Shoolini University

Sustainability Literacy 2025





Shoolini University of Biotechnology and Management Sciences,
Solan, Himachal Pradesh, India-173229

17.4.4 Sustainability Literacy

Shoolini University systematically evaluates the sustainability literacy of its students to assess their understanding, awareness, and application of sustainability concepts across disciplines. This process ensures that graduates are equipped with the knowledge and values needed to contribute meaningfully to sustainable development.

Sustainability literacy is measured through:

1. Integration of SDGs into the Curriculum

Shoolini University integrates the United Nations Sustainable Development Goals (SDGs) into its academic programmes at doctoral, postgraduate, and undergraduate levels. Its diverse academic offerings aim to develop specialised knowledge, professional competencies, and an interdisciplinary understanding of global sustainability challenges. These programmes address key areas such as quality education, good health and well-being, clean water and sanitation, affordable and clean energy, climate action, zero hunger, economic growth, industrial innovation, environmental protection, and strong institutions.

The University's commitment to sustainable development is reflected in programmes across disciplines, including Energy Technology, Environmental Sciences, Water Management, Agriculture, Food Technology, Biotechnology, Pharmaceutical Sciences, Psychology, Civil Engineering, Economics, Human Rights, and International Relations. These programmes contribute to addressing critical challenges such as climate change, food security, public health, water resource management, renewable energy, technological innovation, and inclusive socio-economic development. At the doctoral level, programmes such as PhD in Energy, Environmental Sciences, Water Management, Agriculture, Cancer Biology, and Disaster Management support advanced research and specialised expertise in areas directly relevant to the SDGs.

LIST OF PROGRAMMES ADDRESSING SUSTAINABLE DEVELOPMENT GOALS

S. No.	Programme Name	Relevant SDG(s)
1	PhD Energy	SDG 7: Affordable and Clean Energy
2	PhD Environmental Sciences	SDG 13: Climate Action

3	PhD Water Management	SDG 6: Clean Water and Sanitation
4	PhD Human Rights	SDG 16: Peace, Justice, and Strong Institutions
5	PhD IPR	SDG 9: Industry, Innovation, and Infrastructure
6	PhD Alternative Dispute Resolution	SDG 16: Peace, Justice, and Strong Institutions
7	PhD Agriculture (Agronomy, Agricultural Extension)	SDG 2: Zero Hunger; SDG 15: Life on Land
8	PhD Applied Economics	SDG 8: Decent Work and Economic Growth
9	PhD Cancer Biology	SDG 3: Good Health and Well-being
10	PhD Civil Engineering	SDG 9: Industry, Innovation, and Infrastructure
11	PhD Disaster Management	SDG 11: Sustainable Cities and Communities
12	PhD Economics	SDG 8: Decent Work and Economic Growth
13	PhD Food Technology	SDG 2: Zero Hunger
14	PhD Legal Sciences	SDG 16: Peace, Justice, and Strong Institutions
15	PhD Pharmaceutical Sciences (Pharmaceutics, Pharmacology)	SDG 3: Good Health and Well-being
16	PhD Psychology	SDG 3: Good Health and Well-being

17	PhD Public Relations	SDG 16: Peace, Justice, and Strong Institutions
18	PhD Yoga	SDG 3: Good Health and Well-being
19	PhD Biotechnology	SDG 9: Industry, Innovation, and Infrastructure
20	PhD Microbiology	SDG 3: Good Health and Well-being
21	M Tech Climate Science and Sustainable Development	SDG 13: Climate Action
22	M Pharmacy	SDG 3: Good Health and Well-being
23	M Tech Civil	SDG 9: Industry, Innovation, and Infrastructure
24	M Tech Energy Technology	SDG 7: Affordable and Clean Energy
25	M Tech Food Technology	SDG 2: Zero Hunger
26	MA/MSc Psychology	SDG 3: Good Health and Well-being
27	MBA Food Technology	SDG 2: Zero Hunger
28	MBA International Relations	SDG 17: Partnerships for the Goals
29	MBA Pharma and Healthcare Management	SDG 3: Good Health and Well-being
30	MSc Agriculture (Agricultural Economics)	SDG 2: Zero Hunger
31	MSc Agriculture (Agricultural Extension Education)	SDG 2: Zero Hunger; SDG 15: Life on Land
32	MSc Environmental Sciences	SDG 13: Climate Action

33	MSc Food Technology Research	SDG 2: Zero Hunger
34	MSc Nutrition and Dietetics	SDG 3: Good Health and Well-being
35	MSc Yoga	SDG 3: Good Health and Well-being
36	M Tech Biotechnology	SDG 9: Industry, Innovation, and Infrastructure
37	MBA Biotechnology	SDG 9: Industry, Innovation, and Infrastructure
38	MSc Biotechnology Research	SDG 9: Industry, Innovation, and Infrastructure
39	MSc Microbiology Research	SDG 3: Good Health and Well-being
40	MBA Digital Marketing	SDG 8: Decent Work and Economic Growth
41	MBA Marketing	SDG 8: Decent Work and Economic Growth
42	B Tech Food Technology Research	SDG 2: Zero Hunger
43	B Tech Renewable Energy & Sustainability	SDG 7: Affordable and Clean Energy
44	BTech Environmental Sustainability	SDG 13: Climate Action
45	BA (Hons) Liberal Arts Economics and Finance	SDG 8: Decent Work and Economic Growth
46	BA (Hons) Liberal Arts Psychology and Counseling	SDG 3: Good Health and Well-being
47	BA/BSc Behavioral & Neuro Psychology	SDG 3: Good Health and Well-being

48	BSc (Hons) Agriculture	SDG 3: Good Health and Well-being
49	BSc (Hons) Food Technology Research	SDG 2: Zero Hunger
50	BSc Nutrition and Dietetics	SDG 2: Zero Hunger
51	BSc/BA Yoga	SDG 3: Good Health and Well-being
52	B Pharmacy	SDG 3: Good Health and Well-being
53	B Tech Civil	SDG 9: Industry, Innovation, and Infrastructure
54	BBA (Rural Management)	SDG 16: Peace, Justice, and Strong Institutions
55	B Tech Biotechnology Research	SDG 9: Industry, Innovation, and Infrastructure
56	BSc (Hons) Biotechnology Research	SDG 9: Industry, Innovation, and Infrastructure
57	BSc (Hons) Industrial Microbiology	SDG 9: Industry, Innovation, and Infrastructure
58	BSc (Hons) Microbiology Research	SDG 9: Industry, Innovation, and Infrastructure

Open Elective Courses Addressing the UN Sustainable Development Goals

Shoolini University integrates the Sustainable Development Goals (SDGs) into undergraduate education through its comprehensive **choice-based credit system**. **Mandatory open electives** provide students with opportunities to select courses related to sustainability and specific SDGs. These courses promote interdisciplinary learning and help students develop knowledge and awareness of sustainability, social responsibility, environmental protection, health, and inclusive development.

Shoolini University's published list of electives addressing SDGs:

Sr. No.	Course Name	Course Code	Programme	Relevant SDG(s)
1	Sustainable Leadership for Environmental Happiness	CSU2034	UG	SDG 13 – Climate Action; SDG 17 – Partnerships for the Goals
2	Future Leaders Program: Enhancing Leadership through Coaching Skills (ICF)	CSU2026	UG	SDG 4 – Quality Education; SDG 8 – Decent Work and Economic Growth
3	News Presentation Skills	CSU2017	UG	SDG 4 – Quality Education
4	Introduction to IPR (Intellectual Property Rights)	CSU987	UG	SDG 9 – Industry, Innovation and Infrastructure
5	Home Appliances Technology	CSU2038	UG	SDG 9 – Industry, Innovation and Infrastructure
6	Applications of 3D Modelling	CSU2018	UG	SDG 9 – Industry, Innovation and Infrastructure
7	Future Automobiles	CSU2019	UG	SDG 9 – Industry, Innovation and Infrastructure
8	Sustainable Energy Solutions	CSU2020	UG	SDG 7 – Affordable and Clean Energy
9	Rewiring the Brain	CSU2021	UG	SDG 3 – Good Health and Well-being

10	Life Skills Training	CSU716	UG	SDG 4 – Quality Education
11	Science of Beverages	CSU635	UG	SDG 3 – Good Health and Well-being
12	Food Safety and Hygiene	CSU636	UG	SDG 3 – Good Health and Well-being
13	Music Appreciation	CSU1004	UG	SDG 3 – Good Health and Well-being
14	Diction and Urdu Poetry	CSU2023	UG	SDG 4 – Quality Education
15	Introduction to Physical Education	CSU2024	UG	SDG 3 – Good Health and Well-being
16	Sustainable Tourism in the Himalayas	CSU655	UG	SDG 8 – Decent Work and Economic Growth
17	The Economic Way of Thinking	CSU654	UG	SDG 8 – Decent Work and Economic Growth
18	Developing an Entrepreneurial Mindset	CSU665	UG	SDG 8 – Decent Work and Economic Growth
19	Developing Leadership Competencies	CSU656	UG	SDG 4 – Quality Education
20	Hospitality Fusion: Design, Dollars, & Digital	CSU1825	UG	SDG 8 – Decent Work and Economic Growth
21	Military Communication	CSU2035	UG	SDG 16 – Peace, Justice and Strong Institutions
22	NCC Practical VI (Skillful Level)	CSU2036	UG	SDG 16 – Peace, Justice and Strong Institutions

