



Amity University Uttar Pradesh

**Survey Report
on the
Awareness of the Students on the
Sustainability Development Goals (SDG)**

Summary

This report analyses a large student survey (N=19,870) on awareness of Sustainable Development Goals (SDGs) at Amity University, Uttar Pradesh (AUUP).

Over 90% of students correctly identified core sustainability concepts: e.g. 91.9% knew the “triple bottom line” pillars (environment, economy, equity), 92.4% answered SDG 4 for Quality Education, and 95.4% understood “circular economy.” 78.5% correctly named the highest-impact carbon activities (travel and meat). Responses to Likert items (curriculum integration, net-zero awareness, participation) were moderately positive (means 3.29, 3.26, 2.91 respectively on 1–5). All means significantly differ from neutral ($p < 0.001$). About 43% of students rate high awareness of the university’s net-zero commitment. The student body shows strong SDG literacy (especially SDG4 and SDG12), with some gaps (e.g. 21.5% missed the carbon footprint question). We map each question to relevant SDGs (Table 2), present descriptive statistics (Tables 3–4), and suggest action like enhancing sustainability education in curricula (SDG4), outreach on climate initiatives (SDG13), and more campus engagement (SDG11/13).

A prioritized action matrix and implementation timeline are given. Future metrics (e.g. % of courses with SDG content, student participation rates, campus emission trends) and survey improvements (include demographics, validated scales) are recommended.

Introduction

Higher education institutions are key to achieving the SDGs. Universities shape future leaders and can integrate SDGs into learning and campus life [1]. This student-focused survey evaluates how Amity students understand sustainability concepts and institutional initiatives. It aligns findings with SDGs: for example, SDG 4 (Quality Education) calls for education on sustainable development [2], while SDG 13 (Climate Action) relates to campus carbon commitments. By examining student perceptions and knowledge, the university can strengthen its educational impact on sustainability.

Objectives

The survey and analysis aim to:

- Measure knowledge of sustainability concepts and goals.
- Quantify and Propose policy, curriculum, and engagement improvements for student sustainability education.

Methodology

Survey Sample & Instrument: The survey was distributed to AUUP students via Amizone (in house ERP) and responses were collected in the period between April-May 2025. It contained knowledge/multiple-choice questions on sustainability topics and Likert-scale items on perceptions. To increase participation, we excluded the questions related to identity and demographics. Total 19870 responses were collected and analyzed.

Survey Question	N	Notes
Triple Bottom Line pillars (Q1)	19,870	Correct: “Environment, Economy, Equity” (91.9%)
SDG for Quality Education (Q2)	19,870	Correct: “SDG 4” (92.4%)
Meaning of “Circular Economy” (Q3)	19,870	Correct: “Waste out, resources reused” (95.4%)
Highest-impact carbon activities (Q4)	19,870	Correct: “Air travel & meat” (78.5%)
Curriculum incorporates sustainability (Q5)	19,870	Likert (1=Not at all, 5=Great extent)
Aware of Amity’s Net Zero commitment (Q6)	19,870	Likert (1=Not aware, 5=Fully aware)
Participation in campus sustainability activities (Q7)	19,870	Likert (1=Never, 5=Very often)

Mapping Survey Items to SDGs

Each question links to specific SDGs (see Table 2). For example, SDG 4 (“Quality Education”) directly relates to Q2 (explicitly about SDG 4). SDG 12 (“Responsible Consumption”) covers concepts like the circular economy and sustainability frameworks (Q1 and Q3). SDG 13 (“Climate Action”) is relevant to carbon footprint (Q4) and net-zero commitment (Q6)[3][4]. Educational integration (Q5) ties back to SDG 4’s focus on curriculum, and campus activities (Q7) connect to SDG 11 (Sustainable Communities) and SDG 13 via practical actions. These mappings are summarized below.

Table 2. Survey items mapped to relevant SDG(s).

