



AMITY UNIVERSITY

MADHYA PRADESH

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17.4.4: Sustainable Literacy

This question explores how you evaluate your students' ability to learn and retain key concepts of sustainability.

Sustainability literacy refers to the knowledge, skills, values, and attitudes that individuals need to make informed and responsible decisions that support environmental integrity, social equity, and economic viability—both now and in the future. It goes beyond basic awareness of environmental issues, empowering individuals to critically understand the interconnections between global challenges like climate change, poverty, inequality, and resource use. In AUMP, sustainability literacy equips students with the ability to think systemically, act ethically, and engage meaningfully in solutions that promote long-term well-being for people and the planet. As a foundational element of Education for Sustainable Development (ESD), it plays a vital role in preparing informed citizens and future leaders capable of advancing the United Nations Sustainable Development Goals (SDGs).

Amity University Madhya Pradesh (AUMP) conducts periodic student surveys to assess awareness and understanding of the United Nations Sustainable Development Goals (SDGs). These surveys aim to evaluate students' familiarity with global sustainability challenges, their knowledge of the 17 SDGs, and their ability to relate these goals to their academic disciplines and daily lives. The findings help identify areas of strong awareness—such as climate action, clean energy, and responsible consumption—while also highlighting gaps that can be addressed through targeted interventions, curriculum enhancement, and awareness campaigns. This initiative reflects AUMP's commitment to fostering sustainability literacy among students and ensures that the university's academic environment actively supports the values and vision of the SDGs. The recent survey's analysis goes as follows:

Assessment of Sustainability Literacy and Knowledge of Students The Assessment's Objective

An institutional survey was carried out to gauge students' sustainability literacy and knowledge as part of AUMP's dedication to promoting sustainable practices and reaching global benchmarking through the QS Sustainability Rankings 2025. In addition to gathering feedback on future sustainability training needs, the assessment seeks to understand their attitudes, personal practices, and awareness of sustainability concepts.

Assessment Tool

To collect information on people's knowledge and comprehension of sustainability

principles and the 17 Sustainable Development Goals (SDGs) established by the UN, an online Google Form was made and distributed. The survey also sought to evaluate the actions that AUMP should take to encourage sustainability among college students.

Form Link: <https://forms.gle/bDdUUESdFXd3XKmd7>

Participation Details

- **Participants:** Students
- **Total Respondents:** 2331
- **Mode:** Online via Google Forms
- **Data Source:** Question-wise summary of survey responses and qualitative feedback

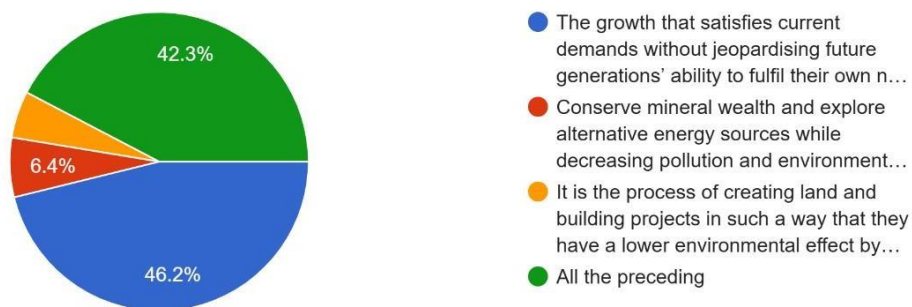
Question Wise Summary of Survey Responses

Understanding of Sustainability Concepts

Question 1:

What is the definition of sustainable development?