23	Drug Discovery and Drug Development	CSU849	UG	SDG 3 – Good Health and Well-being
24	Community Health and Medicine	CSU850	UG	SDG 3 – Good Health and Well-being
25	Introduction to Gender Studies	CSU668	UG	SDG 5 – Gender Equality
26	Ecology and Environment History	CSU715	UG	SDG 13 – Climate Action
27	Ek Upanyaas aur Natak ka Adhayan	CSU1561	UG	SDG 4 – Quality Education
28	Kavita, Natak aur Sanchar Kaushal	CSU1562	UG	SDG 4 – Quality Education
29	Introduction to Chinese Culture and Mandarin	CSU2047	UG	SDG 17 – Partnerships for the Goals
30	Advanced Mandarin	CSU2037	UG	SDG 17 – Partnerships for the Goals
31	German Language for Business	CSU2025	UG	SDG 17 – Partnerships for the Goals
32	Right to Information	CSU865	UG	SDG 16 – Peace, Justice and Strong Institutions
33	Human Rights Law	CSU866	UG	SDG 16 – Peace, Justice and Strong Institutions
34	Agristartups	AGRM113	UG	SDG 2 – Zero Hunger
35	Agriwaste Management	AGRM22	UG	SDG 12 – Responsible Consumption and Production

36	Introductory Biotechnology and Microbiology	CSU2027	UG	SDG 3 – Good Health and Well-being
37	Industrial Biotechnology and Microbiology	CSU2028	UG	SDG 9 – Industry, Innovation and Infrastructure
38	Climate Crisis: Issues, Impacts & Adaptations	CSU1429	UG	SDG 13 – Climate Action
39	Biology of Cells	CSU1775	UG	SDG 3 – Good Health and Well-being
40	Cloud Foundations	CSU2031	UG	SDG 9 – Industry, Innovation and Infrastructure
41	Thinking Unboxed: Strategies for Critical Analysis	CSU2029	UG	SDG 4 – Quality Education
42	Science of Happiness	CSU2032	UG	SDG 3 – Good Health and Well-being
43	Ayurveda for Wellness and Happiness	CSU2033	UG	SDG 3 – Good Health and Well-being

2. Workshops, seminars, and co-curricular activities promoting sustainability awareness, environmental ethics, and responsible citizens.

Supported Link: https://shooliniuniversity.com/all-events

3. Projects and fieldwork evaluations that test the practical application of sustainability concepts in real-world contexts Link: Social

Supported Link: Social project Report 2025

Students and volunteers engaged with school children through meaningful outreach activities under the Jagriti Initiative, promoting joyful learning, interaction, and community participation.

<u>Activity 01:</u> Shoolini University's Karate & Martial Arts Training for Local School Kids

Event Frequency: Every Wednesday

Shoolini University organizes weekly karate classes for local school students, facilitated by university students. This initiative aims to promote physical fitness, self-defense skills, and personal development among younger participants while providing valuable teaching experience for university students.

To promote sustainability, the program utilizes eco-friendly practices. Classes are held in university facilities that are maintained with minimal environmental impact. Promotional materials are created using recycled paper, and digital platforms are used for communication to reduce paper waste. Additionally, outdoor training sessions encourage a connection with nature. Through this initiative, Shoolini University fosters a supportive learning environment that empowers school students and enhances community engagement while promoting a sustainable future



Weekly Karate Classes for Manjholi Govt. School Students

<u>Activity 02:</u> Little Smiles, Big Dreams: Celebrating Childhood at Tatool

Date: 14 November, 2025

Venue: Tatool Government School

SDG 4 – Quality Education | SDG 10 – Reduced Inequalities

On **Children's Day**, volunteers organized a meaningful outreach visit to **Tatool Government School** with the objective of celebrating childhood while creating a joyful and engaging learning environment for the students. The visit aimed to spread happiness, encourage confidence, and reinforce the importance of education through interactive and child-friendly activities.

The volunteers spent quality time with the children through **fun games, group activities, storytelling, and interactive sessions**, ensuring active participation from all students. The activities were carefully designed to suit the age group, focusing on learning through play and promoting teamwork, curiosity, and self-expression. The cheerful atmosphere helped children feel comfortable, valued, and motivated.



Storytelling activity focusing on learning

<u>Activity 03:</u> Donate Blood, Save Lives: Blood Donation Camp

Date: 19 November

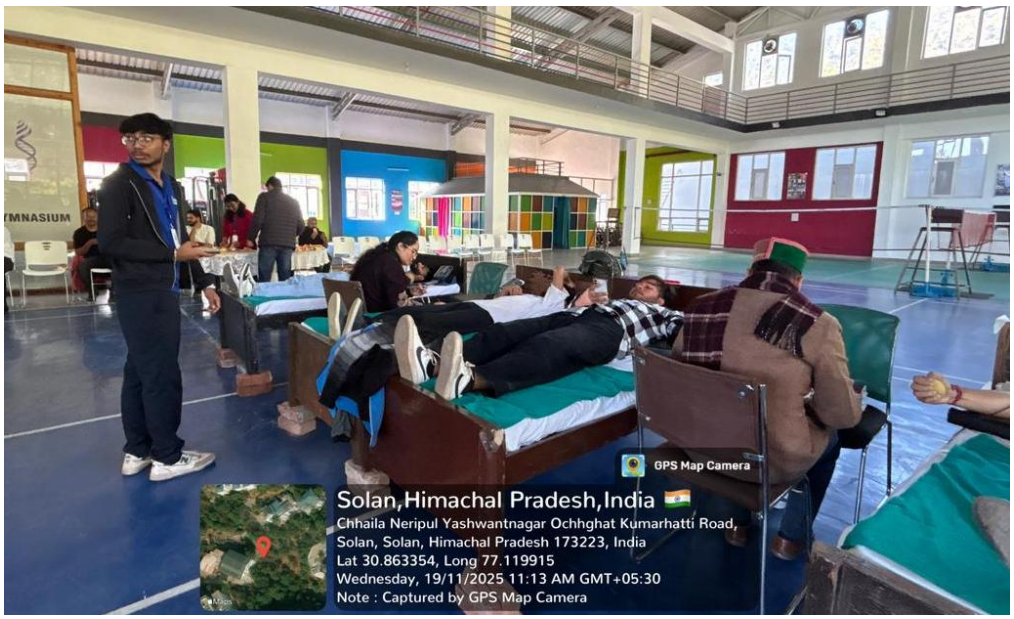
Venue: Shoolini University

In Collaboration with: Indira Gandhi Medical College (IGMC)

Aligned with Sustainable Development Goals (SDGs): SDG 3 – Good Health and Well-Being | SDG 17 – Partnerships for the Goals

Shoolini University organized a **Blood Donation Camp** that witnessed an extraordinary response from the university community, reflecting a strong culture of empathy, service, and social responsibility. The camp was organized **in collaboration with Indira Gandhi Medical College (IGMC), Shimla**, ensuring that all procedures were carried out under the supervision of trained medical professionals. The collaboration ensured a safe, well-coordinated, and efficient donation process, which played a significant role in building trust and encouraging participation, especially among first-time donors.

A total of **135+ donors** stepped forward to donate blood, marking the event as a remarkable success. Many students who had previously engaged with the blood donation awareness stall arrived prepared and motivated, while several walk-in donors joined spontaneously after learning about the initiative on campus. The atmosphere throughout the day was positive, energetic, and purpose-driven, highlighting the university's strong sense of community engagement.



Students engaged with the blood donation awareness

<u>Activity 04:</u> Footprints of Courage: Stride for Life Awareness Walk

SDG 3: Good Health and Well-being & SDG 17: Partnerships for the Goals

Date: 5th February 2025

Location: Mall Road, Solan

In alignment with World Cancer Day, Shoolini University organized a deeply meaningful and socially engaging event titled *Awareness Walk: Stride for Life* on 5th February 2025. Held at the bustling Mall Road in Solan, the event was aimed at spreading awareness about cancer prevention, early detection, and providing emotional support to those affected by the illness. It brought together students, faculty, and members of the community to stand united in the fight against cancer.

The event saw the participation of over 300 volunteers who marched together, carrying placards and chanting slogans to draw public attention. What made the walk especially impactful was the creative expression that accompanied it—participants held **handmade and hand-painted posters and banners**, crafted from recycled paper and materials. These artistic efforts not only amplified the event's visual appeal but also served as a conscious step toward sustainability by avoiding printed flexes and plastic-based decor. This thoughtful integration of eco-friendly practices demonstrated the university's consistent commitment to combining awareness with environmental responsibility.



Awareness Walk in Solan: Stride for Life

<u>Activity 05:</u> Clean Today, Green Tomorrow – An Empathetic Cleaning Drive at Ashwini Khad

Date: 22 November, 2025

Venue: Ashwini Khad

Aligned with SDGs: SDG 6 – Clean Water and Sanitation | SDG 11 – Sustainable Cities and Communities | SDG 13 – Climate Action

On 22nd November, volunteers of the National Service Scheme (NSS) undertook a meaningful cleaning drive at Ashwini Khad, driven by a shared sense of responsibility toward nature and the local community. The initiative aimed not only to clean the area but also to foster empathy toward the environment by highlighting the impact of human actions on natural ecosystems. The volunteers actively engaged in the **collection and segregation of waste from water resources**, with a strong focus on removing plastic and other non-biodegradable materials that threaten water quality and harm aquatic life. As the drive progressed, participants observed firsthand how careless disposal of waste affects natural water bodies, reinforcing the importance of mindful and sustainable practices.

