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SDG 17- 17.4.4 Sustainable literacy



"Education is a vehicle for transformation or metamorphosis of the self and an aid to the growth of economy."

Gurudev Sri Sri Ravi Shankar

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Introduction

❖ What is sustainable literacy

Sustainable development emerged in the 1970s, gaining global attention at the 1972 UN Stockholm Conference. The term was formally introduced in 1987 by the WCED in "**Our Common Future**," blending environmental and socio-economic concerns.

The primary objective of the Sustainable Development Goals (SDGs) is to create a sustainable future by addressing global challenges such as poverty, inequality, environmental degradation, and climate change, ensuring peace and prosperity for all. Achieving these goals requires collective action and an understanding of their importance at every level of society.

Sustainable literacy, in essence, is the ability to comprehend, internalize, and act upon these objectives. It involves making people realize the interconnectedness of their actions with the broader goals and empowering them to take informed steps towards sustainability. Without this awareness, the SDGs remain abstract; sustainable literacy transforms them into actionable realities.

❖ Need of sustainable literacy

The primary objective of sustainable literacy aligns closely with the 17 Sustainable Development Goals (SDGs), which are designed to create a holistic impact. Achieving this impact depends on individuals and their ability to act based on local contexts and realities. For instance, a person living near a seashore should focus on goals relevant to coastal sustainability, while someone in a desert region should address goals suited to arid environments. Success also relies on policymakers integrating SDGs into local governance, ensuring that efforts are tailored to community needs and resources to achieve meaningful and sustainable outcomes.

In a vast and geographically diverse country like India, the responsibility for achieving the Sustainable Development Goals (SDGs) lies with both the public and the administrators. Given the critical importance of these goals for the future of humanity, raising public awareness becomes a top priority. Public support is essential to drive action on these goals, ensuring their success in addressing the unique challenges posed by India's varied landscapes and communities.

Given the urgency, creating clear awareness about the SDGs across all age groups, economic strata, and political affiliations is vital. This can be achieved through various methods, including training sessions, workshops, and community awareness programs. However,

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focusing on students—the future generation—is indispensable, as they are the leaders and decision-makers of tomorrow.

Every segment of society should engage with and contribute to achieving the SDGs, and their efforts can yield positive results. However, a comprehensive understanding of the SDGs and meaningful, long-term outcomes are best expected from students. As future leaders, they have the potential to integrate these objectives into policies and practices, driving sustainable development forward.

Sri Sri University (SSU) has effectively embraced and demonstrated both aspects of SDG implementation—raising awareness across all societal groups and embedding SDG objectives within its academic framework and student community. SSU students and faculty actively contribute to building local knowledge, fostering mentorship and peer learning, conducting community awareness programs, and organizing workplace training and workshops. Additionally, the university integrates sustainability into education by incorporating SDG goals into its curriculum and literacy initiatives, showcasing a comprehensive commitment to sustainable development.

Objective of sustainable literacy



“Our biggest challenge in this new century is to take an idea that sounds abstract—sustainable development— and turn it into reality for all the world’s people”

(Kofi Annan, United Nations Secretary General, 2001)

The primary objective of sustainable literacy is to empower individuals with the knowledge, skills, and attitudes necessary to make informed decisions and take responsible actions for a sustainable future. It focuses on fostering an understanding of the interconnectedness between environmental, social, and economic systems, enabling people to recognize their role in achieving global sustainability.



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Sustainable literacy encourages critical thinking, systems-based approaches, and practical solutions to address challenges like climate change, resource depletion, and social inequities. By embedding these principles into education, policy, and daily life, it aims to cultivate a generation capable of driving positive, long-term change for society and the planet.

Sustainable literacy initiative by Sri Sri University

Sulitest envisions a world where sustainability is universally understood and embraced, driving systemic transformation toward a sustainable future. Its mission is to equip organizations with tools and data to enhance sustainability literacy and demonstrate positive impact. Founded in 2012 during the UN Conference on Sustainable Development, Sulitest began with university trials and evolved into a global platform. By 2023, Sulitest launched an online certification to assess sustainability knowledge. Aligning with the UN's 2030 Agenda, Sulitest's tools help universities, organizations, and individuals contribute to the Sustainable Development Goals (SDGs), fostering a global movement for sustainability.

CAREER COUNSELLING FOR SCHOOL STUDENTS

SSU students conducted a career counselling session at Godisahi High School, located 6 km from University. Aimed at Class 9 and 10 students, the session helped them prepare for selecting their academic streams—Arts, Science, or Commerce—critical for their future careers. The session concluded with interactive group discussions, where the team addressed individual queries, ensuring personalized support. This initiative aimed to empower students with informed choices and inspire them to pursue meaningful, goal-oriented careers.