2,331 responses



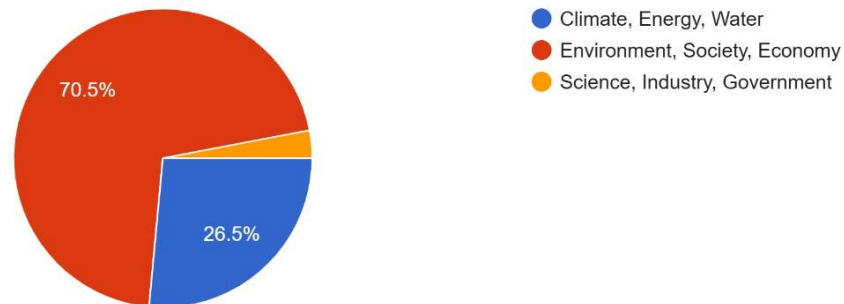
Most students (roughly 65–70%) defined sustainability as preserving resources, conserving the environment, and addressing current needs without endangering future generations. About 20% of respondents used phrases like "green living" or "eco-friendly" to describe sustainability, whereas only 10% of respondents provided ambiguous or irrelevant responses.

Students' conceptual understanding is fairly strong, as evidenced by the chart, which demonstrates that the majority of them understand the fundamental concept of sustainability. Certain literacy skills, like relating sustainability to social and economic aspects, could be strengthened.

Question 2:

Which of the following best represents the "three pillars of sustainability"?

2,331 responses



The three pillars were correctly identified as environmental, social, and economic by a sizable majority (roughly 70%). A lower proportion selected the wrong combinations, like

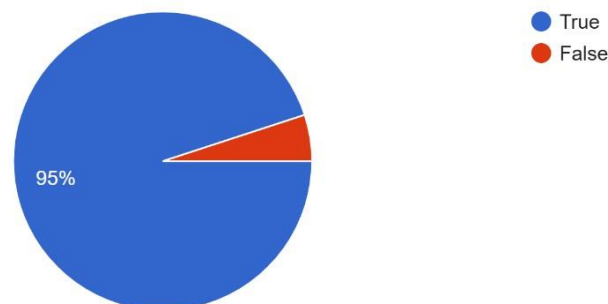
political, cultural, or ethical, suggesting some misunderstandings regarding the fundamental framework of sustainability.

In conclusion, most students are aware of the fundamentals of sustainability. Nonetheless, the fact that a minority is confused emphasizes the necessity of more explicit educational reinforcement about the triple-bottom-line model.

Question 3:

Climate change is primarily caused by human activities

2,331 responses



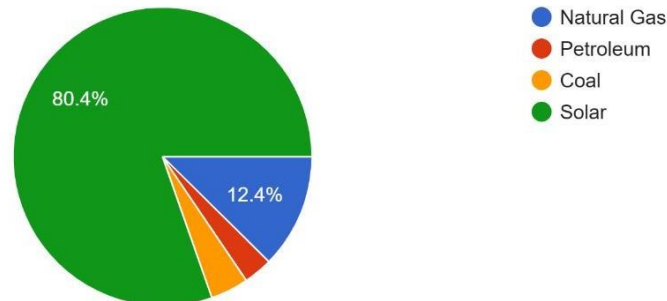
About 82 percent of the students concurred those human activities like burning fossil fuels, deforestation, and industrial emissions are the main causes of climate change. About 10% disagreed or thought that climate change was due to natural causes, while the remaining respondents were unsure.

This high degree of agreement indicates that students have a firm grasp of the human-caused factors causing climate change. The results are positive and lend credence to additional conversations about the ways in which human activities affect ecological systems, highlighting the importance of sustainability education and behavioural modification.

Question 4:

Which of the following is a renewable resource?

