
SUSTAINABLE
DEVELOPMENT
GOALS


17
PARTNERSHIPS
FOR THE GOALS

17.4.4. University as a Body Measure the Sustainability Literacy of Students

Sustainability literacy among students is a core priority for Chaitanya Deemed to be University, reflecting the institution's commitment to equipping learners with the knowledge, values, and skills needed to contribute meaningfully to global sustainable development efforts. By integrating sustainability concepts into academic programmes, co-curricular initiatives, and campus-wide engagement activities, Chaitanya Deemed to be University ensures that students develop a strong understanding of environmental responsibility, social equity, and ethical decision-making.

Through workshops, seminars, community outreach, and hands-on learning experiences, students gain practical insights into real-world sustainability challenges and the importance of collaborative action. This foundational literacy empowers them to become informed, responsible citizens capable of driving positive change within their communities and future workplaces.

Integrating SDGs in Curriculum Design, Research, and Institutional Frameworks

Benchmarking Construct	Institutional Action Plan / Mapping
Curricular Benchmarking	Map Program Outcomes (POs) and Course Outcomes (COs) with relevant SDGs.
Research Benchmarking	Identify and record publications/projects contributing to specific SDGs.
Operational Benchmarking	Annual Green Audit, Energy Audit, and SDG Impact Report.
Governance Benchmarking	Ensure IQAC reviews align with SDG-driven Key Performance Indicators (KPIs).
Student Development	Promote SDG-linked clubs, hackathons, and community projects.

Integrating SDG in Curriculum

1. NEP 2020 and UGC Guidelines (2022) emphasize embedding sustainability, ethics, and social responsibility in all programs.

2. The AICTE Model Curriculum (2023) recommends mapping courses with SDG themes under Environmental Studies, Professional Ethics, and Project Work.

3. Global Data Frameworks: UNESCO (2023) found that only 40% of higher education curricula worldwide explicitly reference sustainability — a key gap India aims to close.

4. India's Vision: Through the SDG India Index (NITI Aayog 2023), HEIs are recognized as "change agents" for achieving SDG targets by 2030.

Pedagogical Innovation

1. Combines project-based learning (PBL) with service learning, allowing students to apply theoretical knowledge in real-life sustainability challenges.

2. Uses SDG rubrics in course evaluation, directly linking student academic grades and marks to the social or environmental impact of their projects.

Operational Sustainability Initiatives

The university drives concrete environmental change across campus through structured, target-driven domains:

Energy & Power Management

- Installation of rooftop solar panels and solar streetlights.
- Campus-wide LED lighting integration paired with automated motion sensors.
- Annual energy audit execution and deployment of a tracking dashboard.

Water Conservation

- Rainwater harvesting networks and groundwater recharge pits.
- Wastewater recycling setups dedicated to site gardening and flushing.
- Drip and sprinkler irrigation systems to regulate conservation.

Eco-Friendly Infrastructure

- Natural lighting and optimized ventilation layout in all new buildings.
- Extensive use of low-impact, eco-friendly construction materials.
- GRIHA-aligned / green building design practices integration.

Waste Management

- Rigorous segregation of biodegradable / non-biodegradable waste at source.
- Composting systems for organic waste, with manure reused in institutional gardens.
- Authorized downstream collection lines for e-waste and structural recyclables.

Green Campus & Biodiversity

- Tree plantation drives and active execution of the "One Student - One Tree" campaign.
- Regular structural maintenance of native plant and local herbal gardens.
- Annual green audit execution and detailed biodiversity documentation.

Paperless & Digital Practices

- Transition to comprehensive E-office workflows, digital IQAC documentation, and ERP systems.
- Online management of all student feedback forms, assessments, and official institutional circulars.
- Enforced reduction policies regarding paper printing and photocopy operations.

Chaitanya Deemed to be University is dedicated to establishing a sustainable campus in which education, research, and institutional practices collectively contribute to holistic development. By incorporating the Sustainable Development Goals (SDGs) into curriculum design, the university ensures that students develop a thorough understanding of global challenges such as climate action, social equity, responsible consumption, and sustainable innovation. Courses across various disciplines embed sustainability themes, motivating students to think critically and cultivate solutions-oriented mindsets.

Research initiatives at Chaitanya Deemed to be University are similarly aligned with SDG priorities. Faculty and students participate in interdisciplinary projects that tackle environmental, social, and technological issues, promoting knowledge creation that can benefit communities and shape policy. These research endeavours also reinforce partnerships with government agencies, industries, and NGOs, driving SDG-oriented innovation and strengthening both local and global collaborations.

