

Annual Report on Student Literacy Assessment

Year: 2024–25

1. Executive Summary

The Annual Student Literacy Assessment Program for the academic year 2024–25 was conducted between September 7, 2024, and November 1, 2024, with participation from all major schools within the institution. The initiative sought to evaluate and enhance students' understanding of the United Nations Sustainable Development Goals (SDGs) — emphasizing their capacity to analyse, apply, and innovate around sustainability challenges.

The program was designed as part of the institution's long-term commitment to integrating sustainability literacy into the curriculum and promoting the Education for Sustainable Development (ESD) framework. It assessed cognitive (knowledge), affective (values), and behavioural (action-oriented) dimensions of learning. This report outlines the assessment objectives, framework, participation data, results, and recommendations, providing actionable insights for curriculum development, training interventions, and student engagement initiatives for the upcoming academic cycle.

2. Objectives

- To assess the awareness, comprehension, and critical analysis of the 17 UN SDGs among students.
- To evaluate students' ability to apply sustainability principles in academic and real-world contexts.
- To measure critical thinking and problem-solving skills related to environmental, social, and economic challenges.
- To identify literacy gaps and propose data-driven interventions to improve overall understanding.
- To align student learning outcomes with global sustainability competencies and institutional sustainability goals.

3. Assessment Framework

Key Areas Assessed

1. **Knowledge of SDGs:** Understanding global goals, their interconnections, and long-term significance.

2. **Application Skills:** Translating sustainability concepts into practical and locally relevant actions.
3. **Critical Thinking:** Evaluating sustainability challenges, solutions, and the effectiveness of existing SDG initiatives.

Assessment Tools Used

- **Online Quizzes:** Focused on conceptual understanding and factual knowledge of SDGs.
- **Scenario-Based Assessments:** Problem-solving exercises requiring students to link theory to practice.
- **Collaborative Projects:** Group assignments addressing sustainability topics such as clean energy, inclusive education, and sustainable cities.
- **Feedback Surveys:** Collected post-assessment reflections on learning effectiveness and engagement.

Participation Overview

- **Total Students Assessed:** 3,420
- **Schools Included:** School of Business, School of Technology, School of Design, School of Arts & Humanities, School of Architecture, and School of Law
- **Assessment Duration:** 2 months (September–November 2024)

4. Timetable for 2024–25 SDG Training Sessions

Date	Day	Time	Schools	Topic
2024-09-12	Thursday	10:00 AM – 12:00 PM	School of Business, School of Law	Introduction to SDGs: Overview and Importance
		2:00 PM – 4:00 PM	School of Technology, School of Architecture	Introduction to SDGs: Overview and Importance
2024-09-13	Friday	10:00 AM – 12:00 PM	School of Design, School of Arts & Humanities	SDG 1–5: Poverty, Hunger, Health, Education, Gender Equality
		2:00 PM – 4:00 PM	School of Business, School of Law	SDG 1–5: Poverty, Hunger, Health, Education, Gender Equality

2024-09-19	Thursday	10:00 AM – 12:00 PM	School of Technology, School of Architecture	Group Activity: Identifying Local Challenges Related to SDGs
		2:00 PM – 4:00 PM	School of Design, School of Arts & Humanities	Group Activity: Identifying Local Challenges Related to SDGs
2024-09-20	Friday	10:00 AM – 12:00 PM	School of Business, School of Law	SDG 6–10: Clean Water, Energy, Economic Growth, Reduced Inequalities
		2:00 PM – 4:00 PM	School of Technology, School of Architecture	SDG 6–10: Clean Water, Energy, Economic Growth, Reduced Inequalities
2024-09-26	Thursday	10:00 AM – 12:00 PM	School of Design, School of Arts & Humanities	Scenario-Based Learning: Addressing Inequalities in Urban Areas
		2:00 PM – 4:00 PM	School of Business, School of Law	Scenario-Based Learning: Addressing Inequalities in Urban Areas
2024-09-27	Friday	10:00 AM – 12:00 PM	School of Technology, School of Architecture	Case Studies: Success Stories of SDG Implementation
		2:00 PM – 4:00 PM	School of Design, School of Arts & Humanities	Case Studies: Success Stories of SDG Implementation
2024-10-03	Thursday	10:00 AM – 12:00 PM	School of Business, School of Law	SDG 11–15: Sustainable Cities, Climate Action, Life on Land & Water
		2:00 PM – 4:00 PM	School of Technology, School of Architecture	SDG 11–15: Sustainable Cities, Climate Action, Life on Land & Water
2024-10-04	Friday	10:00 AM – 12:00 PM	School of Design, School of Arts & Humanities	Workshop: Designing Sustainable Urban Projects
		2:00 PM – 4:00 PM	School of Business, School of Law	Workshop: Designing Sustainable Urban Projects