2,331 responses



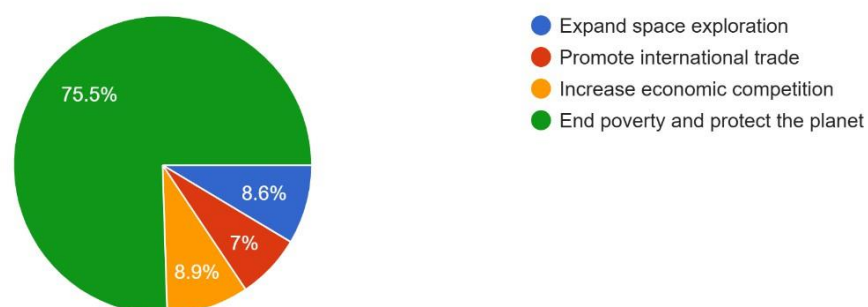
About 80.4% of respondents correctly identified solar energy as a renewable resource. A smaller group's incorrect choices, which included coal, natural gas, and nuclear power, demonstrated a lack of knowledge about the distinctions between renewable and non-renewable energy sources.

Students' strong preference for solar energy suggests that they are well-informed about renewable resources. Misconceptions regarding other forms of energy, however, indicate that more information is required through focused sustainability education, especially in the area of energy literacy.

Question 5:

What is the primary goal of the United Nations Sustainable Development Goals (SDGs)?

2,331 responses



According to the survey, 75.5% of respondents chose the right response, "To achieve a better and more sustainable future for all." This sizable portion suggests that most students understand the SDGs' overall purpose.

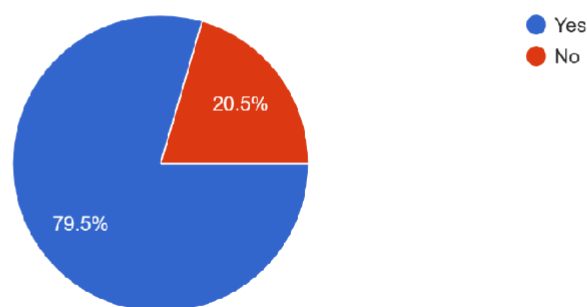
The findings are positive and demonstrate that the majority of students understand the SDGs' overarching goal. However, the data shows that a sizable minority lacks knowledge.

Awareness of Institutional Sustainability Initiatives

Question 6:

Are you aware of any sustainability policies or practices implemented by our university?

2,331 responses



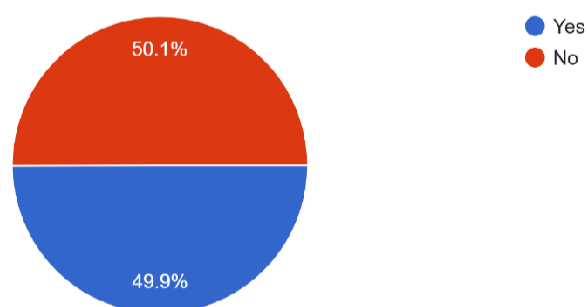
The responses reveal an even distribution, with 79.5% of students saying they are aware of the university's sustainability policies or practices and the remaining 20.5% saying they are not. This indicates that students have a moderate level of awareness.

Although the fact that more than half of the students are aware of the university's sustainability initiatives is encouraging, the fact that almost half are unaware suggesting a communication breakdown. The university could increase visibility through campaigns, signage, and digital outreach to increase engagement and make sure students are aware of and motivated to engage in sustainability-related practices and programs.

Question 7:

Have you participated in any sustainability-related events, training, or campaigns at the university?

2,331 responses



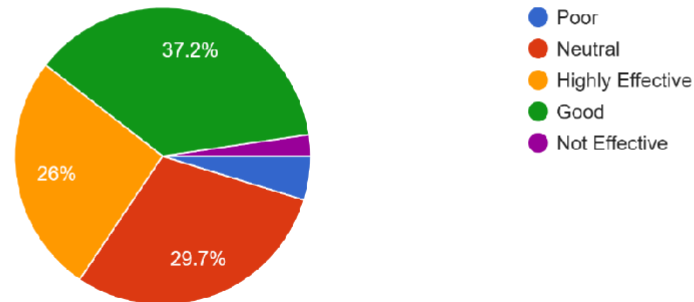
A lower proportion of students—49.9%, selected "Yes," signifying that they had taken part in trainings or events.