Beyond physical cleaning, the activity encouraged **reflection and dialogue** among volunteers about environmental degradation, water conservation, and the need for collective action. The drive served as a learning experience, reminding participants that protecting nature begins with awareness, care, and everyday choices. The shared effort strengthened teamwork and instilled a deeper sense of connection with the surroundings. Local passersby and community members were also sensitized during the drive, as volunteers informally communicated the importance of maintaining cleanliness and respecting natural spaces. This interaction helped extend the message beyond the activity itself, encouraging broader community participation in environmental stewardship.



Volunteers after natural water-resource clean-up

<u>Activity 06:</u> World Mental Health Week – Awareness Walk, Street Play and Wellness Mela

Date: 13 October 2025 **Venue:** Shoolini University

Shoolini University engaged students in an awareness walk, street play and wellness mela to encourage timely help-seeking and reduce stigma around mental-health concerns. These activities promoted peer-led conversations and brought practical well-being messages to the wider campus community.



World Mental Health Week – Awareness activities and campus engagement

<u>Activity 07:</u> Chess Activities with Schoolchildren

Chess activities provide an accessible form of indoor recreation and skill development, promoting concentration, strategic thinking and constructive interaction among young learners. The photographs show schoolchildren participating in chess games with guidance from volunteers or facilitators. As the venue and date are not documented in the supplied photographs, these are included as community sports-engagement photographs rather than direct evidence of a specific campus-facility booking.



School children participating in guided chess activities



Chess practice with schoolchildren and facilitators

<u>Activity 08:</u> Promoting Education, Water Conservation, Clean Energy and Climate Action

Organized by: Shoolini University, Solan, Himachal Pradesh

Date: 24 July 2025

Participating Institution: Army Public School, Dagshai

On 24 July 2025, Shoolini University welcomed 80 Class XII students and four teachers from Army Public School, Dagshai, for a campus visit. The programme provided an opportunity for the visiting students to become familiar with the university environment and explore potential higher education opportunities.

The visit served as a platform for school–university engagement, helping students understand the importance of continued education and informed academic decision-making. It also provides an opportunity to introduce sustainability as an important consideration in education and institutional development, particularly in relation to water conservation, clean energy, and climate responsibility.

The initiative aligns with the following United Nations Sustainable Development Goals:

- **SDG 4 – Quality Education:** Promoting access to educational opportunities and helping students explore pathways to higher education.
- **SDG 6 – Clean Water and Sanitation:** Encouraging awareness of responsible water use, water conservation, and sustainable water management.
- **SDG 7 – Affordable and Clean Energy:** Promoting awareness of renewable energy, energy efficiency, and responsible energy consumption.
- **SDG 13 – Climate Action:** Encouraging environmental responsibility and awareness of climate change and sustainable practices.

The campus visit supported educational outreach by introducing school students to the university environment and encouraging them to explore higher education opportunities, thereby contributing to **SDG 4 (Quality Education)**. The visit also offered a potential platform to raise awareness of **SDG 6 (Clean Water and Sanitation)** through discussions on water conservation, responsible water consumption, and sustainable water management practices; **SDG 7 (Affordable and Clean Energy)** through exposure to renewable energy technologies and energy-efficient practices; and **SDG 13 (Climate Action)** by highlighting the importance

of environmental awareness, climate responsibility, and sustainable development. Any specific demonstrations, discussions, or activities related to water conservation, clean energy, or climate action should be documented separately and supported by photographs or other relevant evidence, where applicable.

Total Participants: 84



Students and Teachers from Army Public School, Dagshai

<u>Activity 09:</u> International Earth Day Celebration

Date: 24th April 2025

SDG 4: Quality Education, SDG 7: Affordable and Clean Energy, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production & SDG 13: Climate Action.

Venue: Covered Parking, Shoolini University

On April 24th, 2025, Shoolini University came alive with the spirit of Earth Day through a vibrant, purpose-driven celebration that united sustainability, innovation, and artistic expression. At the heart of the event was the Inter-School Eco-Challenge , where nine schools competed passionately across four dynamic categories: **Clean Energy Live Demo**, **Waste-to-Wonder DIY Challenge**, Green Bazaar Exhibition, and Poster Making. Each school brought forward incredible creativity and collaboration—demonstrating working models of clean energy, repurposing waste into functional and beautiful products, setting up stalls that embodied the 3Rs (Reduce, Reuse, Recycle), and crafting thought-provoking posters under the

theme “Our Power, Our Planet.” This spirited challenge ignited both friendly competition and a deeper commitment to environmental stewardship.



International Earth Day Event Poster 2025



Prof. P.K. Khosla, Chancellor at the International Earth Day Event interacting with students

Conclusion

Shoolini University promotes sustainability literacy by integrating the UN Sustainable Development Goals (SDGs) into academic programmes, open elective courses, and experiential learning activities. Through initiatives such as Earth Day celebrations, environmental awareness campaigns, community engagement, and mental health programmes, the University encourages students to develop environmental awareness, social responsibility, and sustainable practices. These efforts strengthen students' understanding of sustainability and demonstrate the University's commitment to advancing SDG 4 (Quality Education) and other interconnected SDGs.

Sustainability Literacy Measurement and Development Policy

2023

Shoolini University

SHOOLINI UNIVERSITY OF BIOTECHNOLOGY AND MANAGEMENT SCIENCES, BAJHOL, SOLAN, HIMACHAL PRADESH-173229

Purpose:
Shoolini University is committed to fostering a deep understanding of sustainability among its students as part of our commitment to creating socially responsible and environmentally conscious graduates. This policy outlines our approach to measuring and enhancing sustainability literacy through a range of academic courses, activities, and events.

Scope:
This policy applies to all undergraduate and postgraduate students, faculty, and departments across Shoolini University.

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1. Policy Statement

Shoolini University actively measures and promotes sustainability literacy among its students to ensure that they possess the knowledge, skills, and values necessary to engage in sustainable practices. This literacy extends beyond environmental issues to include social, economic, and cultural dimensions of sustainability.

2. Measurement Framework

Sustainability literacy will be assessed through multiple avenues to capture a comprehensive understanding of students' knowledge and awareness:

- **Curriculum Integration:**
  Relevant courses across disciplines incorporate modules focused on sustainability concepts, challenges, and solutions. Faculty will periodically assess student understanding through assignments, projects, and exams specifically designed to evaluate sustainability literacy.
- **Extracurricular Activities:**
  Sustainability-focused clubs and societies will host discussions, projects, and workshops aimed at fostering sustainable practices. Participation levels and student feedback from these activities will provide insights into students' growing awareness and commitment to sustainability.
- **Community and Campus Events:**
  Shoolini University organizes events, such as Earth Day, Clean Campus Drives, and Sustainability Weeks, where students engage directly with sustainability issues. Surveys, feedback forms, and reflection exercises will be used to measure the impact of these events on student understanding.
- **Surveys and Self-Assessments:**
  Annual surveys and self-assessment questionnaires will be administered to all students, allowing them to reflect on their sustainability knowledge, beliefs, and practices. This data will help track progress and areas for further development.

3. Implementation Strategy

- **Course Design and Review:**

  The university will encourage faculty members to incorporate a repository of sustainability-focused content and learning outcomes in their courses where applicable. Course content will be reviewed regularly to ensure relevance and effectiveness in promoting sustainability literacy.

- **Student Engagement and Participation:**
  Students are encouraged to actively participate in sustainability-related activities and events. Participation will be tracked as part of the co-curricular requirements for graduation to reinforce the importance of sustainability literacy. The responsibility for the same is with Deans Student Welfare.

- **Faculty Training and Resources:**
  Faculty will receive training and resources to incorporate sustainability topics into their teaching methods and assessments effectively. Responsibility of conducting these FDPs is with the team of Chief Learning Officer jointly with the Registrar as well as the Deans of each school.

4. Reporting and Accountability

- **Annual Sustainability Literacy Report:**

  Each academic year, Shoolini University will publish a report summarizing the efforts and outcomes of the sustainability literacy initiatives. This report will include data from assessments, event participation, and survey results.

- **Feedback Mechanism:**

  Students and faculty will be invited to provide feedback on the sustainability literacy initiatives, allowing the university to make continuous improvements to its approach.

5. Continuous Improvement

Shoolini University will strive for continuous improvement by regularly updating this policy and seeking input from students, faculty, and staff. The university will also benchmark its sustainability literacy efforts against other institutions and adopt best practices where possible.

Policy Review:
This policy will be reviewed every two years to incorporate advancements in sustainability education and to enhance its relevance and impact.

Registrar
Shoolini University of Biotechnology
& Management Sciences
Solan (H.P.)

