variety of creative models and items using different types of waste materials. These included decorative items like flower vases, wall hangings, and artistic showpieces made from plastic bottles, cardboard, newspapers, and old fabrics. The creations were visually appealing and reflected great creativity.

Students also prepared useful items such as pen stands, organizers, and piggy banks, showing how waste materials can be converted into practical products for daily use. Some students created innovative models like a Ferris wheel, highlighting both creativity and basic technical skills.

Along with these, eco-friendly models representing sustainable living were displayed. Crafts made from plastic, paper, and fabric waste spread awareness about recycling and environmental protection. Each creation reflected originality, effort, and environmental awareness.

### **PARTICIPANTS:**

The “Best out of Waste” activity witnessed enthusiastic participation from students, who showcased their creativity and innovative thinking through a variety of unique models and crafts. Each participant created useful and decorative items using waste materials such as plastic bottles, cardboard, paper, and fabric, aligning with the theme “Sustainability.”

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

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The details of the participants and Articles are as follows:

1. <b>Aqua Grow Vertical Garden – Miss Tasmiya</b>
2. <b>Ferris Wheel – Miss Samsunisa</b>
3. <b>Bloom From Broken Pen Holder– Miss Uzma</b>
4. <b>Tiny Treasure Box – Miss Hena</b>
5. <b>Denim Doll Bag– Miss Resham</b>
6. <b>Sakura Bloom Vase– Miss Maryam</b>
7. <b>Floral Pen Holder– Miss Khushi</b>
8. <b>Garden Glow Pot– Miss Sneha</b>
9. <b>Little Bloom Flower– Miss Zeba</b>
10. <b>Waste2 Art Wall Hanging, Magic Spark Pen Holder –Miss Samrin</b>

Through this activity, students demonstrated their understanding of sustainability by creatively repurposing waste materials into useful, decorative items. Each participant explained the purpose and use of their creation, which enhanced their practical knowledge and communication skills.

The activity not only encouraged creativity and innovation but also reinforced the importance of recycling, eco-friendly practices, and sustainable living.

### **Winner List**

Sr. no.	Winners list
1	<b>Aqua Grow Vertical Garden – Miss Tasmiya</b>
2	<b>Bloom From Broken Pen Holder– Miss Uzma</b>
3	<b>Denim Doll Bag– Miss Resham</b>

### **SIGNIFICANCE:**

The “Best out of Waste” activity under the theme “Sustainability” was significant in promoting environmental awareness and responsible waste management among students. It encouraged the creative reuse of discarded materials and highlighted the importance of reducing waste and conserving natural resources. The event also emphasized eco-friendly practices and sustainable living, fostering a sense of responsibility towards the environment. Additionally, it enhanced students’ creativity, innovation, and practical skills through hands-on learning. By promoting the use of easily available waste materials and minimizing waste generation, the activity helped develop environmentally conscious and responsible individuals.

### **CONCLUSION:**

The “Best out of Waste” activity provided meaningful and practical learning experiences for students by helping them understand the importance of waste management and sustainable living. Participants gained knowledge about recycling and the effective reuse of materials, emphasizing creativity and resource conservation. The activity enabled students to apply their ideas into practice by transforming waste into useful and decorative items, while also enhancing their creativity, problem-solving abilities, and communication skills. It fostered essential life skills such as innovation, responsibility, and decision-making, along with promoting awareness about eco-friendly practices like reducing waste and reusing available resources. Overall, the activity was a successful and enriching experience that combined learning

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with creativity, encouraged sustainable habits, and helped develop responsible and environmentally conscious individuals, leaving a positive and lasting impact on all participants.