SEMINAR ON QUALITY EDUCATION

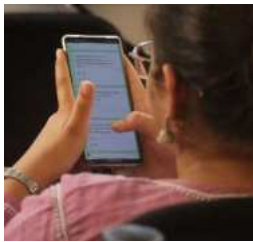
On April 15, 2024, at 3 PM, in Shruti Hall, the Team UDAYAM hosted a seminar with the goal of achieving SDG 4 (Quality Education). The significance of sustainability and how it affects our duty will be the main topics of the **NEP Implementation and SDG 4 at Sri Sri University** e seminar. The Honourable Vice Chancellor Professor (Dr.) B R Sharma chair the seminar. The Prakriti Mitra Award winners and runner-ups were invited to join the event.



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PRAKRITI MITRA (The SULITEST of SSU) an indispensable part of the Initiative



Sri Sri University, as part of its sustainability literacy initiative, has localized the Sulitest Sustainable Literacy Test to address Indian contexts, focusing on local issues and fostering active participation. This adaptation helps individuals understand the essence of the SDG initiatives and their impact on personal lives and the future. The university also developed the Prakriti Mitra Test, a tool assessing Knowledge,

Attitude, and Behaviour. Validated by seven faculty members, it was translated into Odia and distributed via Google Forms. Participation grew from 200 respondents in 2022–2023 to 400 in 2023–2024. The initiative aligns local challenges with global goals,



promoting awareness, leadership, and environmental stewardship.



From April 5 to 10, 2024, Sri Sri University conducted the Prakriti Mitra Survey, also known as the SSU-Sustainability Literacy Test, as part of its SDG 4 Team Udayam initiative. This innovative approach, led by Prof. Deepa Vinay, the Executive Registrar, aimed to assess sustainability literacy through a carefully designed questionnaire focusing on three key areas: Knowledge, Attitude, and Behaviour. Seven faculty members reviewed the construct and content validity, with adjustments made based on their input. The questionnaire was distributed via Google



Forms to staff and students and was translated into ODIA for accessibility. In the 2022-2023

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academic year, approximately 200 respondents participated, while the number rose to 400 in 2023-2024. The initiative strives to harmonize local and global environmental challenges, empowering the local community to lead and promote sustainability, aligning with SSU's motto of "Lead, Learn, Serve."

SSU Team UDAYAM's Commitment to SDG 4: Empowering Education

Students of SSU organized a career counselling session for schoolchildren to advance SDG 4 (Quality Education). The initiative aimed to empower students by helping them explore their interests, identify their strengths, and set meaningful career goals. Through personalized interactions, students gained clarity and confidence in their career choices



while receiving valuable insights into various paths. The team also held a volunteer meeting with parents in a local slum to emphasize the importance of education and address barriers to schooling. These initiatives underscore Team UDAYAM's dedication to enhancing educational access and promoting social responsibility.

PUBLIC RESOURCING AND LIFELONG LEARNING



In a visit to Sri Sri University, 30 school students as part of their SDG 4 initiative. Accompanied by their teachers, the students explored the university's labs, library, and facilities, gaining valuable insights into higher education. They interacted with university students and showcased their talents through song and dance routines. This initiative aims to inspire school children, fostering future aspirations and a passion for learning while

bridging the gap between school education and higher education institutions (HEIs). The visit left a lasting impression, with students eager to learn about program eligibility and the transition to university life.