Sustainability Literacy Assessment Report - 2025

Academic Session: 2025–26

Institution: Chaitanya Deemed to be University

Target Group: Undergraduate and Postgraduate Students

Tool Used: Internal Google Form-Based Questionnaire

Assessment Period: July 2025 – December 2025

Objective

To evaluate the sustainability literacy, awareness, and environmental behaviours among students at Chaitanya Deemed to be University and to identify priority target areas for further sustainability education, curriculum design, and operational engagement.

Overview of Assessment Tool

The questionnaire-based tool tracks concrete data indices across multiple analytical planes:

- Awareness Rating Scale (1–5) measuring individual perception metrics.
- Yes/No Behavioral Participation Frameworks tracking active engagement habits.
- Core Evaluative Constructs Covered:

1. Environmental Awareness
2. Behavioural Engagement
3. Familiarity with Sustainable Campus Practices and SDGs

Summary of Findings

Environmental Awareness	78%	Good Awareness
Behavioural Engagement	66%	Moderate Participation
Knowledge of Campus Sustainability Practices	57%	Needs Improvement

Construct-Wise Analysis

1. Environmental Awareness

The majority of students demonstrated a strong understanding of the impact of individual and collective actions on the environment. Students showed high levels of awareness regarding pollution, climate change, and basic environmental terms. According to the survey data, **respondents identified air and water pollution as an urgent environmental issue**, followed closely by climate change . Furthermore, students accurately defined environmental sustainability as protecting natural resources for future generations.

2. Behavioural Engagement

While many students reported participating in recycling and campus awareness campaigns, day-to-day sustainable practices (such as conserving energy and water) were less consistently followed. Though of students note that they actively try to reduce their environmental impact in daily life, consistent daily actions like turning off lights when not needed or avoiding single-use plastics show a visible drop-off between intent and daily practice. This indicates a definitive need for target-oriented, behaviour-focused interventions.

3. Knowledge of Campus Sustainability Practices

Less than 62% of students were aware of physical sustainability infrastructure on campus, such as installed solar panels, rainwater harvesting systems, or specific institutional waste management policies. This gap highlights the clear necessity for prominent visual cues, physical awareness signage, and guided campus sustainability tours to bridge the gap between structural green initiatives and student awareness.

Recommendations

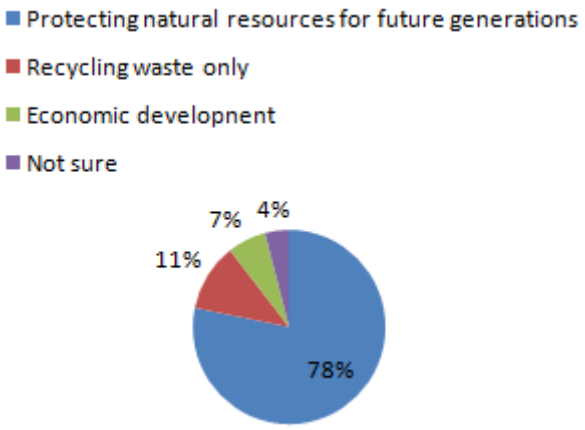
- Incorporate sustainability orientation directly into new student induction programs.
- Conduct campus-wide awareness campaigns highlighting university-specific green infrastructure features.
- Launch student competitions and interactive challenges to boost everyday green practices.
- Encourage student-led eco-clubs and self-directed campus sustainability projects.