### **Day 6: Best out of Waste Competition**



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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

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## **VALUE-ADDED COURSE2 ON “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

Day 7

**MODULE 5 Education for Sustainable Development (ESD)**


<b>MODULE 5</b>		
<b>DURATION:05</b>		
<b>1</b>	<b>Education for Sustainable Development (ESD)</b>	<b>Introduction</b>
<b>2</b>		<b>Objectives of ESD</b>
<b>3</b>		<b>Background History of ESD</b>
<b>4</b>		<b>Integrating SDGs in Education</b>
<b>5</b>		<b>Role of teachers, sustainable schools, and classrooms</b>
<b>6</b>		<b>Activity-Based Learning and Role Play</b>

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# "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

COURSE DESIGN BY DR AVANI KANAKIA

DAY 8 Activity 6 TREE PLANTATION DRIVE

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**HUMERA KHAN COLLEGE OF EDUCATION**  
Oshiwara, Jogeshwari (W), Mumbai-400102  
NAAC ACCREDITED GRADE "B"

**Under Environment Cell**  
*Organises*


**VALUE ADDED COURSE 2**


"SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

# TREE PLANTATION DRIVE

**Theme:**  
ESD (Education for Sustainable Development)

Let's Plant Today for a Greener Tomorrow.

 **Date: 28 April 2026**

 **Venue: HK Campus**

**COURSE COORDINATOR**  
DR AVANI KANAKIA

**I/C PRINCIPAL**  
DR VARSHA MARU

**VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY OF SHAPING THE FUTURE YOUTH OF THE NATION**

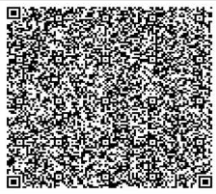



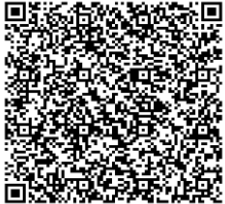
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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

**DAY 8**

**TREE PLANTATION DRIVE**

<b>Sr. No</b>	<b>Plant Name</b>	<b>Digital Reference (QR)</b>	<b>Description</b>
1)	<b>Alovera</b> <b>Scientific Name – Aloe Barbadensis Miller</b>		Aloe Vera is a medicinal plant with thick, fleshy leaves that contain a soothing gel. It is commonly used for skin care, healing minor wounds, and reducing irritation.
2)	<b>Tulsi</b> <b>Scientific Name – Ocimum Tenuiflorum</b>		Tulsi, also known as Holy Basil, is a sacred and highly valued medicinal plant in India. It is widely used in Ayurveda for its healing properties. Tulsi helps boost immunity, reducing stress, illnesses like cough, cold, and fever
3)	<b>Curry Leaves</b> <b>Scientific Name – Murraya Koenigii</b>		Curry leaves are a medicinal and aromatic plant commonly used in cooking. The leaves are rich in iron, calcium, and vitamins A, B, and C. They help improve digestion, control blood sugar, strengthen hair, and boost immunity.
4)	<b>Rosemary</b> <b>Scientific Name - Salvia Rosmarinus</b>		Rosemary is a fragrant medicinal herb known for its health and environmental benefits. It helps improve memory, supports digestion, boosts immunity, and has antioxidant properties.
5)	<b>Neem</b> <b>Scientific Name – Azadirachta Indica A..Juss</b>		Neem is a medicinal plant known for its antibacterial and healing properties. Its leaves are used for skin care, treating infections, and improving overall health.

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **INTRODUCTION:**

Tree plantation is an important initiative for protecting the environment and maintaining ecological balance. In today’s time, increasing pollution and deforestation have made it necessary to plant more trees. Such activities help improve air quality and create a greener, healthier environment. It also encourages students to understand their role in conserving nature. This activity also highlights the importance of small individual efforts in achieving larger environmental goals. By engaging in such practices, students can develop long-term habits that contribute to a sustainable future.

### **OBJECTIVES:**

- To spread awareness about the importance of trees and environmental protection.
- To encourage students to actively participate in eco-friendly activities.
- To develop a sense of responsibility and care towards nature.
- To understand the uses and benefits of different plants.
- To promote practical learning through real-life environmental activities.
- To encourage the use of both traditional knowledge and modern methods like digital references

### **PARTICIPANTS:**

The students of the FY B.Ed. Batch (2025-2027) actively participated in the tree plantation drive by planting various plant species and contributing to a greener environment. This activity was conducted to promote practical learning and environmental responsibility.