Course code	Semester	E	T	P	CR
Major Courses					
SYSA12	Computerized Accounting and Finance	2	0	0	2
SYSA13	Advanced Accounting - I (1st SEM)	2	0	0	2
SYSA14	Computerized Accounting and Finance (2nd SEM)	2	0	0	2
SYSA15	Advanced Accounting - II (2nd SEM)	2	0	0	2
SYSA16	Advanced Accounting - III (2nd SEM)	2	0	0	2
SYSA17	Advanced Accounting - IV (2nd SEM)	2	0	0	2
SYSA18	Advanced Accounting - V (2nd SEM)	2	0	0	2
SYSA19	Advanced Accounting - VI (2nd SEM)	2	0	0	2
SYSA20	Advanced Accounting - VII (2nd SEM)	2	0	0	2
SYSA21	Advanced Accounting - VIII (2nd SEM)	2	0	0	2
SYSA22	Advanced Accounting - IX (2nd SEM)	2	0	0	2
SYSA23	Advanced Accounting - X (2nd SEM)	2	0	0	2
SYSA24	Advanced Accounting - XI (2nd SEM)	2	0	0	2
SYSA25	Advanced Accounting - XII (2nd SEM)	2	0	0	2
SYSA26	Advanced Accounting - XIII (2nd SEM)	2	0	0	2
SYSA27	Advanced Accounting - XIV (2nd SEM)	2	0	0	2
SYSA28	Advanced Accounting - XV (2nd SEM)	2	0	0	2
SYSA29	Advanced Accounting - XVI (2nd SEM)	2	0	0	2
SYSA30	Advanced Accounting - XVII (2nd SEM)	2	0	0	2
SYSA31	Advanced Accounting - XVIII (2nd SEM)	2	0	0	2
SYSA32	Advanced Accounting - XIX (2nd SEM)	2	0	0	2
SYSA33	Advanced Accounting - XX (2nd SEM)	2	0	0	2
SYSA34	Advanced Accounting - XXI (2nd SEM)	2	0	0	2
SYSA35	Advanced Accounting - XXII (2nd SEM)	2	0	0	2
SYSA36	Advanced Accounting - XXIII (2nd SEM)	2	0	0	2
SYSA37	Advanced Accounting - XXIV (2nd SEM)	2	0	0	2
SYSA38	Advanced Accounting - XXV (2nd SEM)	2	0	0	2
SYSA39	Advanced Accounting - XXVI (2nd SEM)	2	0	0	2
SYSA40	Advanced Accounting - XXVII (2nd SEM)	2	0	0	2
SYSA41	Advanced Accounting - XXVIII (2nd SEM)	2	0	0	2
SYSA42	Advanced Accounting - XXIX (2nd SEM)	2	0	0	2
SYSA43	Advanced Accounting - XXX (2nd SEM)	2	0	0	2
SYSA44	Advanced Accounting - XXXI (2nd SEM)	2	0	0	2
SYSA45	Advanced Accounting - XXXII (2nd SEM)	2	0	0	2
SYSA46	Advanced Accounting - XXXIII (2nd SEM)	2	0	0	2
SYSA47	Advanced Accounting - XXXIV (2nd SEM)	2	0	0	2
SYSA48	Advanced Accounting - XXXV (2nd SEM)	2	0	0	2
SYSA49	Advanced Accounting - XXXVI (2nd SEM)	2	0	0	2
SYSA50	Advanced Accounting - XXXVII (2nd SEM)	2	0	0	2
SYSA51	Advanced Accounting - XXXVIII (2nd SEM)	2	0	0	2
SYSA52	Advanced Accounting - XXXIX (2nd SEM)	2	0	0	2
SYSA53	Advanced Accounting - XL (2nd SEM)	2	0	0	2
SYSA54	Advanced Accounting - XLI (2nd SEM)	2	0	0	2
SYSA55	Advanced Accounting - XLII (2nd SEM)	2	0	0	2
SYSA56	Advanced Accounting - XLIII (2nd SEM)	2	0	0	2
SYSA57	Advanced Accounting - XLIV (2nd SEM)	2	0	0	2
SYSA58	Advanced Accounting - XLV (2nd SEM)	2	0	0	2
SYSA59	Advanced Accounting - XLVI (2nd SEM)	2	0	0	2
SYSA60	Advanced Accounting - XLVII (2nd SEM)	2	0	0	2
SYSA61	Advanced Accounting - XLVIII (2nd SEM)	2	0	0	2
SYSA62	Advanced Accounting - XLIX (2nd SEM)	2	0	0	2
SYSA63	Advanced Accounting - L (2nd SEM)	2	0	0	2
SYSA64	Advanced Accounting - LI (2nd SEM)	2	0	0	2
SYSA65	Advanced Accounting - LII (2nd SEM)	2	0	0	2
SYSA66	Advanced Accounting - LIII (2nd SEM)	2	0	0	2
SYSA67	Advanced Accounting - LIV (2nd SEM)	2	0	0	2
SYSA68	Advanced Accounting - LV (2nd SEM)	2	0	0	2
SYSA69	Advanced Accounting - LVI (2nd SEM)	2	0	0	2
SYSA70	Advanced Accounting - LVII (2nd SEM)	2	0	0	2
SYSA71	Advanced Accounting - LVIII (2nd SEM)	2	0	0	2
SYSA72	Advanced Accounting - LIX (2nd SEM)	2	0	0	2
SYSA73	Advanced Accounting - LX (2nd SEM)	2	0	0	2
SYSA74	Advanced Accounting - LXI (2nd SEM)	2	0	0	2
SYSA75	Advanced Accounting - LXII (2nd SEM)	2	0	0	2
SYSA76	Advanced Accounting - LXIII (2nd SEM)	2	0	0	2
SYSA77	Advanced Accounting - LXIV (2nd SEM)	2	0	0	2
SYSA78	Advanced Accounting - LXV (2nd SEM)	2	0	0	2
SYSA79	Advanced Accounting - LXVI (2nd SEM)	2	0	0	2
SYSA80	Advanced Accounting - LXVII (2nd SEM)	2	0	0	2
SYSA81	Advanced Accounting - LXVIII (2nd SEM)	2	0	0	2
SYSA82	Advanced Accounting - LXIX (2nd SEM)	2	0	0	2
SYSA83	Advanced Accounting - LXX (2nd SEM)	2	0	0	2
SYSA84	Advanced Accounting - LXXI (2nd SEM)	2	0	0	2
SYSA85	Advanced Accounting - LXXII (2nd SEM)	2	0	0	2
SYSA86	Advanced Accounting - LXXIII (2nd SEM)	2	0	0	2
SYSA87	Advanced Accounting - LXXIV (2nd SEM)	2	0	0	2
SYSA88	Advanced Accounting - LXXV (2nd SEM)	2	0	0	2
SYSA89	Advanced Accounting - LXXVI (2nd SEM)	2	0	0	2
SYSA90	Advanced Accounting - LXXVII (2nd SEM)	2	0	0	2
SYSA91	Advanced Accounting - LXXVIII (2nd SEM)	2	0	0	2
SYSA92	Advanced Accounting - LXXIX (2nd SEM)	2	0	0	2
SYSA93	Advanced Accounting - LXXX (2nd SEM)	2	0	0	2
SYSA94	Advanced Accounting - LXXXI (2nd SEM)	2	0	0	2
SYSA95	Advanced Accounting - LXXXII (2nd SEM)	2	0	0	2
SYSA96	Advanced Accounting - LXXXIII (2nd SEM)	2	0	0	2
SYSA97	Advanced Accounting - LXXXIV (2nd SEM)	2	0	0	2
SYSA98	Advanced Accounting - LXXXV (2nd SEM)	2	0	0	2
SYSA99	Advanced Accounting - LXXXVI (2nd SEM)	2	0	0	2
SYSA100	Advanced Accounting - LXXXVII (2nd SEM)	2	0	0	2