Report on Sustainability Awareness test conducted among all students

2025



Shoolini University of Biotechnology and Management Sciences,

Bajhol, Solan, Himachal Pradesh-173229

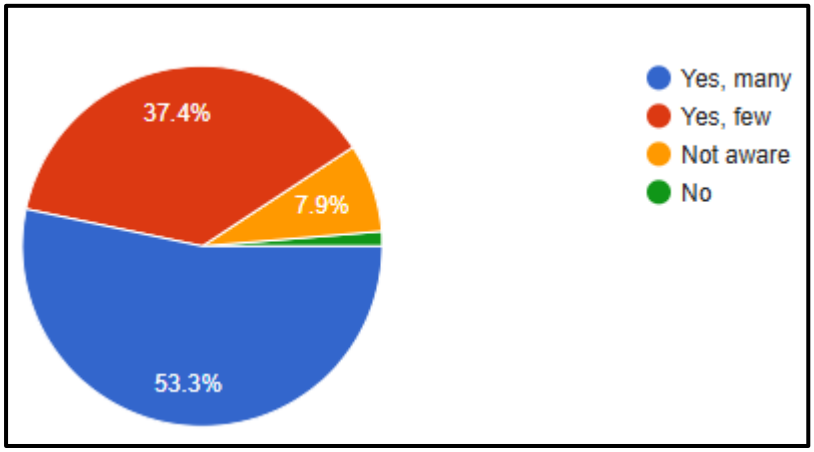
Report on Sustainability Awareness Test

To assess the sustainability literacy and knowledge of all students, we conducted a Sustainability Awareness Test across the university. The objective of this test was to evaluate students' knowledge of sustainability-related topics, including campus initiatives, Sustainable Development Goals (SDGs), energy efficiency, waste management, and climate action. The test encouraged students to think critically about global environmental challenges and their role in addressing them. Students from all departments were encouraged to participate, making the initiative inclusive and impactful. This effort also aligns with the university's vision of fostering responsible global citizens through education and engagement. The survey served as both an assessment tool and an awareness-building exercise, helping identify key areas for improvement and further action. The results provide valuable insights into students' perceptions, understanding, and willingness to participate in sustainability activities on campus.

The survey question and response are given below:

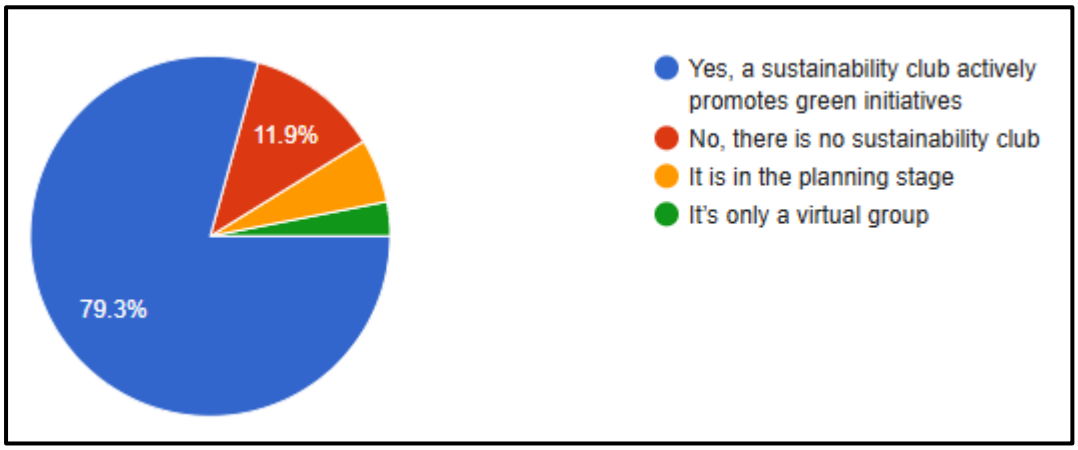
Question 1: Does Shoolini University have sustainability initiatives on campus?

Response:



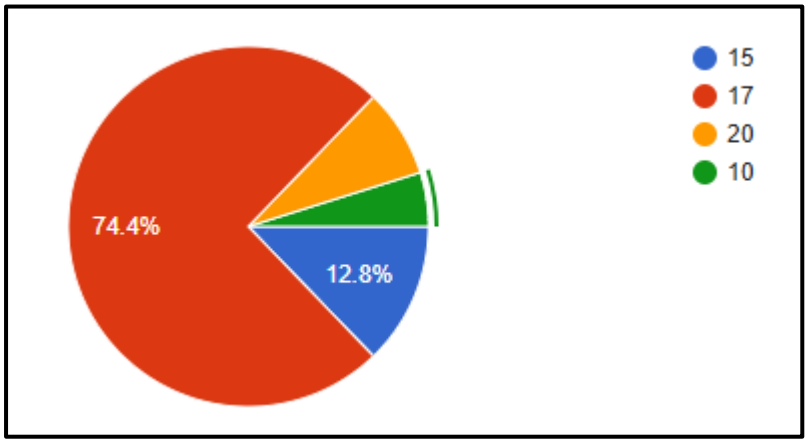
Question 2: Is there a sustainability club or organization at Shoolini University?

Response:



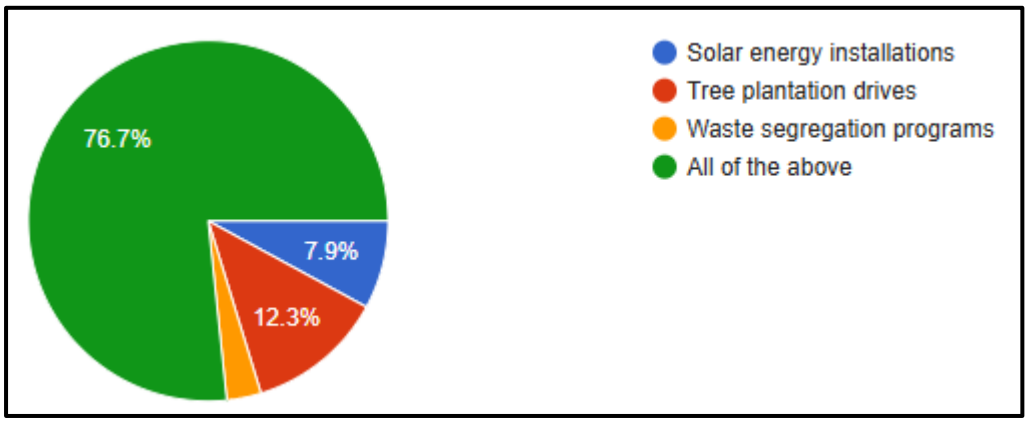
Question 3: How many Sustainable Development Goals (SDGs) have been adopted by the United Nations in total?

Response:



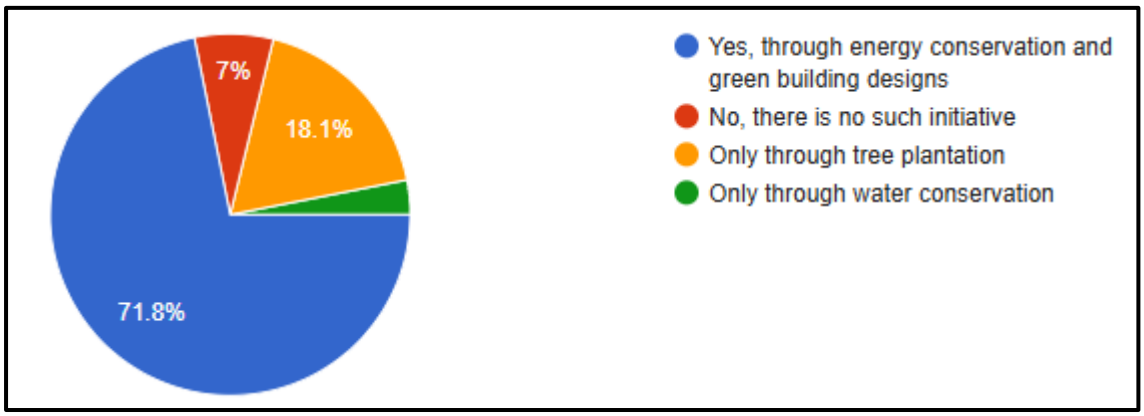
Question 4: Which of the following sustainability initiatives has Shoolini University implemented?

Response:



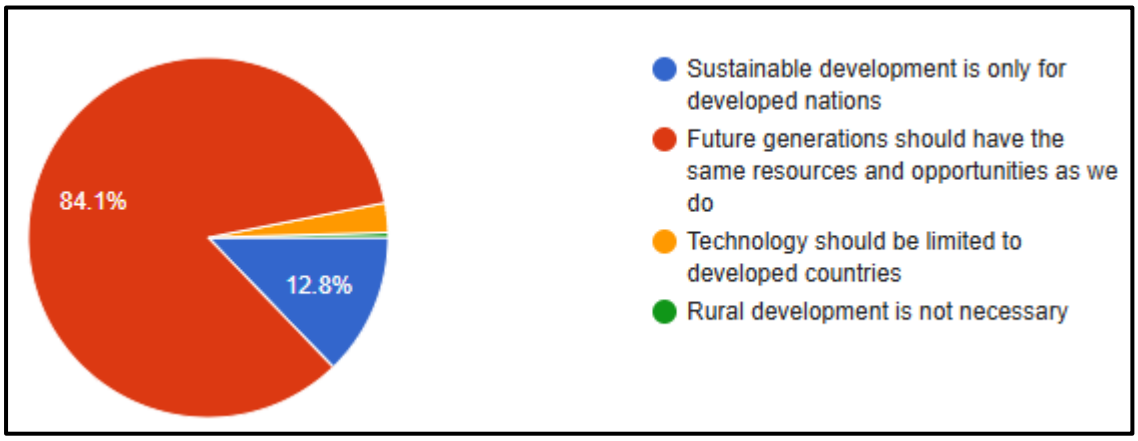
Question 5: Is Shoolini University involved in reducing its carbon footprint?