Evidence

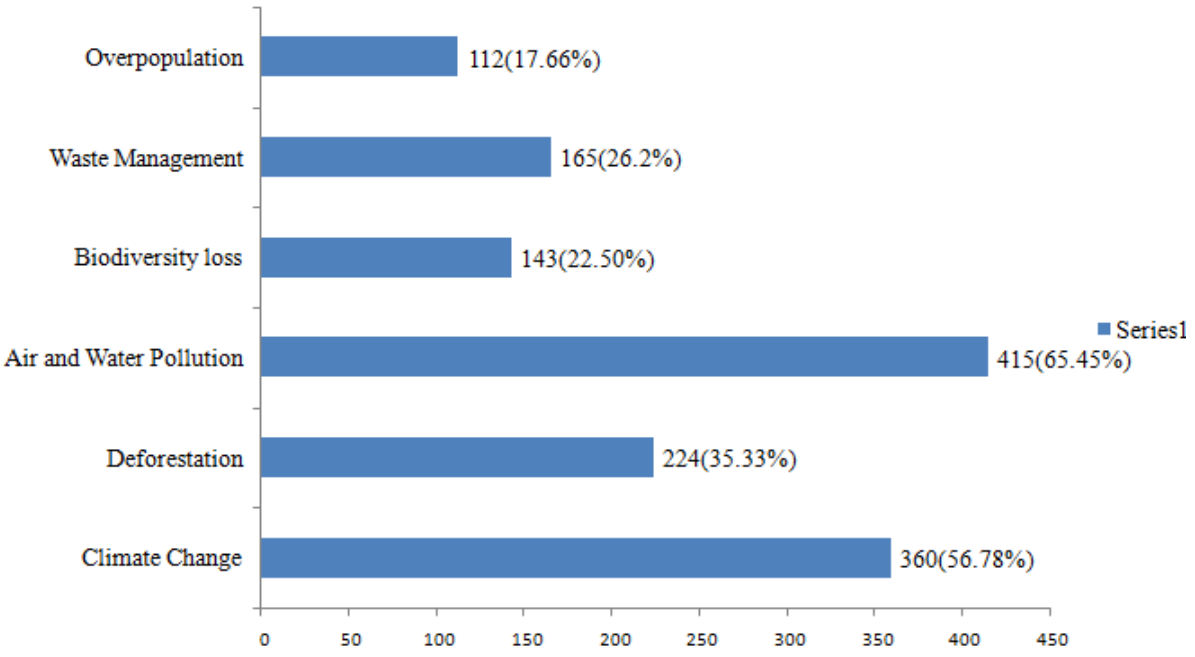
- Google Form: "Sustainability Literacy Survey – Students 2025–26"
- Data Analysis: Responses evaluated using internal institutional tools.
- Public Information: Event flyers and reports hosted by the IQAC office and the official university website.

Which of the following best describes the concept of "environmental sustainability" **634 responses**

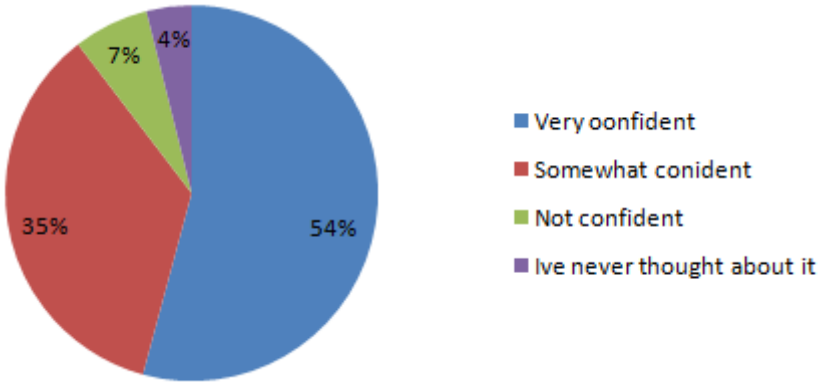
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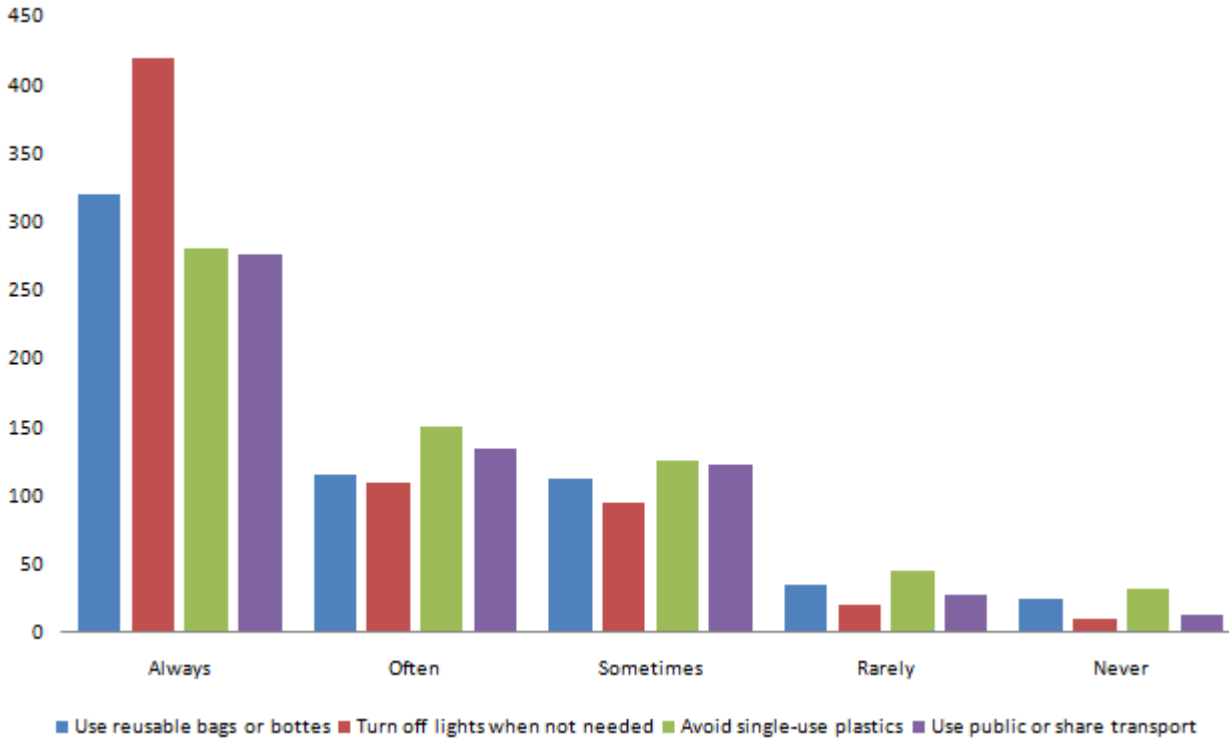
Which environmental issues do you consider most urgent today? (Select up to 3) **634 responses**