<b>The participants</b>	<b>Tasmiya Shaikh – Aloe Vera</b>	<b>Zeba Ansari – Tulsi</b>	<b>Ayesha Ansari – Curry Leaves</b>	<b>Kaneez Fatima – Rosemary</b>	<b>Farhin Mukadam – Tulsi</b>	<b>Uzma Kalam – Tulsi</b>	<b>Sneha Yadav – Neem</b>	<b>Reshma Ali – Aloe Vera</b>	<b>Hena Shaikh – Aloe Vera</b>
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Through this activity, students learned the importance of planting trees and gained knowledge about different plants and their uses. The activity also helped in building teamwork and cooperation among students, as everyone contributed equally to making the drive successful. It created a sense of unity and shared responsibility towards nature.

### **CONTENT:**

The Tree Plantation Drive was conducted as part of the value-based course on sustainability for the FY B.Ed. batch (2025–27) under the guidance of Dr. Avani Kanakia. The activity was held in the back garden of Humera College from 1:30 PM to 3:00 PM.

Students actively participated by planting various plants and explaining their benefits. Aloe Vera is useful for skin care and medicinal purposes, Tulsi helps in boosting immunity and has cultural importance, Curry leaves are beneficial for digestion and hair health, Rosemary is known for improving memory, and Neem has strong medicinal and antibacterial properties.

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Each student prepared a detailed page on their respective plant, including its benefits, uses, and important information. These pages were neatly presented and supported with QR codes, providing digital references for better understanding. This made the activity more interactive and informative.

This activity helped students connect theoretical knowledge with practical experience and understand the importance of environmental conservation.

### LEARNING OUTCOMES:

- Students understood the importance of tree plantation and environmental protection.
- Students gained knowledge about different plants and their benefits.
- Students developed a sense of responsibility towards nature.
- Students were able to connect theoretical learning with practical activities. Students improved their practical knowledge and presentation skills.
- Students understood the importance of combining traditional and digital learning methods.
- The activity encouraged active participation and environmental responsibility among students.

### DAY 8 Activity 7 TREE PLANTATION DRIVE



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## **VALUE-ADDED COURSE2 ON “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

Day 9

### **MODULE 6 Integrating Yoga with SDGs and Career Opportunities**

#### **MODULE 6**

**DURATION: 5 HOURS**

<b>1</b>	<b>Integrating Yoga with SDGs and Career Opportunities</b>	<b>Introduction</b>
<b>2</b>		<b>SDGs Connected with Yoga</b>
<b>3</b>		<b>Yoga and Green Careers</b>
<b>4</b>		<b>Yoga in CSR and Community Programs</b>
<b>5</b>		<b>Workshop On Yoga: Sustainable Lifestyle Habits</b>
<b>6</b>		<b>Yoga Activities</b> <b>Healthy Salad &amp; Drinks Making Competition</b>

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

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### **Integrating Yoga with SDGs and Career Opportunities**

#### **1. Yoga and Sustainable Development**

Yoga promotes **physical health, mental well-being, inner balance, and harmony with nature**. These principles support the idea of sustainable living.

Yoga encourages:

- Healthy lifestyle
- Mindfulness
- Environmental awareness
- Balance between body, mind, and nature

This makes yoga relevant to the **concept of sustainability and SDGs**.

#### **2. SDGs Connected with Yoga**

##### **SDG 3 – Good Health and Well-being**

Yoga improves:

- Physical fitness
- Mental health
- Stress management
- Overall well-being

Yoga practices such as **asana, pranayama, and meditation** help people maintain a healthy lifestyle.

##### **SDG 4 – Quality Education**

Yoga can be included in schools as part of **holistic education**.

Benefits for students:

- Improves concentration
- Reduces stress and anxiety
- Develops discipline and self-awareness

Many schools now include **yoga sessions in their curriculum**.

##### **SDG 13 – Climate Action**

Yoga promotes respect for nature and encourages sustainable lifestyles, such as:

- Simple living
- Mindful consumption
- Environmental responsibility

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### **SDG 16 – Peace, Justice, and Strong Institutions**

Yoga helps promote:

- Inner peace
- Emotional balance
- Social harmony

This contributes to peaceful communities.

### **3. Yoga and Green Careers**

Yoga also creates **career opportunities related to sustainability and wellness.**

Examples:

- Yoga instructor
- Yoga therapist
- Wellness coach
- Holistic health consultant
- Meditation trainer
- Yoga retreat organiser

These careers promote **healthy and sustainable living.**

### **4. Yoga in CSR and Community Programs**

Many companies include yoga in **Corporate Social Responsibility (CSR)** activities.