Response:



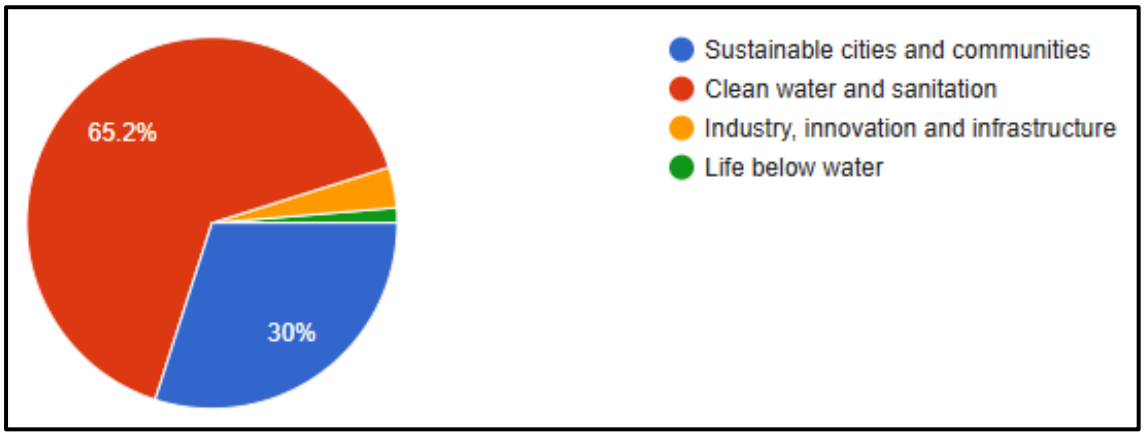
Question 6: What is one of the key ideas behind the SDGs?

Response:



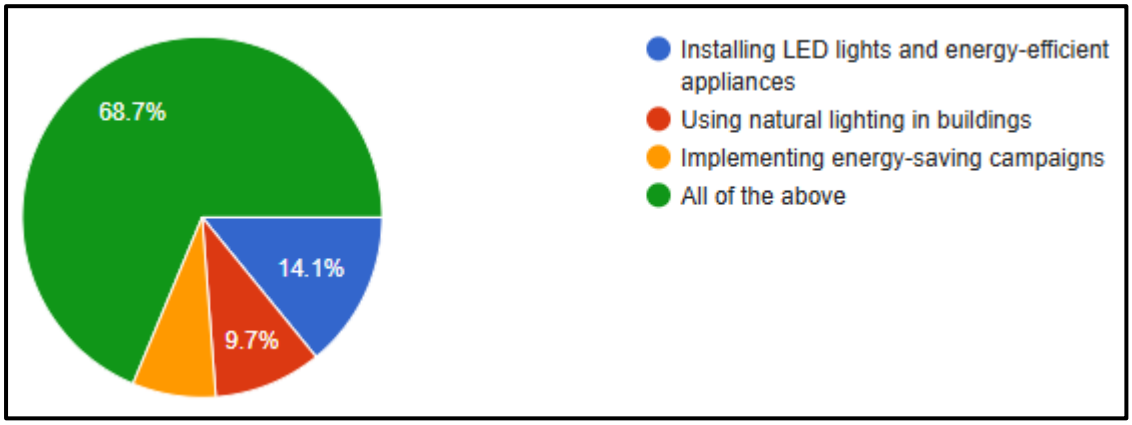
Question 7: What is the main aim of SDG 6?

Response:



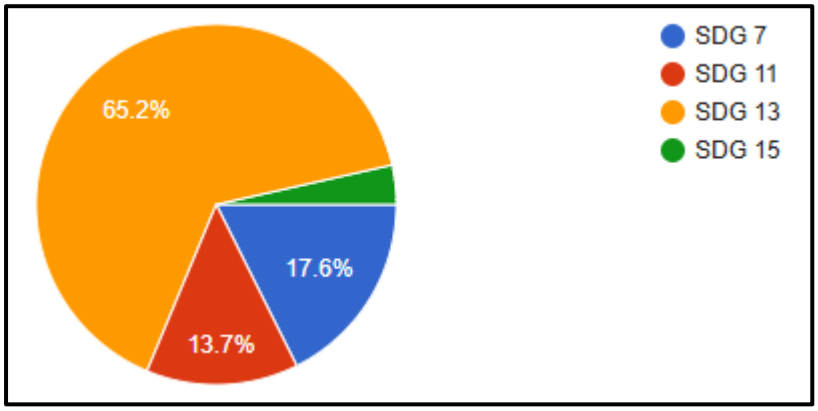
Question 8: How is Shoolini University ensuring energy efficiency on campus?

Response:



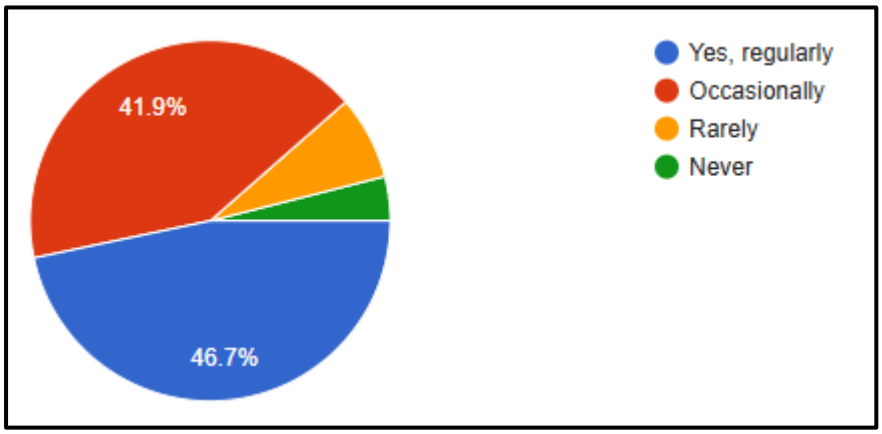
Question 9: Which SDGs is focused on Climate Action?

Response:



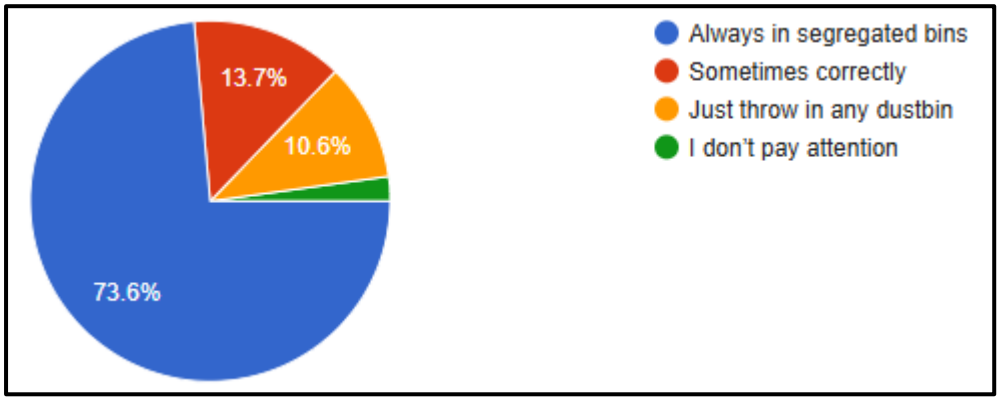
Question 10: Have you seen awareness posters, events, or campaigns on campus related to sustainability?

Response:



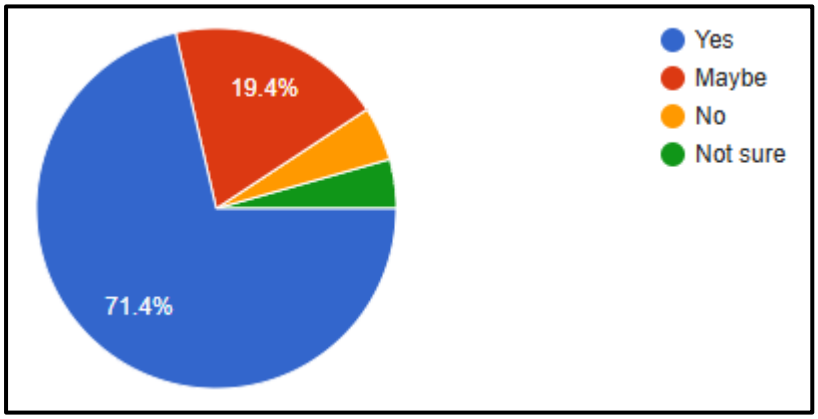
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Response:



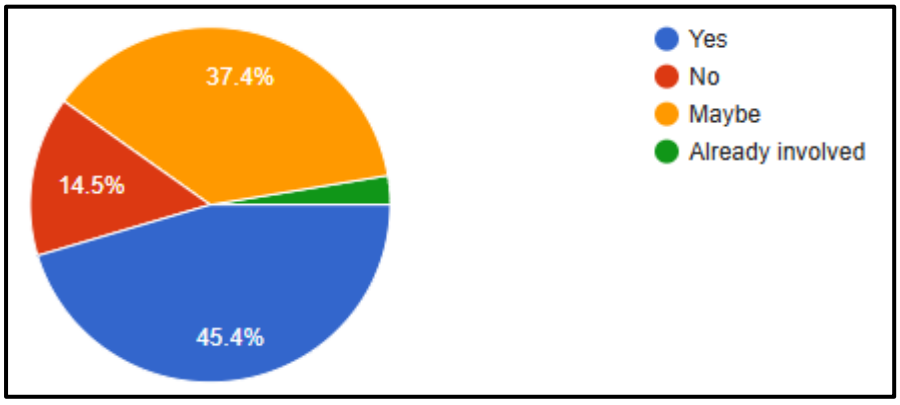
Question 12: Do you feel that there should be special programs on campus focused on sustainability?