How confident are you in your understanding of environmental challenges? **634 responses**

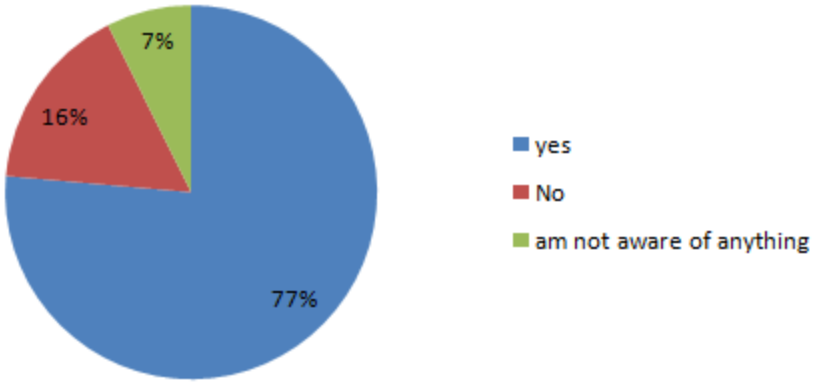


How often do you engage in the following sustainable behaviors? **Section B: Behavioural Engagement**

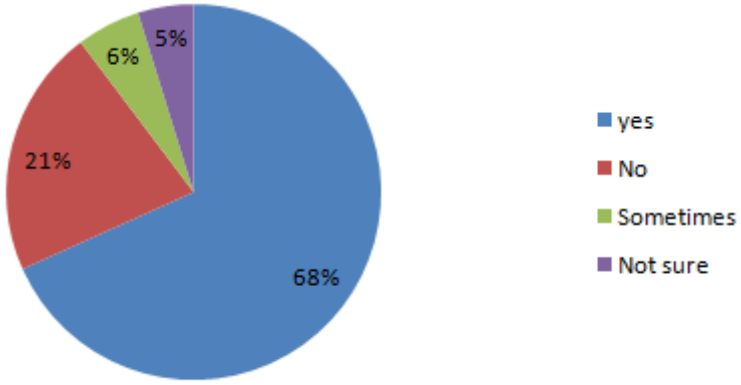


Have you ever taken part in a sustainability-related activity on campus (e.g., tree planting, clean-up drive, and seminar)?

634 responses

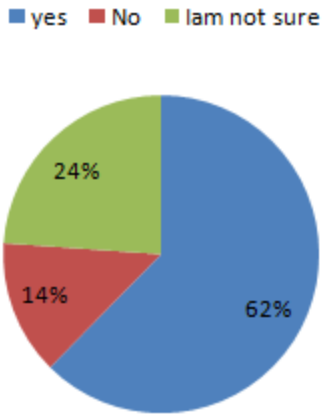


Do you actively try to reduce your environmental impact in daily life? **634 responses**