Examples:

- Workplace yoga programs for employee wellness
- Yoga camps for community health
- International Yoga Day awareness events

These initiatives support **SDG 3 (Health) and SDG 4 (Education).**

### **5. Yoga Activities**

Teachers can include yoga in SDG learning through activities such as:

- **Morning yoga sessions in school**
- **International Yoga Day celebrations**
- **Meditation and mindfulness activities**
- **Yoga workshops on healthy lifestyles**

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These activities help students understand the connection between **personal well-being and sustainable development**.

### **6. Case Study Example**

**International Yoga Day (June 21)** promotes health and well-being worldwide.

Impact:

- Encourages millions of people to practice yoga
- Promotes a healthy lifestyle
- Raises awareness about mental and physical health

### **SDG 3 – Good Health and Well-being**

#### **7. Conclusion**

Yoga supports sustainable development by promoting **health, mental well-being, peace, and harmony with nature**. Integrating yoga with SDGs helps students understand the importance of **holistic development and sustainable lifestyles**.

Thus, yoga can play an important role in **education, career opportunities, and the achievement of global sustainability goals**.

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# "SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"

COURSE DESIGN BY DR AVANI KANAKIA

Day 8: Activity 8

Workshop on Yoga for Life conducted

by Resource Expert: Dr Avani Kanakia

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"SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS"  
WORKSHOP ON  
**YOGA FOR LIFE**  
Resources Expert: Dr Avani Kanakia  
**Theme:**  
SUSTAINABLE LIFESTYLE HABITS  
Date: 02 MAY 2026  
Venue: 501 Classroom  
EVENT CO-ORDINATOR  
DR AVANI KANAKIA  
I/C PRINCIPAL  
DR VARSHA MARU  
VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY OF SHAPING THE FUTURE YOUTH OF THE NATION

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# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

## **COURSE DESIGN BY DR AVANI KANAKIA**

### **INTRODUCTION:**

A Yoga Workshop was organised under the Environmental Cell of Humera Khan College of Education as a part of the Value-Added Course on 2nd May 2026 in Classroom 501, HKCE College, from 11:30 AM to 1:00 PM. The Resource Expert: Dr Avani Kanakia Ma'am for the FY.B.Ed students. The workshop aimed to promote physical, mental, and emotional well-being through yoga practice. It began with a brief theoretical introduction to yoga, explaining its origin, meaning, and significance in daily life.

### **OBJECTIVES:**

- To create awareness about the importance of yoga in maintaining a healthy lifestyle
- To help students understand the benefits of meditation and pranayama
- To encourage students to practice yoga regularly
- To develop concentration, flexibility, and inner peace
- To provide practical exposure to different yoga techniques

### **CONTENT:**

The workshop started with an interactive and engaging game, which helped energize the students and create a positive atmosphere. Following this, Dr Avani Kanakia Ma'am provided valuable information about yoga and meditation, highlighting their importance in reducing stress and improving overall health.

The session included practical demonstrations and participation in various yoga activities such as:

- Suryanamaskar (Sun Salutation)
- Different asanas (postures) for physical fitness
- Explanation of correct posture and breathing techniques

Towards the end, the session concluded with pranayama (breathing exercises), which helped students relax and experience mental calmness.

### **PARTICIPANTS:**

The students actively participated in the yoga workshop with great enthusiasm and interest. They were engaged throughout the session, from the introductory theoretical explanation to the practical activities. During the warm-up game, students showed excitement and teamwork, which created a positive and energetic environment.

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## **COURSE DESIGN BY DR AVANI KANAKIA**

All students sincerely performed various yoga practices such as Suryanamaskar, different asanas, and pranayama techniques under proper guidance. They followed the instructions carefully and maintained discipline during the session. Many students also interacted by asking questions and sharing their experiences, making the workshop more interactive and effective.

### **SIGNIFICANCE:**

The yoga workshop was highly significant as it promoted awareness about the importance of physical and mental well-being among students. In today’s fast-paced and stressful life, yoga plays a vital role in maintaining balance between body and mind. Furthermore, the workshop encouraged students to adopt a healthy lifestyle and develop regular yoga habits. It contributed to their overall personality development by fostering discipline, self-awareness, and emotional stability.