Survey Item (Question)	Relevant SDG(s)	Justification / Target
Triple Bottom Line pillars (Environment, Economy, Equity)	SDG 17 (Partnerships)	Holistic sustainability covers social, economic, environmental pillars, aligning with SDG17’s integrated approach.
SDG for “Quality Education” (Q2)	SDG 4 (Quality Education)	Directly asks which SDG is SDG4 (“Quality Education”)[2].
Meaning of “Circular Economy” (Q3)	SDG 12 (Responsible Consumption)	Circular economy is central to sustainable production/consumption (SDG12).
Highest-impact carbon activities (Q4)	SDG 13 (Climate Action)	Carbon footprint reduction is a core aspect of SDG13 (net-zero emissions)[3][4].
Extent curriculum includes sustainability (Q5)	SDG 4 (Quality Education)	Relates to integrating sustainable development into education (Target 4.7).
Awareness of Amity’s net-zero commitment (Q6)	SDG 13 (Climate Action)	Institutional net-zero goals are measures of climate action (SDG13).
Participation in campus sustainability activities (Q7)	SDG 11 (Sustainable Cities & Communities)	Campus sustainability initiatives contribute to sustainable community/environmental engagement (SDG11/13).

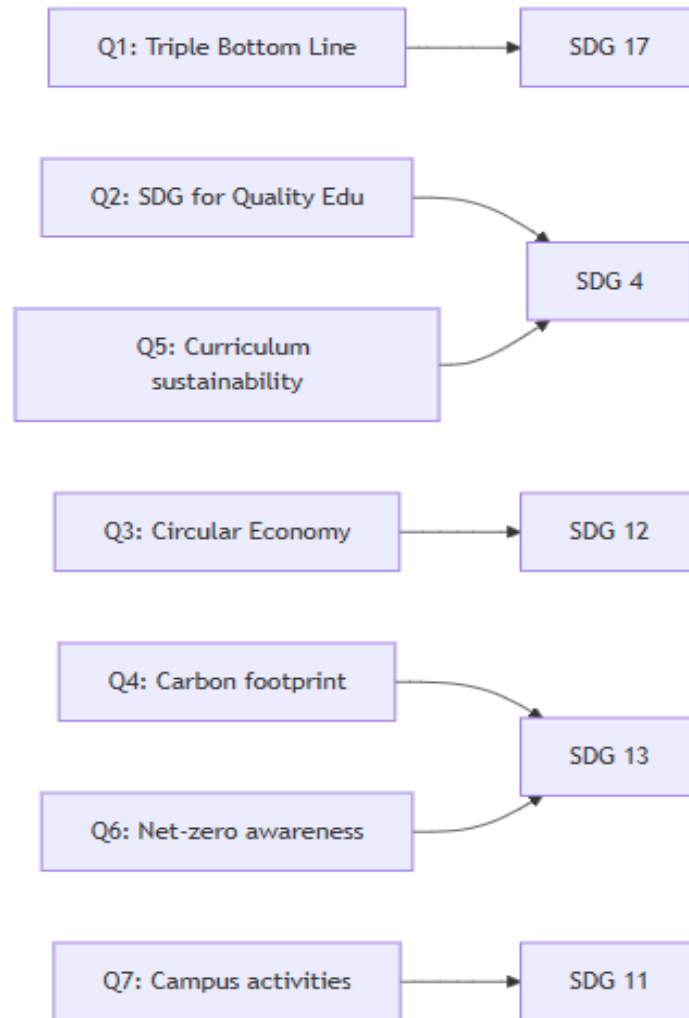


Figure 1: Mermaid diagram (conceptual) showing the mapping of each survey question (Q1–Q6) to relevant SDGs.

Results

Knowledge Items (Q1–Q4)

Q1 – Triple Bottom Line: 18,271 students (91.9%) correctly answered “Environment, Economy, and Equity (Social)”, showing they understand the three pillars of sustainability. The remaining 8.1% selected incorrect combinations (e.g., “Nature, Recycling, Profit” or unrelated options), indicating some confusion about the social pillar.

Q2 – SDG for “Quality Education”: 18,355 respondents (92.4%) correctly chose “SDG 4”, confirming very high awareness of the SDG framework in this area. Other choices (SDG1, SDG10, etc.) were each picked by fewer than 8%. This aligns with UNESCO’s emphasis on education as key to sustainable development[2].