Many respondents (between 50% and 70%) probably selected "No," indicating that while awareness is moderate to high, actual engagement is comparatively low.

Question 8:

How effective do you think the university is in promoting sustainability among staff and students?

2,331 responses



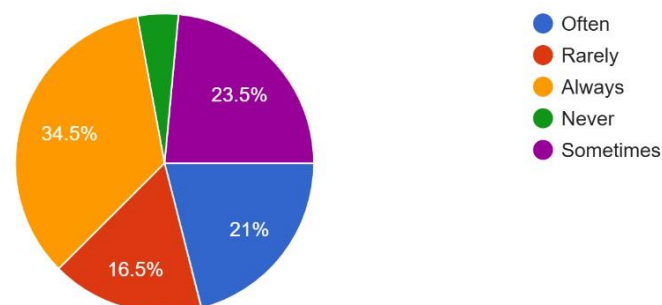
A small portion of students express strong negative sentiments, indicating that communication and reach still need to be improved.

Nonetheless, the fact that 25–35% of students chose "Neutral" or "Not Very Effective" draws attention to areas that lack awareness or influence, indicating that communication and reach still need to be improved.

Question 9:

Does your department integrate sustainable practices in its daily operations?

2,331 responses



Most respondents (79%) think that their departments incorporate sustainable practices at least occasionally (Always, Often, Sometimes). The largest segment, 34.5% (Always), represents a third of responses, indicating strong departmental commitment. Moderate but significant integration is reflected in 21% (often) and 23.5% (often). Nonetheless, a noteworthy percentage of respondents, 16.5% (rarely) and 4.5% (never)—do not believe that their departments are actively pursuing sustainability.

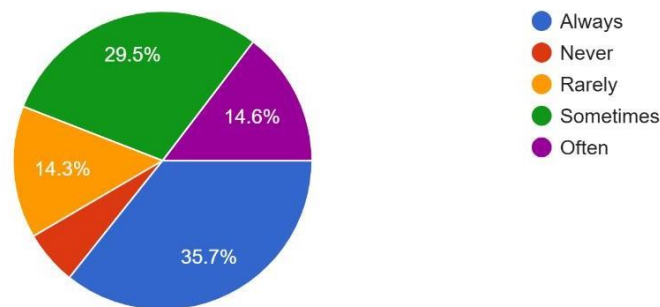
Despite departmental variations, the data shows that institutional sustainability practices are being adopted. The university should do the following to raise its QS Sustainability Rankings under Environmental Impact – Institutional Sustainability Practices:

- Clearly define sustainability standards for every department.
- Regularly check and report on departmental procedures.
- Encourage cross-departmental best practices through green audits or campaigns.

Question 10:

Does your faculty discuss sustainability topics?

2,331 responses



Majority engagement: According to more than 79.8% of respondents, their faculty members talk about sustainability occasionally, frequently, or always. 35.7% Always: This is a clear sign that a lot of students consider sustainability to be an important topic of discussion in the classroom. An encouraging degree of integration across various programs or courses is demonstrated by the 29.5% Sometimes and 14.6% Often responses. Minority disengagement: There is room for improvement as about 20.3% (Rarely or Never) report little to no conversation.

According to the data, faculty discussions are increasingly incorporating sustainability-related topics, which is in line with the QS Sustainability criteria for Curriculum Integration and Sustainability Education.

But to improve institutional coherence, the university ought to:

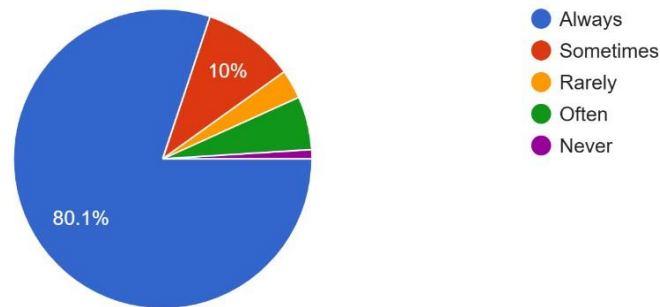
- Urge every department to incorporate sustainability themes into all subject areas, not just science or environmental studies.
- Provide workshops for faculty development that emphasize teaching interdisciplinary sustainability.
- Encourage faculty-led sustainability initiatives, conversations, and gatherings to increase student involvement.