### **CONCLUSION:**

The yoga workshop was a meaningful and enriching experience for all the students. It successfully combined theoretical knowledge with practical application, helping students understand the true essence and benefits of yoga. The session was well-organised and conducted effectively, keeping students engaged throughout. Students not only learned various yoga practices such as Suryanamaskar, asanas, and pranayama, but also developed awareness about the importance of maintaining physical fitness and mental well-being. Overall, the workshop achieved its objectives by encouraging students to adopt yoga as a part of their daily routine and promoting a healthy and balanced lifestyle.

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**Day 10 Activity 8 “Yoga for Life”**



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## **VALUE-ADDED COURSE2 ON “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”**

**Day 12**

### **PAPIER MACHE ARTICLE: SUSTAINABLE ART USING RECYCLED PAPER**

#### **➤ How to make handmade paper from used papers**

##### **Procedure:**

- Old newspapers were collected and torn into small pieces.
- The paper pieces were soaked in water to form a soft pulp.
- A paste was prepared using glue and water.
- The pulp was mixed well with the paste.
- The mixture was shaped into the desired article.
- It was left to dry completely for one to two days.
- After drying, the article was painted in pink colour.
- It was decorated with red flowers and green leaves.
- The final product was dried again.
- 

##### **Learning Outcome:**

This activity highlights the importance of recycling and sustainability. It also enhances creativity and promotes the use of eco-friendly materials.

##### **Conclusion:**

The papier-mache project demonstrates how wastepaper can be reused to create useful and decorative items. It supports sustainability and encourages environmental responsibility.

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**Day 12 Activity 9: PAPIER MACHE ARTICLE**



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COURSE DESIGN BY DR AVANI KANAKIA

## VALUE-ADDED COURSE 2 ON “SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”

Day 13

Sustainable Lifestyle Habits – Mocktail making



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“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS”

# MOCKTAILS COMPETITION

**Theme:**  
**Garden-to-Glass**  
Using fresh, sustainable garden ingredients

**Date: 06 May 2026**  
**Venue: 501 Classroom**

**EVENT INCHARGE**  
**DR AVANI KANAKIA**

**I/C PRINCIPAL**  
**DR VARSHA MARU**

**VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY OF SHAPING THE FUTURE YOUTH OF THE NATION**

“PROMOTING SUSTAINABILITY THROUGH EDUCATION, VALUES, AND ACTION.”

# **“SUSTAINABILITY VALUES ROOTED IN INDIAN KNOWLEDGE TRADITIONS” COURSE DESIGN BY DR AVANI KANAKIA**

**Date:** 6<sup>th</sup> May 2026

**Time:** 11.00 am

**Venue:** 501 (Classroom)

**Course Instructor:** Dr Avani Kanakia

## **INTRODUCTION:**

Value Added Course 2 focuses on developing sustainability values inspired by traditional Indian knowledge systems. The course highlights how nature, health, and responsible consumption are deeply rooted in Indian culture. As a part of this course, a Mocktail Making Competition with the theme “Garden to Glass” was organized to encourage students to use natural, home-grown, and chemical-free ingredients. This activity helped students understand the importance of choosing healthy alternatives rather than processed drinks. It promoted creativity, teamwork, and awareness of sustainable food practices. The competition also emphasised minimising waste, using eco-friendly materials, and valuing locally available resources. Overall, the activity blended learning with hands-on experience, making the concept of sustainability practical and enjoyable.

## **OBJECTIVES:**

- To promote the use of natural, plant-based ingredients in daily consumption.
- To encourage creativity and teamwork through healthy mocktail preparation.
- To understand sustainability concepts through practical and engaging tasks.
- To develop respect for traditional Indian food wisdom and eco-friendly practices.
- To reduce dependence on artificial and packaged beverages.