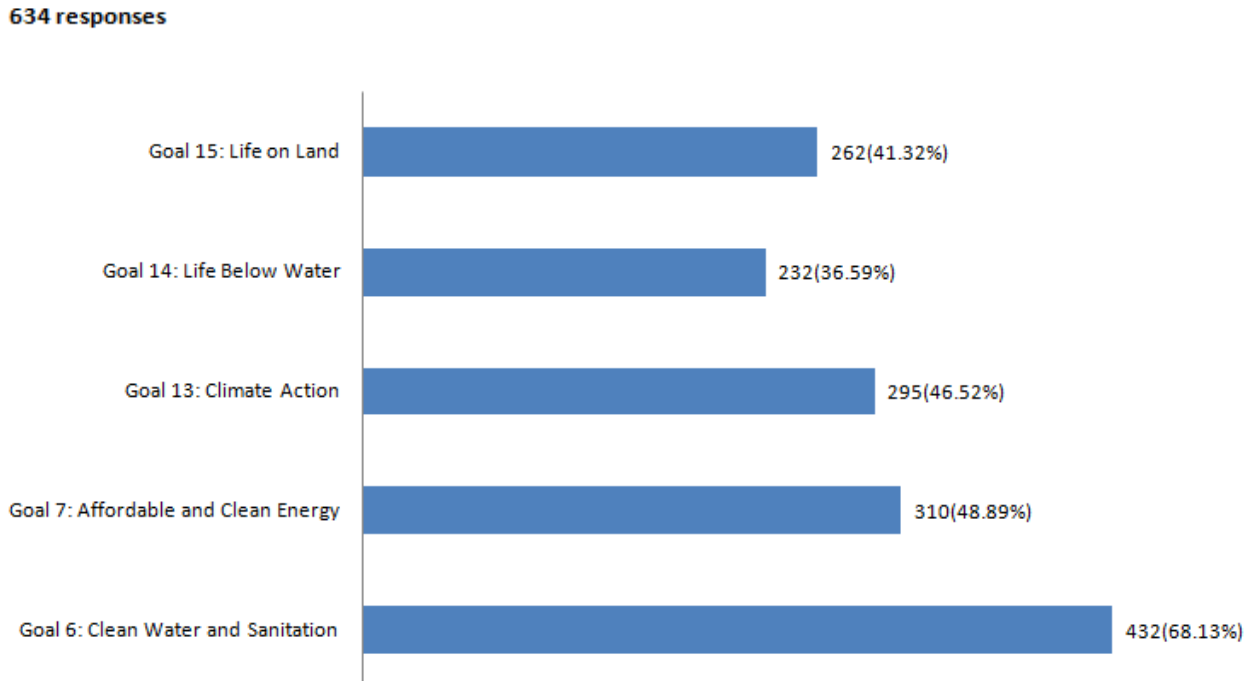


Section C: Familiarity with Sustainable Development Goals (SDGS)

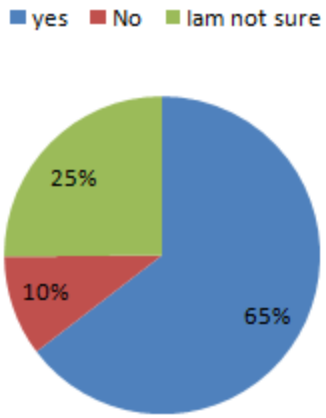
Are you aware of the United Nations Sustainable Development Goals (SDGS)? **634 responses**



Which of the following SDGs relate directly to environmental sustainability? (Select all that apply) 634 responses

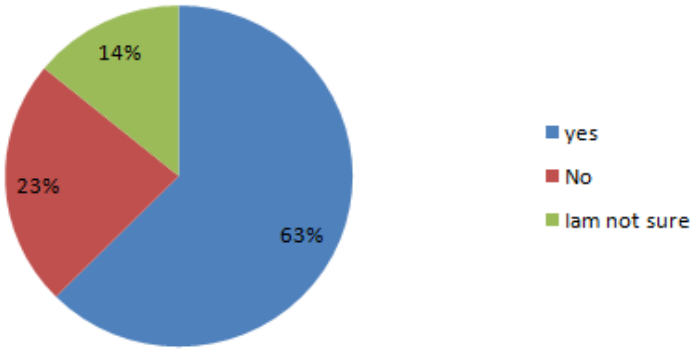


Has your university offered any sessions, courses, or materials related to the SDGs? **634 responses**



In your opinion, how important is it for students to learn about the SDGS?

634 responses



Conclusion:

Chaitanya Deemed to be University's initiatives toward enhancing sustainability literacy among students reflect its continued commitment to building an informed, responsible, and socially conscious academic community. By embedding sustainability concepts across the curriculum, strengthening research that addresses real-world challenges, and engaging students in experiential learning and outreach programmes, the institution ensures that learners develop the knowledge and competencies required to contribute meaningfully to global sustainability efforts.

These sustained actions directly advance SDG 17.4.4 by empowering students to understand, evaluate, and participate in solutions that promote environmental stewardship, social well-being, and ethical progress. Through a combination of academic rigor and value-based education, Chaitanya Deemed to be University is shaping a generation of graduates who are not only academically capable but also equipped to lead positive change in their communities and professional spheres.