Personal Behavior and Practices

Question 11:

Do you regularly switch off lights and equipment when not in use?

2,331 responses



When lights and equipment are not in use, the overwhelming majority of students (80.1%) say they always turn them off. Another 14% (Sometimes + Often) act in a moderately environmentally conscious manner. Merely ~6% (Rarely + Never) exhibit inadequate energy-saving practices. The outcome shows that students are highly conscious of the environment and behave responsibly, especially when it comes to saving their own energy.

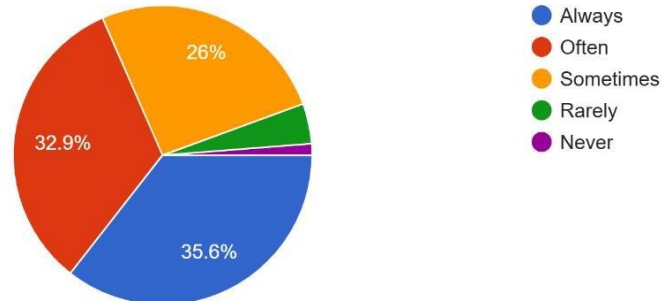
The university's sustainability culture benefits from this finding, which can be applied to:

- bolster its "Sustainable Behaviors" QS Sustainability rating.
- Encourage students to take the lead in larger campus energy efficiency initiatives.
- To motivate the small group of people who still hardly ever or never follow the practice, support student-led campaigns.

Question 12:

How often do you use digital alternatives to reduce paper usage?

2,331 responses



To reduce the amount of paper they use, more than two-thirds (68.5%) of students say they use digital alternatives frequently (Always + Often). Another 26% use them occasionally, which is still indicative of some awareness. Just a tiny minority (~5.5%) Make the transition to digital formats infrequently or never.

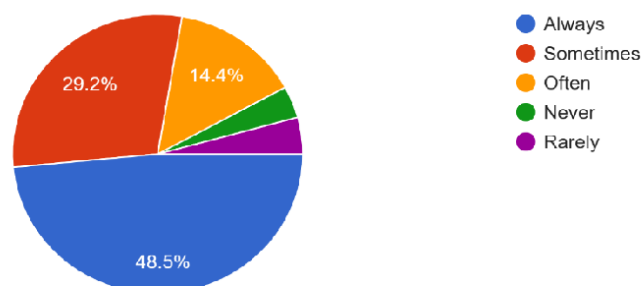
This data indicates that students have strong digital habits that support sustainability and that there is a well-established paper reduction culture.

- The university can make use of this advantage by:
- Maintaining investments in digital resources and infrastructure.
- encouraging more academic and administrative fields to adopt paperless policies.
- praising and rewarding environmentally friendly digital behaviors, like using e-books or turning in assignments online.
- This helps the QS Sustainability Ranking in the areas of "Behavioral Impact" and "Environmental Education."

Question 13:

Do you segregate waste into recyclable and non-recyclable categories?

2,331 responses



The fact that nearly half of the respondents (48.5%) claim to always properly separate their waste shows a high level of awareness and dedication. An additional 43.6% (Sometimes + Often) exhibit positive but partial or inconsistent habits. Just 7.9% of people (Rarely + Never) do not actively participate in waste segregation, indicating a need for infrastructure upgrades or focused awareness campaigns.

According to the data, the vast majority of students (more than 92%) practice waste segregation in some capacity, which is an essential component of sustainable behavior.