## **PARTICIPANTS:**

The FYB.Ed students actively participated in the Value-Added Course activity, with a total of seven teams showcasing their creativity in the Garden to Glass mocktail-making competition. Most students worked in pairs, collaborating to blend flavours inspired by sustainability and traditional Indian knowledge. A few students, however, participated individually, demonstrating confidence and innovation through their solo mocktail creations. This mix of teamwork and individual effort highlighted the diverse skills and enthusiasm of the participants, making the event lively, engaging, and truly reflective of experiential learning.

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## **COURSE DESIGN BY DR AVANI KANAKIA**

<b>Sr.no.</b>	<b>Participants Name</b>	<b>Mocktail Name</b>
1.	Shaikh Samrin Zakir Husain	Silky Grain Fusion (Sattu)
2.	Ansari Nida and Khan Maryam	Rang-Barse Chaas
3.	Reshma Ali	Mango Jaggery sattvic splash
4.	Sumaiya	Sharbat e mohabbat
5.	Shaikh Tasmiya and Saifi Samsunisa	Tropical Fire & Gold Elixir
6.	Uzma Kalam & Fatima Shamim	Mango Mastani
7.	Khushi Shaikh and Hena Shaikh	Chia Almond Bliss

### **Mocktail Making Winners List: 06/05/26**

<b>Sr. no.</b>	<b>Winners list</b>
1	<b>Mango Jaggery sattvic splash - Miss Reshma Ali</b>
2	<b>Silky Grain Fusion (Sattu) - Miss Shaikh Samrin Zakir Husain</b>
3	<b>Rang-Barse Chaas - Miss Ansari Nida and Khan Maryam</b>

### **CONTENT:**

- Introduction to sustainability in Indian knowledge traditions.
- Explanation of the theme “Garden to Glass”.
- Use of natural ingredients such as herbs, fruits, flowers, jaggery, spices, and homemade extracts.
- Preparation of healthy mocktails using minimal waste and eco-friendly methods.
- Presentation of mocktails with creativity, nutritional value, and cultural inspiration.
- Evaluation based on taste, sustainability, presentation, and innovation.

### **LEARNING OUTCOMES**

- Students understood the importance of sustainability in food choices.
- Enhanced knowledge of natural ingredients and their health benefits.
- Improved teamwork, coordination, and creativity.
- Developed awareness about Indian traditional practices related to food and wellness.
- Learned to prepare healthy, refreshing drinks without artificial additives.
- Gained confidence in presenting and explaining their ideas.

### **CONCLUSION**

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The Garden-to-Glass Mocktail-Making Competition successfully connected classroom learning with real-world application. It strengthened students’ understanding of sustainability rooted in India’s rich knowledge traditions. Participants demonstrated creativity, responsibility, and environmental awareness through their mocktail preparations. The activity encouraged students to adopt healthier choices and appreciate natural resources. Overall, the event was enriching, enjoyable, and an effective way to promote sustainable habits among FYB.Ed students.

## **Day 13 Activity 11 Mocktail Making Tour**



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**VALUE-ADDED COURSE2 ON “SUSTAINABILITY VALUES  
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Day 14

**MODULE 7 Projects & Action Plans: Case Study**

<b>MODULE 7</b>		
<b>DURATION: 5 HOURS</b>		
1	<b>Projects &amp; Action Plans</b>	<b>Introduction</b>
2		<b>Example Case Studies</b>
3		<b>Project work, presentation</b>
4		<b>Design SDG-based projects</b>
5		<b>Activity</b> <b>Case studies, projects, and sustainable practices</b>

**Projects & Action Plans in Sustainable Development**

**Introduction**

Projects and action plans are practical ways to apply the principles of **Sustainable Development Goals (SDGs)** in real life. Through project work and presentations, students learn how to **identify problems, propose solutions, and implement sustainable practices** in their schools and communities.

These activities encourage **active learning, teamwork, and problem-solving skills**.

**Case Studies:**

**Meaning**

A case study is a detailed examination of a **real-life example or situation** related to sustainable development. Case studies help students understand how sustainability concepts are applied in practice.