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SDG IN CURRICULUM

The Faculty of Engineering and Technology at SSU has integrated the United Nations Sustainable Development Goals (SDGs) as a mandatory course in its engineering curriculum. This initiative equips students with knowledge and skills to address global challenges like climate change, renewable energy, and sustainable practices, fostering responsible engineers for a sustainable future.

IMPACT

Sri Sri University (SSU) has been at the forefront of advancing SDG 4 through a series of impactful initiatives that champion quality education and lifelong learning. The **PRAKRITI MITRA (SULITEST of SSU)** integrates sustainability literacy into education, fostering awareness and action among students and staff. The university's **Career Counselling for School Students** provides guidance to help young learners identify their strengths and align their aspirations with informed career choices. The **Seminar on Quality Education** serves as a platform to discuss and promote innovative practices that enhance inclusivity and equity in learning systems. Through **Team UDAYAM**, SSU demonstrates its unwavering commitment to empowering communities by improving access to education and creating opportunities for all. Furthermore, its focus on **Public Resourcing and Lifelong Learning** ensures that education extends beyond formal institutions, reaching diverse groups with resources for personal and professional growth. Together, these initiatives exemplify SSU's dedication to building an educated, empowered, and sustainable future.

SSU FUTURE PLAN for SDG 4

- **Enhancing PRAKRITI MITRA (SULITEST of SSU):**
 - Integrate advanced digital tools.
 - Imparting more local sustainability issues in the test
- **Scaling Up Career Counselling for School Students:**
 - Extend outreach to rural and underserved areas.
 - Use virtual platforms and on-ground workshops.
 - Providing one on one mentoring programmes for school kids
- **Future Seminars on Quality Education:**
 - Address emerging themes like AI in education and inclusive technologies.
 - Foster international collaborations and adopt global best practices.
 - Inviting subject matter experts for talks.
- **Public Resourcing and Lifelong Learning Expansion:**
 - Launch free online library and lab access.
- **Overall Vision:**
 - Promote inclusive, equitable, and impactful education for a sustainable future.