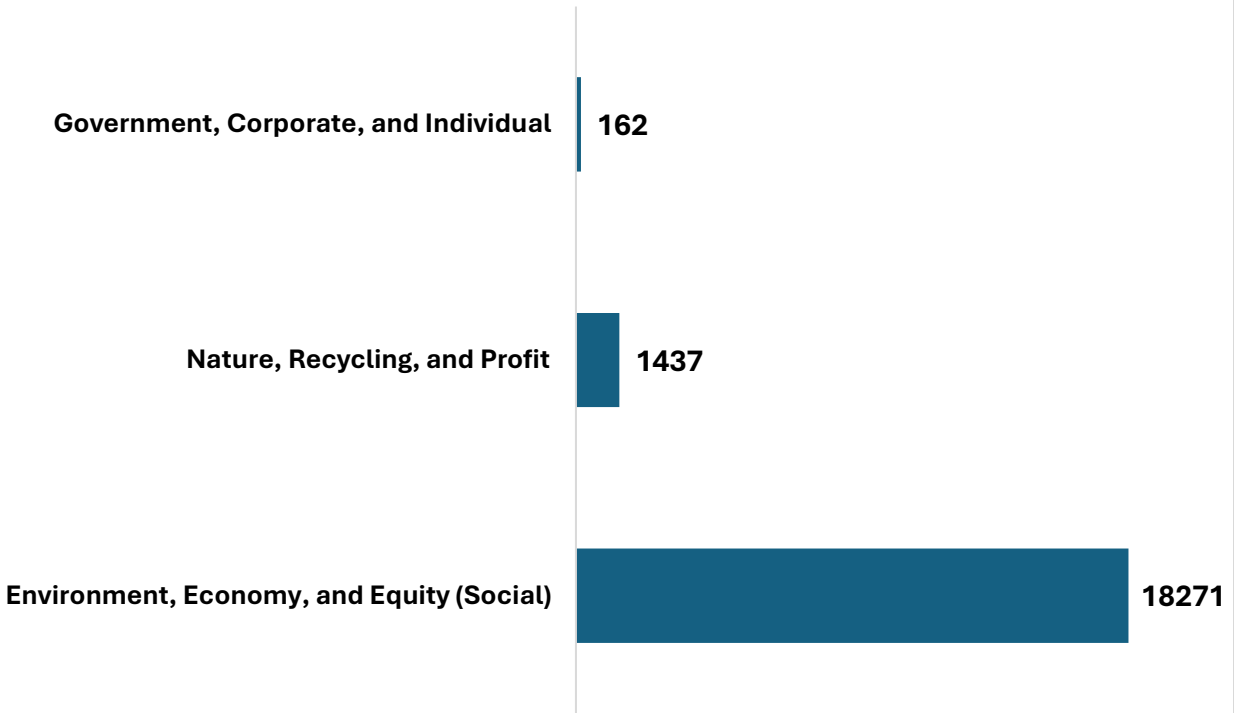
Q3 – Circular Economy: An overwhelming 18,957 students (95.4%) selected the correct definition: “A system where waste is designed out and resources are continuously reused.” A small fraction misunderstood it as just recycling plastics or called it an economy with ten-year cycles. This indicates strong familiarity with the circular economy concept, a component of SDG12’s vision of sustainable consumption/production.

Q4 – Carbon Footprint Impact: 15,602 students (78.5%) knew that “Frequency of air travel and meat consumption” has the highest impact on an individual’s carbon footprint. The rest underestimated this, choosing options like plastic straw use or leaving lights on. The 21.5% error rate suggests room to improve climate-change education (SDG13).

Table 3. Responses to knowledge items Q1–Q4 (correct answers and top alternatives).