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Sr. no.	TOPIC	SDGS	NAME OF STUDENTS
1	Energy Saving Campaign	SDG: 7 – Affordable and Clean Energy	Shaikh Uzma Abdul Kalam
2	Water Conservation Awareness	SDG 6: Clean Water and Sanitation	Maryam Ehtesham Khan
3	Plastic-Free School Project	SDG: 12 – Responsible Consumption and Production	Fatima Shamim Ahmad
4	Energy Saving Campaign	SDG 7: Affordable and Clean Energy	Ansari Kaneez Fatima Abdul Quddoos
5	Tree Plantation and Green Campus	SDG: 13 – Climate Action / SDG 15 – Life on Land	Ansari Ayesha Abdul Quddoos
6	SDG awareness campaign	SDG: All SDGs	Summaiya Ahsanul Haque Siddiquie
7	School waste segregation system	SDG 12: Responsible Consumption and Production	Reshma Amjad Ali
8	Community Cleanliness Awareness at Home	SDG 11 - Sustainable cities and communities	Khushi Aish Mohammed Shaikh
9	Healthy lifestyle and Yoga program	SDG 3: Good health and well-being	Sneha Shashipal Yadav
10	Home Gardening for a Better Environment	SDG 15 – Life on Land	Hena Naseem Shaikh

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12	Community Cleanliness Awareness at Home	SDG 11 – Sustainable Cities and Communities	Zeba Zulfiqar Ali Ansari
13	School/College Composting Project	SDG 12: Responsible Consumption and Production	Shaikh Samrin Zakir Husain
14	Healthy lifestyle and Yoga program	SDG 3: Good health and well-being	Shaikh Tasmiya Abdul Karim
15	Global Warming and Its Impact on Future Generations	SDG 13 – Climate Action	Saifi Samsunnisa Zakir Husain
16	Reducing Food Waste in School Canteens	SDG 12: Responsible Consumption and Production	Qureshi Ayman Mushtaq
17	Reducing Paper Waste in School	SDG 12: Responsible Consumption and Production	Ansari Nida Sarfaraz



Shaikh Samrin -  
Case study (3).pdf

**CASE STUDY SAMPLE:**

**Online Case Study Assignment submitted on 08.05.26 (50 marks)**

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**VALUE-ADDED COURSE2 ON “SUSTAINABILITY VALUES  
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**Day 12**

**Conducted Online Test 09.05.26 (50 marks)**

**Date: 9th May 2026**

**Time:11.00AM**

**Venue: 501 (Classroom)**

**Course Instructor: Dr. Avani Kanakia**

**INTRODUCTION**

The Value-Added Course on “Sustainability Values Rooted in Indian Knowledge Traditions” was organised to create awareness about sustainable living and environmental responsibility. The course ended with a final test and assignment. The course helped students understand the importance of protecting nature by learning traditional Indian practices such as Ayurveda, eco-friendly lifestyles, water conservation, and respect for natural resources. The course included interactive lectures, discussions, activities, and practical learning experiences.

**IMPORTANCE OF THE COURSE**

- The course created awareness about environmental protection and climate change.
- It encouraged students to adopt sustainable and eco-friendly lifestyles.
- Students learned the value of conserving natural resources for future generations.
- The course connected traditional Indian knowledge with modern sustainability practices.
- It promoted responsible living and respect for nature.
- Students understood the importance of reducing pollution and carbon footprint.
- The course motivated students to participate in environmental activities and social awareness programs.

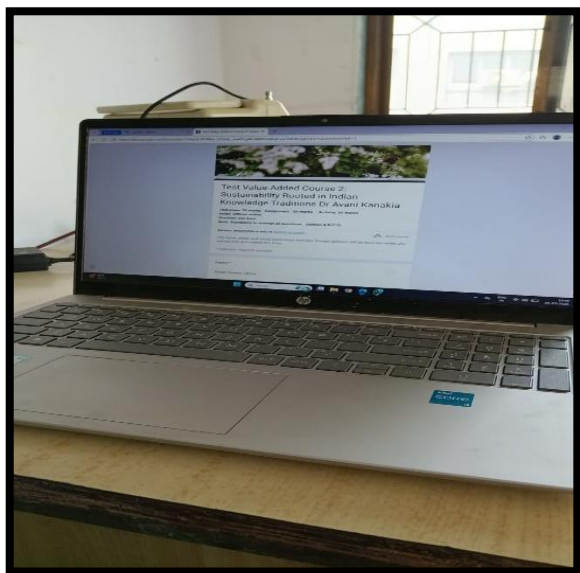
**LEARNING OUTCOMES**

1. Understood the concept of sustainability from an Indian perspective.

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2. Learned traditional eco-friendly practices and environmental conservation.
3. Developed awareness about climate action and natural resource conservation.
4. Improved teamwork, communication, and presentation skills.
5. Encouraged sustainable and responsible habits in daily life.