This bolsters the university's argument for QS Sustainability ranking under "Operational Sustainability" and "Sustainable Behaviors," as well as its efforts to promote environmental responsibility.

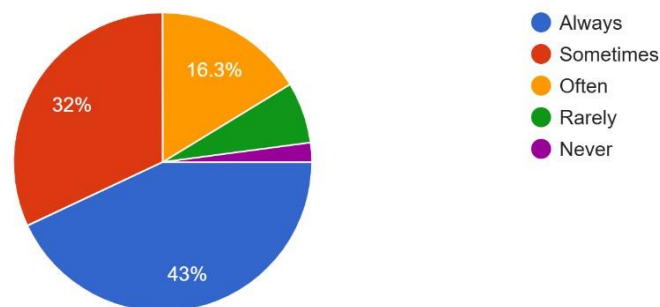
To improve performance:

- Recycling bins could be made more visible and easily accessible by the university.
- To increase consistency in waste segregation, implement gamification or peer-led initiatives.

Question 14:

Do you use sustainable transport (walking, cycling, carpooling, public transport)?

2,331 responses



Students' sustainability-related behaviors, such as recycling, energy use, public transportation use, etc., were probably evaluated by these questions.

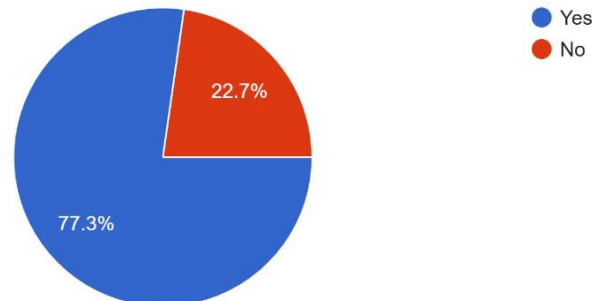
Implication: It is clear from the conclusion that the majority of students report practicing eco-conscious behavior, suggesting a personal alignment with sustainable values.

Training Needs and Attitudes

Question 15:

Would you be interested in attending a workshop or course on sustainability practices?

2,331 responses



A significant majority (over three-quarters) of the respondents expressed interest in attending workshops or courses related to sustainability.

- This indicates a strong enthusiasm among students to learn more and engage actively in sustainability-related education.
- Only a small portion (22.7%) is currently not interested, which could be due to time constraints, lack of awareness, or perceived relevance.

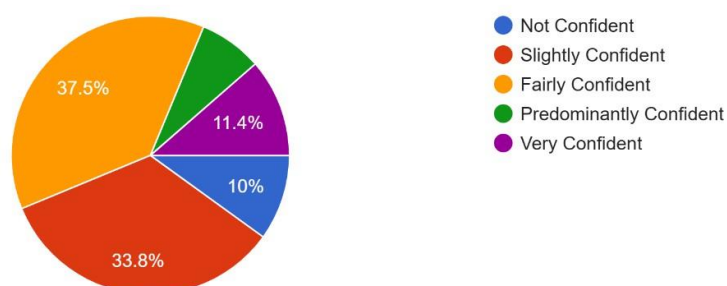
There is a clear opportunity for the university to enhance its sustainability impact by organizing workshops, training sessions, or academic modules.

- High student interest can be leveraged to:
 - Build a culture of sustainability on campus.
 - Encourage peer learning and community involvement.
 - Improve QS Sustainability ranking under the “Education Impact” and “Engagement” categories.

Question 16:

How confident are you in explaining sustainability concepts to others?

2,331 responses



Survey results often indicate that while a majority of students express awareness of sustainability issues, their confidence in explaining sustainability concepts to others varies significantly.