Question	Correct Answer	Count	%	Notable Incorrect Options
Q1: “Triple Bottom Line” pillars (TBL)	Environment; Economy; Equity (Social)	18,271	91.9%	Other combos (e.g. Nature/Recycling/Profit)
Q2: SDG for “Quality Education”	SDG 4	18,355	92.4%	SDG 1 (No Poverty), SDG 13 (Climate)
Q3: “Circular Economy” implies...	Waste designed out; resources reused	18,957	95.4%	“Recycle plastic only”, “10-year cycles”
Q4: Highest carbon impact activities	Frequency of air travel and meat consumption	15,602	78.5%	“Plastic bottle use”, “Leaving LED on”

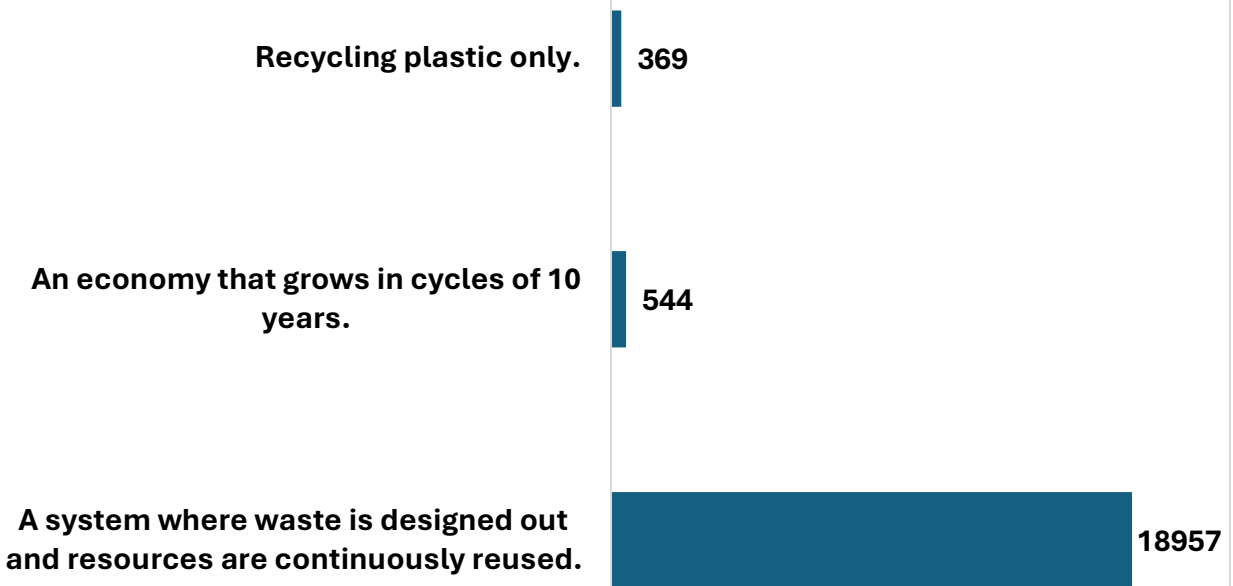
Q 1 The "Triple Bottom Line" of sustainability refers to which three pillars?



Q 2 Which UN SDG specifically focuses on "Quality Education"?



Q 3 What does the term "Circular Economy" imply?



Q 4 Which of the following has the highest impact on an individual's carbon footprint?