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## **Sustainability Action Plan Chart**

<b>Goal</b>	<b>Problem</b>	<b>Action Steps</b>	<b>Responsible Group</b>	<b>Timeline</b>	<b>Expected Outcome</b>
Reduce Plastic Use	Excess plastic waste in school	Awareness campaign, reusable bottles	Student eco-club	1 month	Less plastic waste
Save Water	Water wastage in washrooms	Fix leaks, awareness posters	School management & students	2 weeks	Reduced water use
Energy Conservation	Lights/fans left on	Monitor classrooms, awareness	Students & teachers	1 month	Lower electricity consumption
Green Campus	Lack of greenery	Tree plantation drive	Students	3 months	Improved environment
Waste Management	Mixed waste disposal	Install recycling bins	School eco-club	1 month	Better waste segregation

### **❖ Course Conclusion – Integrating Tradition with the Environment**

Indian Knowledge Traditions (IKT) offer a holistic and value-based approach to sustainability. Ancient Indian philosophies emphasise harmony between humans and nature, viewing the environment not merely as a resource but as a sacred and interconnected system. Concepts such as “*Vasudhaiva Kutumbakam*” (the world is one family) and “*Prakriti Raksha*” (protection of nature) highlight the moral responsibility of individuals and communities to preserve ecological balance.

The value-based teachings found in texts like the Vedas, Upanishads, Arthashastra, and traditional practices encourage sustainable living through moderation, respect for biodiversity, conservation of natural resources, and community participation. Practices such as sacred groves, traditional water harvesting systems, organic farming, and seasonal consumption patterns demonstrate how indigenous knowledge promotes environmental stewardship.

Integrating these sustainability values into modern education and policy can strengthen environmental awareness and ethical responsibility. When learners understand the cultural and spiritual significance of nature, they are more likely to adopt eco-friendly behaviours and sustainable lifestyles.

**Effective implementation requires several key factors:**

- **Awareness and education** about traditional ecological wisdom.
- **Policy support** that integrates indigenous knowledge with modern science.

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- **Community participation** in conservation and sustainable development initiatives.
- **Responsible consumption patterns** that reduce environmental degradation.
- **Technological integration** that respects traditional practices while addressing contemporary environmental challenges.

When these factors are implemented effectively, Indian Knowledge Traditions can play a significant role in addressing modern environmental issues such as climate change, resource depletion, and biodiversity loss. They encourage a balanced relationship between development and nature, ensuring that human progress does not harm ecological systems.

In conclusion, sustainability values rooted in Indian Knowledge Traditions provide a timeless framework for environmental responsibility. By combining traditional wisdom with modern scientific approaches, societies can create sustainable models of development that protect nature while supporting human well-being for present and future generations.

## **Final Takeaway**

“You do not protect the environment; you protect yourself. The environment does not need saving; human consciousness does. Once the consciousness is rooted in our traditional values of reverence for all life, sustainability is no longer a task to be done—it becomes the very way we live.”

## **Appreciation to all Climate Warriors,**

It is with immense gratitude that we recognise the outstanding contributions of our dedicated team and students to the success of this course.

## **Special Thanks To:**

Student Manager: Uzma – For exceptional coordination and leadership.

Photographers: Ayesha & Fatima – For capturing memorable moments with creativity.

Creativity Lead: Samrin – For innovative ideas that inspired us all.

Khushi – For diligent report writing and maintaining impeccable attendance records.

Tam - In charge of all activities with innovative and presentable ideas

Heartfelt Appreciation to All Students for your enthusiasm in report writing, consistent attendance, and active participation in every innovative activity. You truly made this journey remarkable!

All the very best for your bright future, future saviours! Your dedication will take you far.

**\*\*\*\*\* PRESERVE NATURE, PROTECT LIFE \*\*\*\*\***

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