Response:



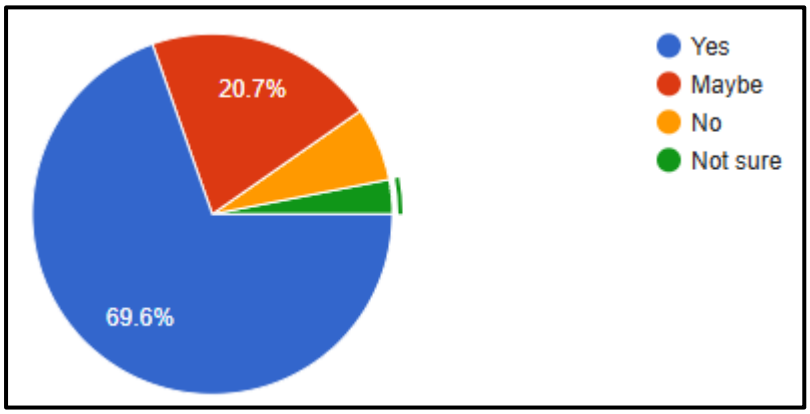
Question 13: Would you be interested in joining or volunteering for the Sustainability Cell or green events?

Response:



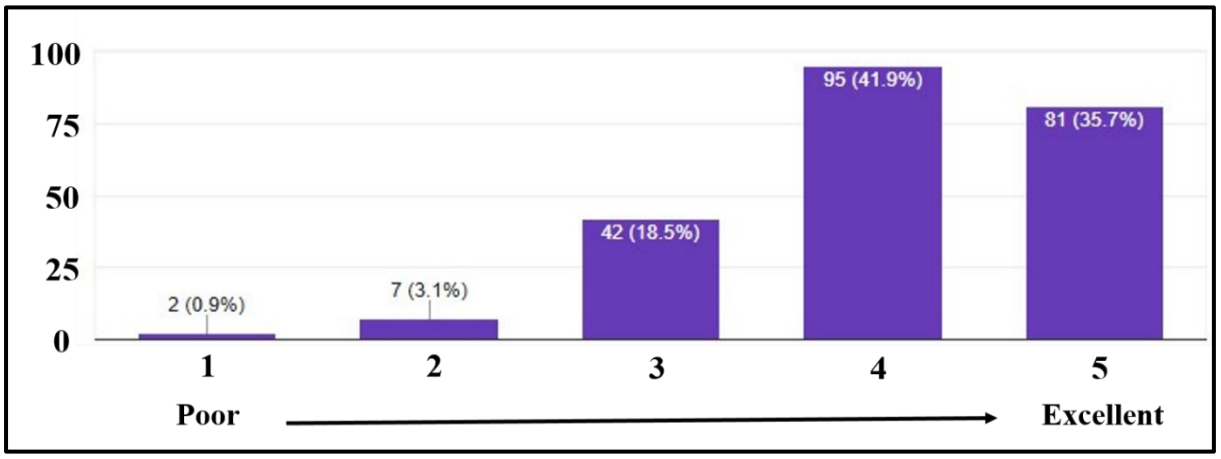
Question 14: Do you think sustainability should be included in the curriculum for all students?

Response:



Question 15: How would you rate the current sustainability efforts on your campus?

Response:



Conclusion:

The Sustainability Awareness Test conducted at Shoolini University served as an important step toward embedding sustainability into the educational experience of students. The responses revealed a growing awareness among the student community, along with a strong interest in participating in green initiatives and integrating sustainability into the curriculum. It also highlighted areas where further education and action are needed, enabling the university to plan more targeted sustainability programs in the future. Overall, this initiative not only assessed current knowledge levels but also inspired students to think critically about environmental responsibility. Moving forward, such efforts will continue to play a key role in building a more informed, engaged, and sustainable campus community.

Report on Sustainability Awareness Test Conducted for All Staff Members

2025



Shoolini University of Biotechnology and Management Sciences,

Bajhol, Solan, Himachal Pradesh-173229

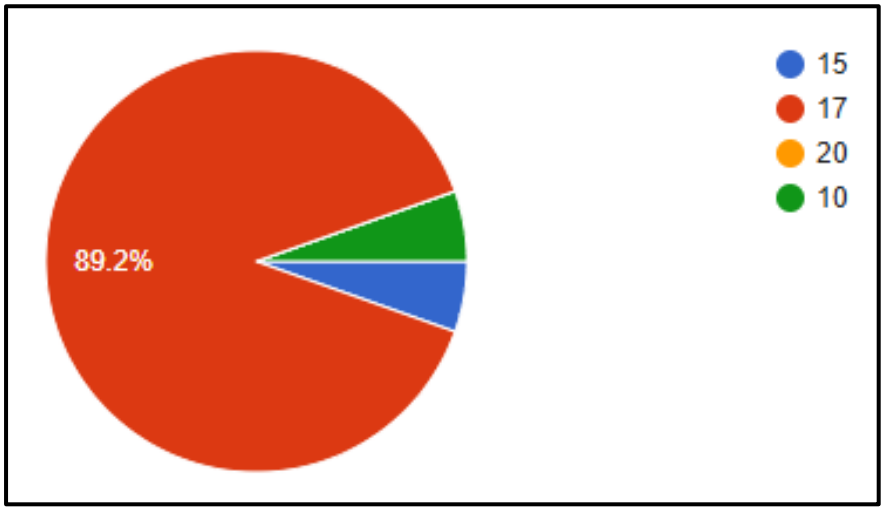
Report on Sustainability Awareness Test (Academic and Professional staff)

In an effort to strengthen institutional commitment to sustainable development, **Shoolini University conducted a Sustainability Awareness Test** specifically designed for its **academic and professional staff**. The initiative aimed to evaluate the sustainability-related awareness, values, and responsibilities of employees across various functional roles within the university. The questionnaire was tailored to cover topics such as institutional strategies for environmental stewardship, energy-saving initiatives, waste reduction mechanisms, and the integration of Sustainable Development Goals (SDGs) into workplace practices. This initiative not only helped identify knowledge gaps but also reinforced the importance of sustainability in both professional roles and institutional operations. It served as a meaningful step towards promoting a sustainability-oriented work culture, aligning with the university's broader mission to integrate environmental responsibility into all aspects of campus life. The test highlights Shoolini University's commitment to equipping its entire community with the knowledge and mindset needed to drive sustainable development.

The survey question and response are given below.

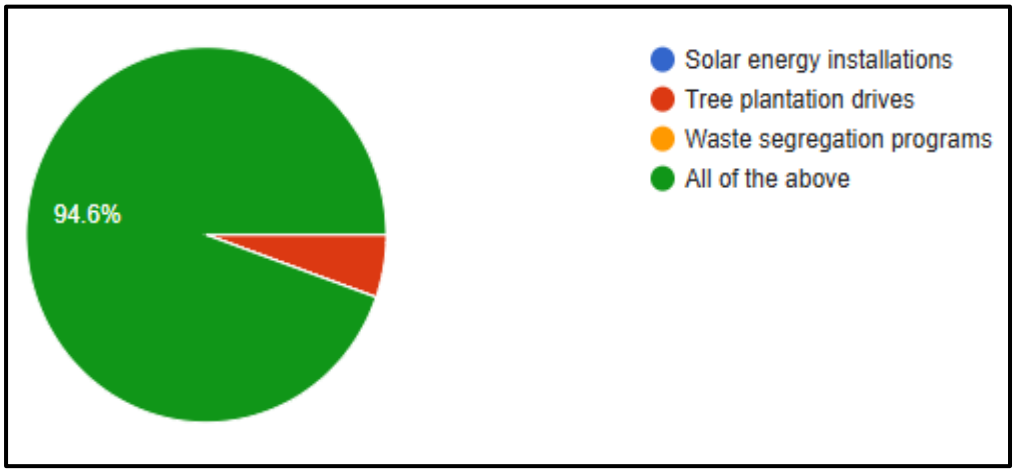
Question 1: How many Sustainable Development Goals (SDGs) have been adopted by the United Nations in total?