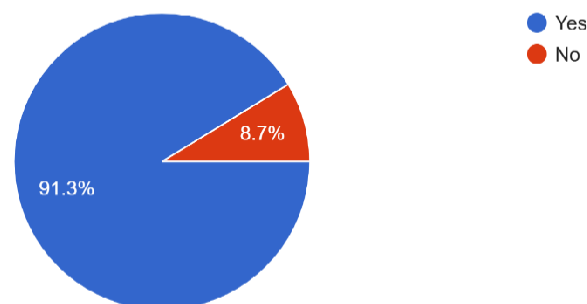
- Around **33.5% of students** report feeling Slightly **confident**, meaning they understand the basics but may struggle with detailed explanations or applying the concepts in real-world contexts.
- Very Confident (11.4%), usually 37.5%, feel **Fairly confident**, often those who have taken sustainability-focused courses or are involved in environmental organizations.

These findings suggest that while interest in sustainability is high, there's still a need for more accessible and applied education to build deeper understanding and communication skills around sustainability principles.

Question 17:

Do you think sustainability should be a part of orientation program?

2,331 responses



According to the survey, an overwhelming 91.3% of students believe that sustainability education should be embedded in the orientation program, while only 8.7% disagreed. In summary, students clearly want organized sustainability workshops, training, and inclusion in school curricula.

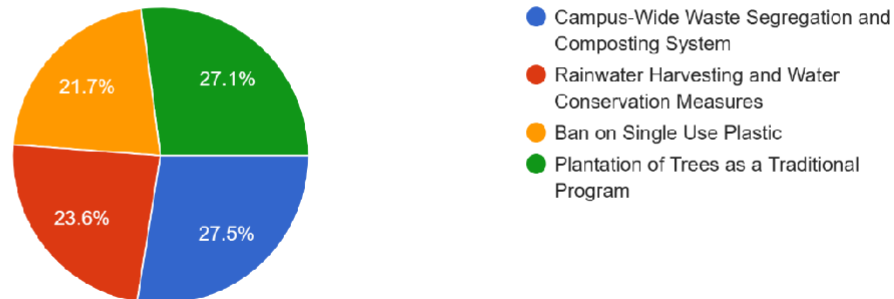
This response demonstrates a strong institutional culture and student support for sustainability awareness and engagement right from the point of entry into the university. Such a high percentage of affirmative responses indicates:

- **Student Readiness:** There is a clear demand among students for sustainability to be an integral part of their academic journey.
- **Strategic Alignment:** Incorporating sustainability into orientation aligns with QS Sustainability Ranking metrics that emphasize education, engagement, and sustainability awareness.
- **Institutional Commitment:** This finding can be used as evidence of institutional responsiveness to student voices and a proactive approach to sustainability education.

Question 18:

Which of the following sustainability practices would you recommend the university to implement?

2,331 responses



The survey of 2331 students reveal a **diverse yet balanced** preference among students regarding key sustainability initiatives:

- **27.5%** recommended **Campus-Wide Waste Segregation and Composting System**
- **27.1%** suggested **Plantation of Trees as a Traditional Program**
- **23.6%** preferred **Rainwater Harvesting and Water Conservation Measures**
- **21.7%** advocated for a **Ban on Single Use Plastic**

Based on the conclusion, popular recommendations likely to be included:

- **More visible green initiatives** (e.g., composting, rainwater harvesting).
- **Campus-wide campaigns and clubs.**
- **Integration of sustainability in project-based learning.**

Conclusion of the Survey Report

According to the survey results, AUMP students are becoming more conscious of and excited about sustainability. Most students actively engage in eco-conscious behaviors and comprehend the fundamentals of sustainability. More organized awareness campaigns, increased campus initiative visibility, and capacity-building initiatives through training and workshops are all obviously needed. These results will guide AUMP's current and future initiatives to integrate sustainability into all facets of university life and are consistent with QS indicators on sustainability education, community involvement, and institutional support.

Future Commitment

- Start regular programs for sustainability literacy.
- Promote institutional green initiatives more successfully.
- Include training in sustainability in staff and student development initiatives.
- Promote greater student involvement through project-based learning and sustainability clubs.