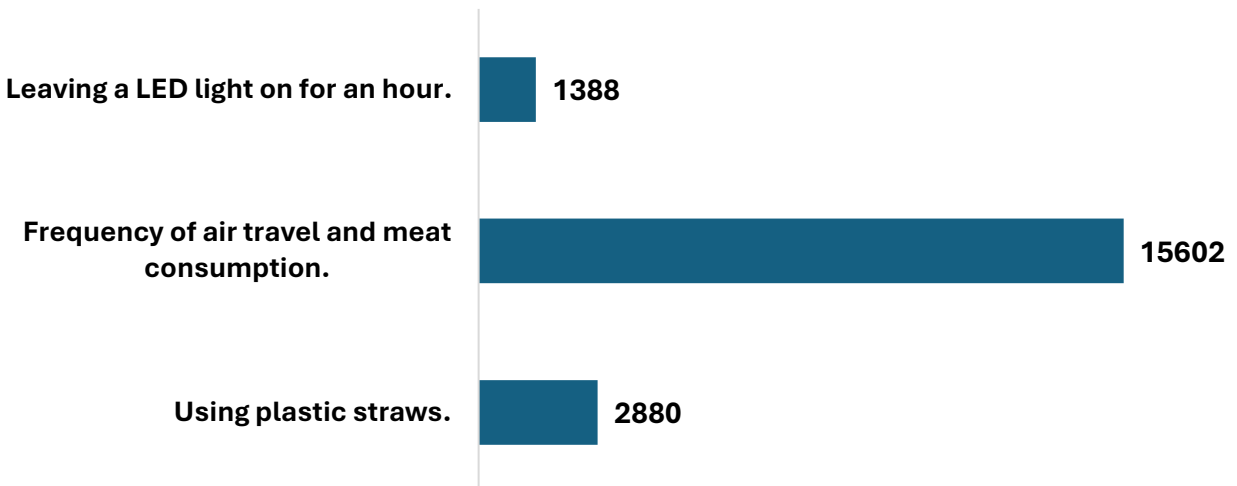


Figure 2: Stacked bar chart (placeholder) showing the percentage of students selecting each answer option for Q1–Q4 (correct vs incorrect).

Table 3. Responses to Q2 (QS indicator) and Q3 (Procurement statement).

Question / Option	N (Count)	% of total
Q2: Key indicator (“Environmental Impact”):		
— Research impact on SDGs & Net Zero (Correct)	2,135	91.0%
— Number of faculty with PhDs	157	6.7%
— Total number of international students	53	2.3%
Q3: “Procurement only paper” Statement:		
— Answered False (Correct understanding)	1,915	81.6%
— Answered True (Misconception)	430	18.4%

Likert-Scale Items (Q5–Q7)

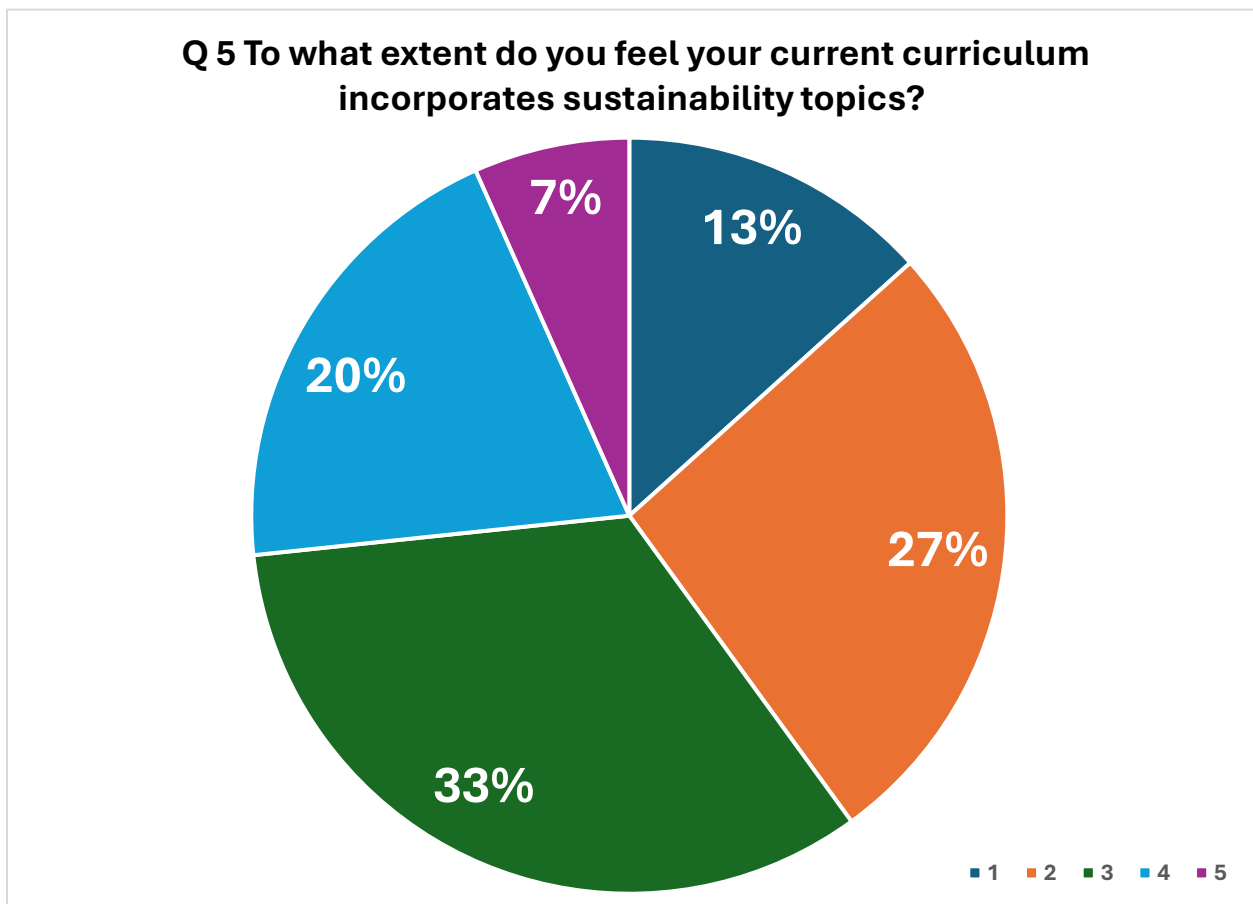
Students rated three statements on a 1–5 scale. The mean (SD) for each was:

- **Q5 (Curriculum includes sustainability):** Mean = 3.29, SD = 1.11. Distribution: 1 (1701, 8.6%), 2 (1895, 9.5%), 3 (8336, 41.9%), 4 (4792, 24.1%), 5 (3146, 15.8%).
- **Q6 (Aware of net-zero commitment):** Mean = 3.26, SD = 1.26. Ratings: 1 (2763, 13.9%), 2 (1781, 9.0%), 3 (6762, 34.0%), 4 (4653, 23.4%), 5 (3911, 19.7%).
- **Q7 (Participation in activities):** Mean = 2.91, SD = 1.20. Ratings: 1 (3340, 16.8%), 2 (2799, 14.1%), 3 (8487, 42.7%), 4 (2742, 13.8%), 5 (2502, 12.6%).

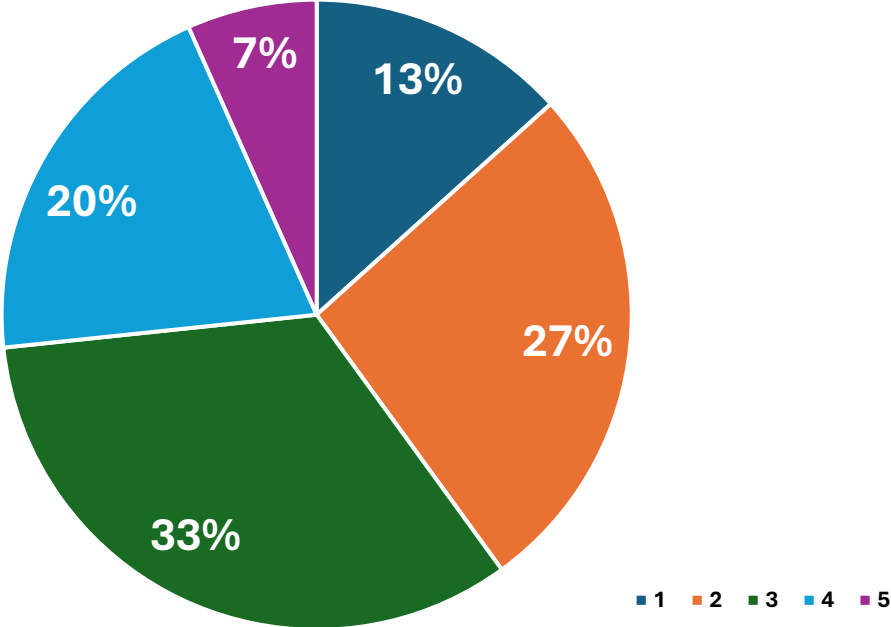
These means were all statistically different from neutral (3) at $p < 0.001$ (one-sample t-tests). Q5 and Q6 means > 3 ($p < 0.001$), indicating students on average agree somewhat with those statements. Q7 mean < 3 ($p < 0.001$), meaning overall participation is slightly below moderate.

Table 4. Distribution of Likert responses (counts and percentages) for Q5–Q7 (n=19870 each).