Response:



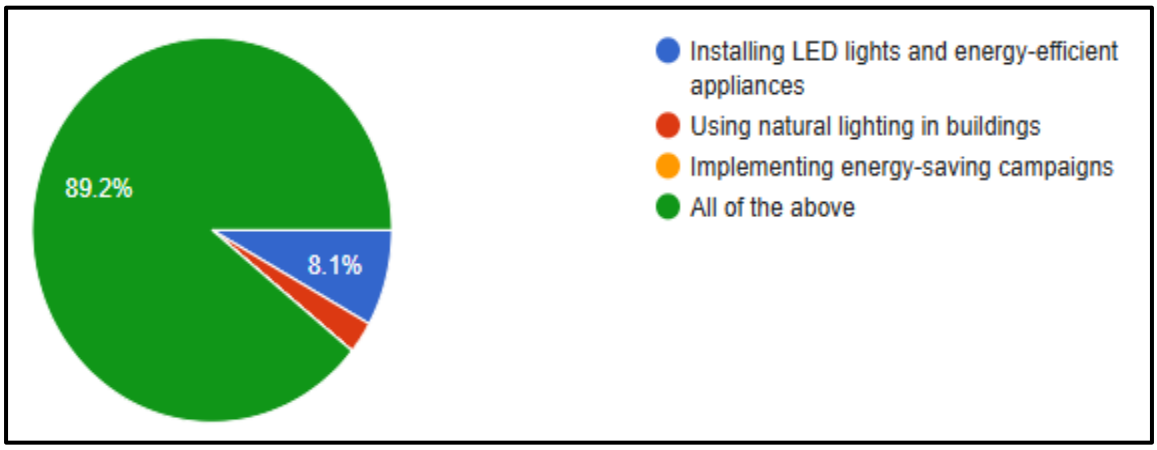
Question 2: Which of the following sustainability initiatives has Shoolini University implemented?

Response:



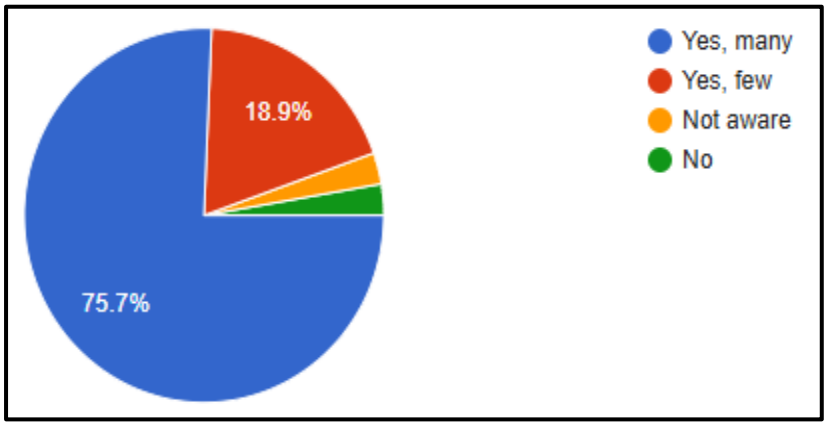
Question 3: How is Shoolini University ensuring energy efficiency on campus?

Response:



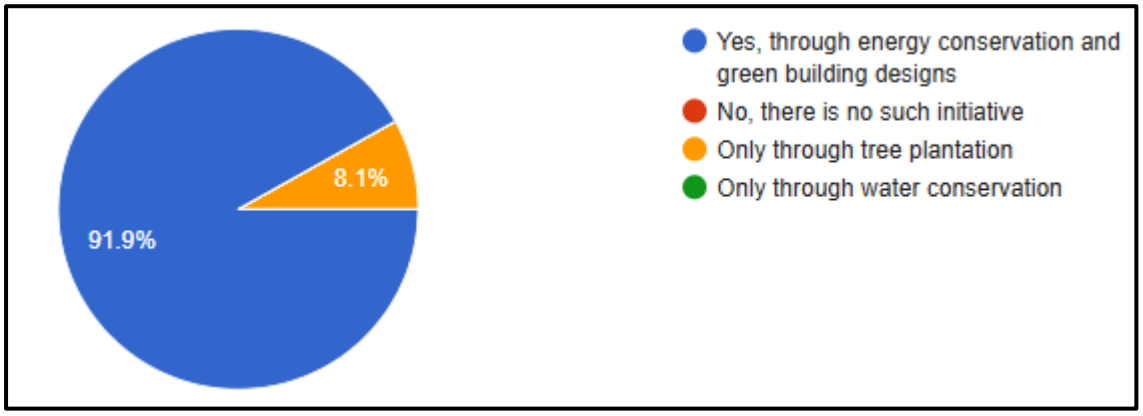
Question 4: Does Shoolini University have sustainability initiatives on campus?

Response:



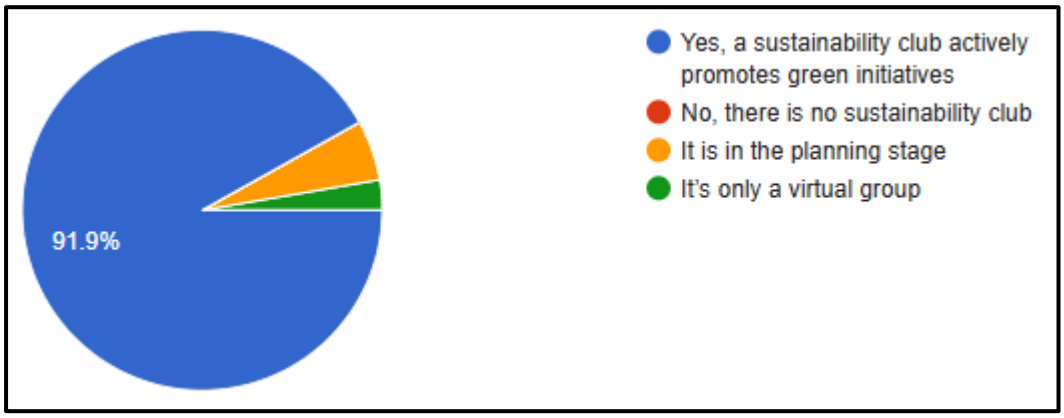
Question 5: Is Shoolini University involved in reducing its carbon footprint?

Response:



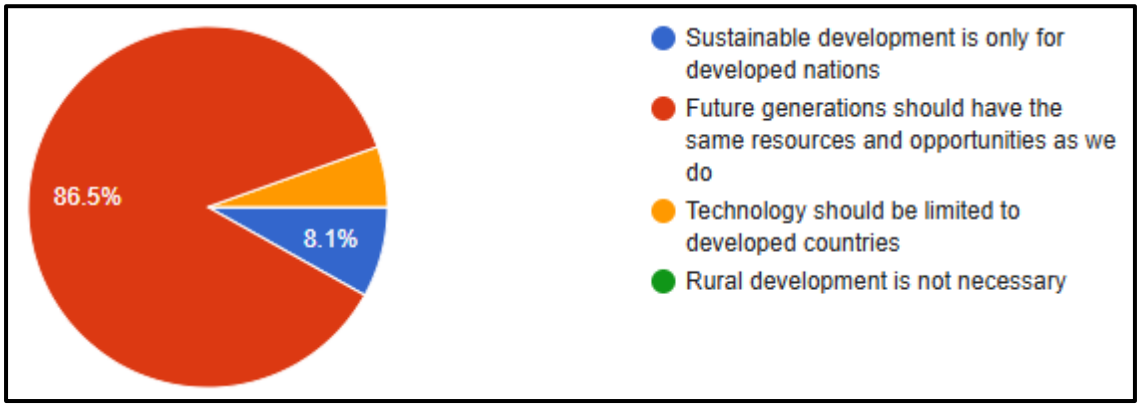
Question 6: Is there a sustainability club or organization at Shoolini University?

Response:



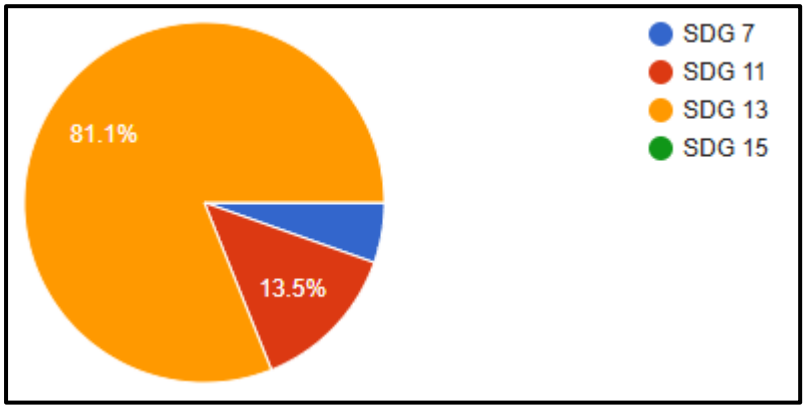
Question 7: What is one of the key ideas behind the SDGs?