Rating	Q5: Curriculum (n=19870)	%	Q6: Net Zero aware (n=19870)	%	Q7: Campus activities (n=19870)	%
1	1,701	8.6%	2,763	13.9%	3,340	16.8%
2	1,895	9.5%	1,781	9.0%	2,799	14.1%
3	8,336	41.9%	6,762	34.0%	8,487	42.7%
4	4,792	24.1%	4,653	23.4%	2,742	13.8%
5	3,146	15.8%	3,911	19.7%	2,502	12.6%
Mean	3.29	—	3.26	—	2.91	—
SD	1.11	—	1.26	—	1.20	—



Q 5 Are you aware of the university commitment to becoming Net Zero?



Q 7 How often do you participate in campus sustainability activities (e.g., waste segregation, clubs)?

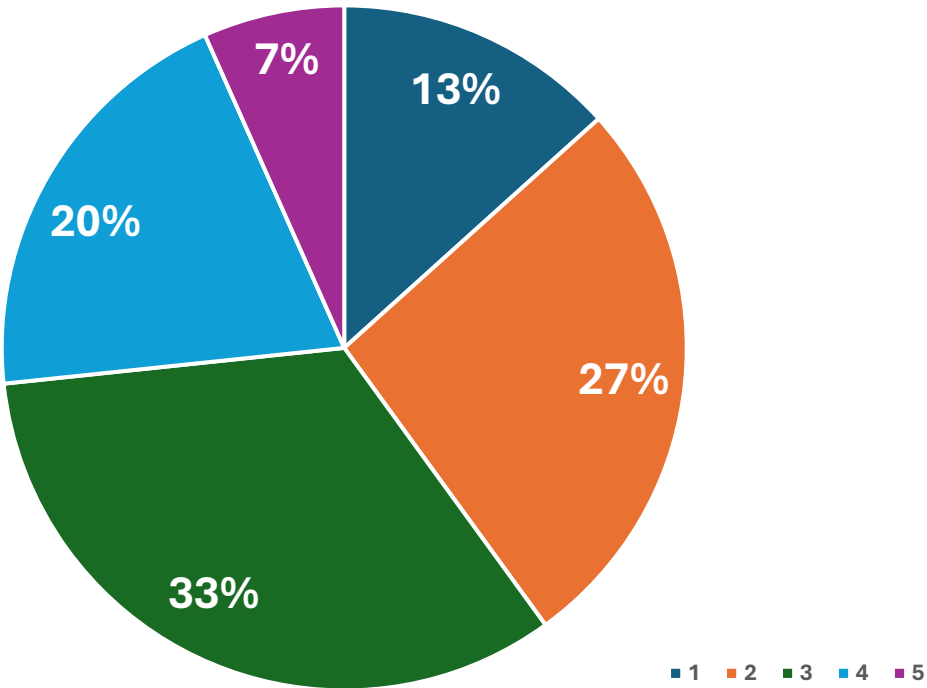


Figure 3: Pie chart (placeholder) showing the proportion of students answered on Likert scale.

Discussion

The student data reveal **high SDG literacy**. Over 90% correctly answered questions tied to SDG4 (Q2) and general sustainability (Q1/Q3). This suggests Amity students are well-informed, likely due to relevant coursework or awareness campaigns. For example, SDG4's focus on quality education resonates with this cohort. However, about one-fifth missed the carbon impact question (Q4), showing less awareness of climate science specifics (SDG13).

Attitudinally, most students see sustainability in their education (mean Q5=3.29) and know about Amity's net-zero pledge (mean Q6=3.26). Yet actual participation is modest (mean Q7=2.91). This gap suggests interest or knowledge does not always translate to action. Encouragingly, the peaks at middle values (3) indicate potential to shift attitudes higher with engagement.

These findings align with broader trends: UNESCO notes that quality education (SDG4) includes empowering all ages with sustainability knowledge[2]. Our students reflect this, but also highlight the need for experiential learning (campus projects, SDG clubs). The positive responses (especially high correct knowledge) bode well for Amity's SDG initiatives, but the university should seize this by integrating sustainability more deeply into all disciplines.