Response:



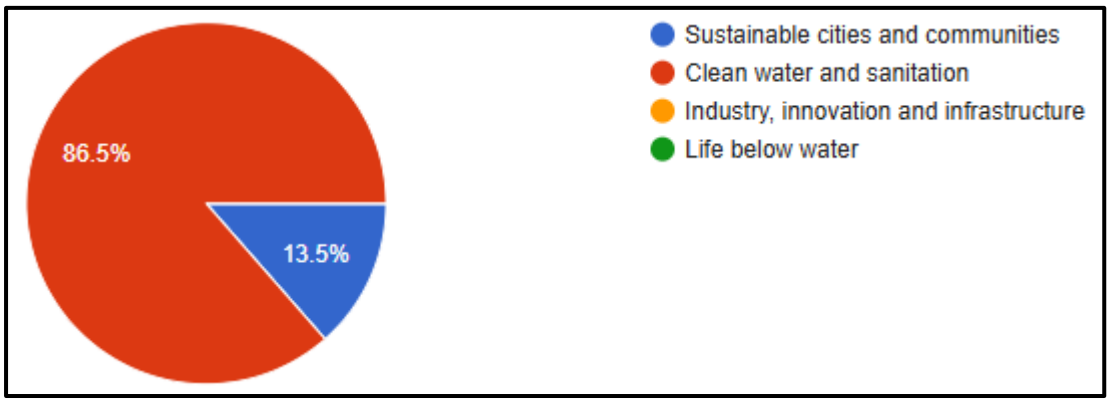
Question 8: Which SDGs is focused on Climate Action?

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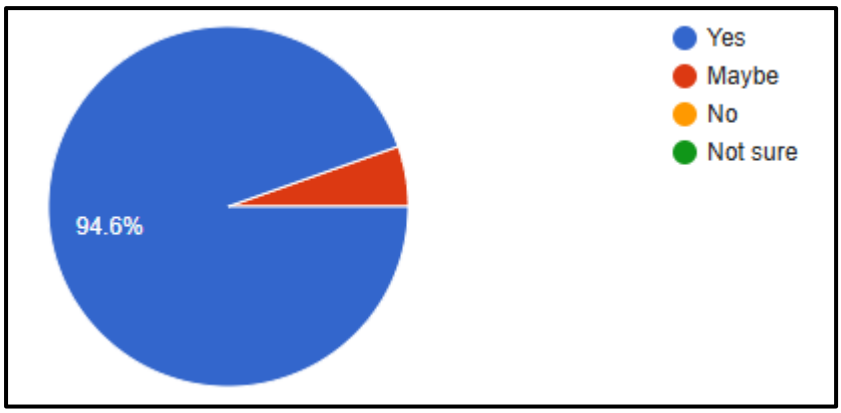
Question 9: What is the main aim of SDG 6?

Response:



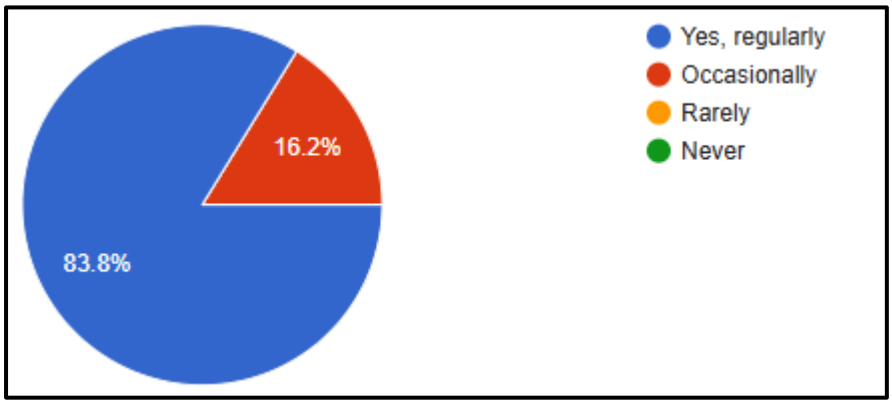
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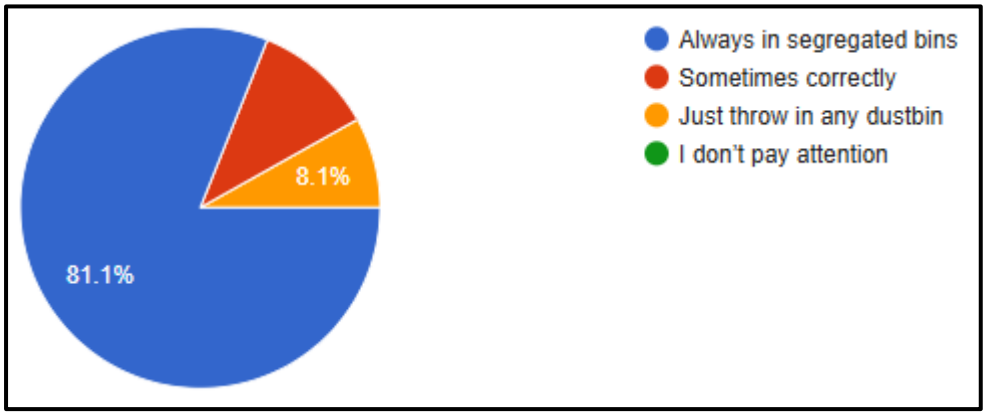
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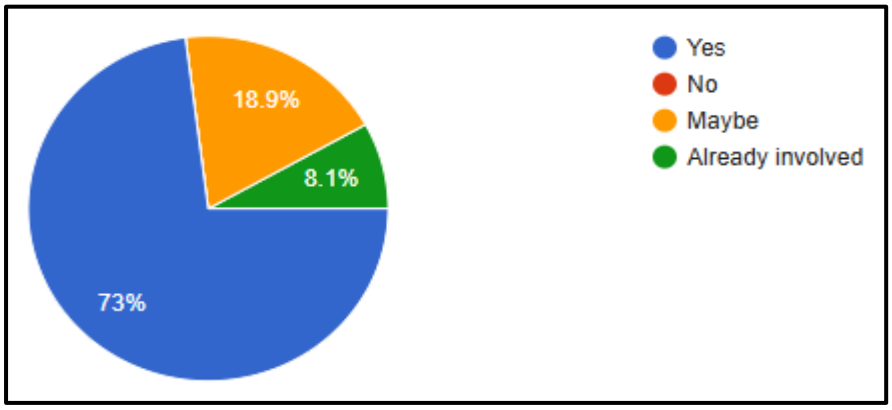
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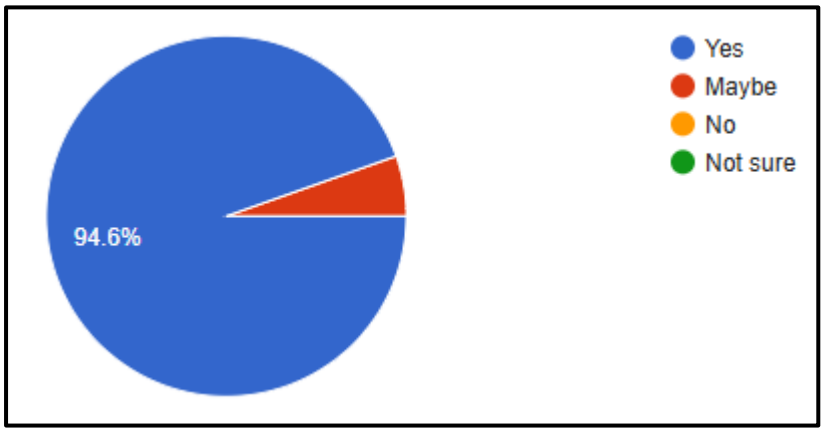
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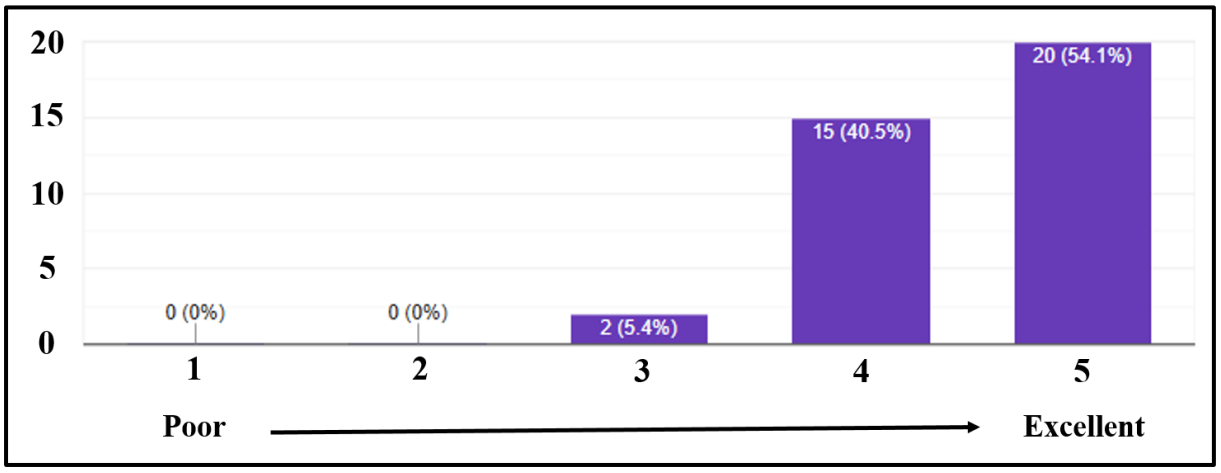
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Response:



Question 15: How would you rate the current sustainability efforts on your campus?

Response:



Conclusion:

The Sustainability Awareness Test for faculty and staff provided valuable insights into the current level of environmental understanding across the institution. It revealed a positive attitude toward sustainability and a collective willingness to support green initiatives. The findings will help guide future training and policy enhancements. This initiative reinforces Shoolini University's dedication to cultivating a sustainability-driven campus culture.