Conclusions

Amity's students show strong awareness of sustainability concepts, especially those taught in school (e.g. SDG4 topics, circular economy). The survey establishes a baseline: future efforts can focus on converting knowledge into engagement. For example, clarity is needed on high-impact behaviors (reduce emissions, not just waste). The following recommendations target curriculum, campus programs, and monitoring to strengthen student sustainability impact.

Recommendations and Action Plan

1. **Enhance Curriculum Integration (SDG4):** Incorporate SDGs explicitly into all relevant courses. Build assignments/projects around local sustainability issues. This will raise the mean Q5 score by making sustainability a clear part of education (fulfilling SDG4 target 4.7)[2].

2. **Climate Education Campaigns (SDG13):** Use interactive workshops to teach about carbon footprints and net-zero goals. Emphasize lifestyle changes like diet and travel (addressing the 21.5% error in Q4). Promote Amity’s net-zero plans to move Q6 toward 5.
3. **Student Engagement Programs (SDG11/13):** Expand clubs and events (e.g. sustainability fairs, clean-ups). Offer incentives (certificates, credits) for participation. Increased campus activities should boost Q7 scores and foster community action in line with SDG11 (sustainable cities/communities) and SDG13.
4. **Transparent Communication (SDG17):** Regularly update students on sustainability initiatives via newsletters and dashboards. Show progress on campus energy use or waste reduction. Clear reporting links to SDG17’s goal of accountability and partnerships.
5. **Establish Metrics & Feedback (SDG17):** Track KPIs such as percentage of courses covering SDGs, campus carbon footprint, and participation rates. Survey annually to measure change. Use feedback to refine policies.

Prioritized Action Matrix (Impact vs. Effort):

Action	Impact	Effort	Priority
1. Embed SDGs in all curricula	High	Medium	High
2. Climate-focused student workshops	High	Medium	High
3. Expand sustainability clubs/programs	Medium	Low	High
4. Regular sustainability reports/dashboards	High	Medium	Medium
5. Annual SDG progress survey	Medium	Low	High
6. Introduce sustainability internship tie-ups	Medium	High	Medium

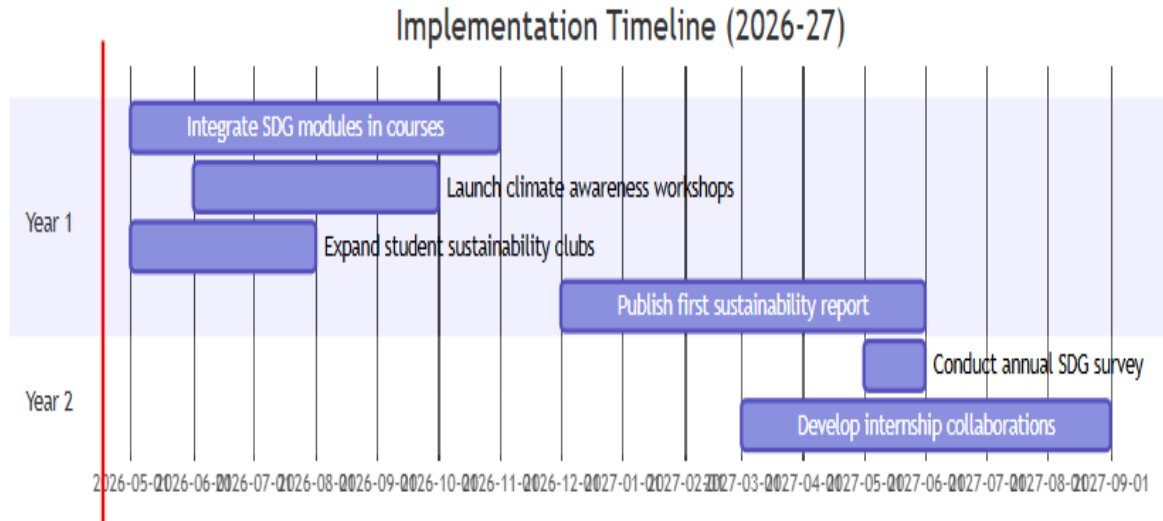


Figure 4: Mermaid Gantt chart for implementing recommended actions over the next 12–18 months.

References:

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