5. Key Findings

Overall Scores

Literacy Area	Average Score (%)	High Performers (%)	Areas for Improvement
Knowledge of SDGs	75%	43%	Limited awareness of SDG 14 (Life Below Water) and SDG 15 (Life on Land)
Application Skills	68%	38%	Translating SDG knowledge into localized projects and actions
Critical Thinking	71%	40%	Evaluating the long-term social and ecological impacts of interventions

Performance by School

School	Average Score (%)	Participants	Key Gaps Identified
School of Business	73%	800	Linking business ethics to sustainable finance
School of Technology	77%	720	Integration of sustainability metrics in technical solutions
School of Design	80%	660	Circular design principles and life-cycle analysis
School of Arts & Humanities	70%	620	Application of SDG narratives in social change projects
School of Architecture	74%	340	Climate-resilient and inclusive urban design
School of Law	68%	280	Legal interpretation of climate justice and policy advocacy

6. Recommendations

1. Enhanced Student Engagement:

- Organize sustainability hackathons, case competitions, and poster design events focusing on SDGs.

- Encourage formation of student-led SDG clubs and community impact projects.

2. Curriculum Integration:

- Embed SDG-aligned content in more core courses and electives.
- Develop interdisciplinary modules to bridge sustainability with business, law, and design.

3. Continuous Monitoring:

- Introduce biannual literacy check-ins and create a sustainability literacy dashboard.
- Refine assessment tools annually to include emerging sustainability issues such as AI ethics and circular economies.

7. Implementation Plan

Step	Description	Responsible Team	Proposed Timeline (2024–25)
Preparation Phase	Develop and finalize assessment tools, assign teams, and design methodology.	Academic & Sustainability Teams	July – August (Q3)
Pilot Testing	Test assessment instruments with a sample group and refine based on feedback.	Academic Team	September (Q3)
Rollout Phase	Conduct assessments across all schools with maximum participation.	Academic Team	September – October (Q3)
Data Collection	Compile results, student reflections, and participation metrics.	Institutional Research Team	October (Q4)
Data Analysis	Analyze trends, performance gaps, and competency outcomes.	Research & Academic Teams	November (Q4)
Report Drafting	Prepare a comprehensive report with findings and action points.	Communication Team	December (Q4)

Stakeholder Review	Share draft report with Deans, Faculty, and Student Councils for input.	Academic & Communication Teams	January 2025 (Q1)
Publication & Dissemination	Release the final report and circulate among all schools.	Communication Team	February 2025 (Q1)
Follow-Up Actions	Conduct targeted interventions and skill-based workshops.	Academic & Administrative Teams	March – April 2025 (Q2)

8. Recommendations for Future Assessments

- **Expand Scope:** Include postgraduate and doctoral students, along with industry and community partners.
- **Technology Integration:** Utilize AI-based analytics for personalized feedback and performance insights.
- **Global Benchmarking:** Compare student sustainability literacy with international standards such as UNESCO's ESD Framework.
- **Incentivized Participation:** Introduce sustainability badges or micro-credentials for high-performing students.

9. Annexures

Annexure 1: Scores by Schools

School	Average (%)	Knowledge (%)	Application (%)	Critical Thinking (%)	Participants
School of Business	73	76	69	72	800
School of Technology	77	79	74	76	720
School of Design	80	82	78	79	660
School of Arts & Humanities	70	72	67	70	620
School of Architecture	74	76	71	73	340

School of Law	68	70	65	67	280
---------------	----	----	----	----	-----

Annexure 2: Training Feedback Summary

Training Aspect	Positive Feedback (%)	Needs Improvement (%)	Key Takeaways
Relevance of Content	88	12	Students found the SDG-based sessions relevant and insightful.
Delivery Methodology	83	17	Interactive teaching was appreciated; students suggested more hands-on activities.
Use of Real-World Scenarios	80	20	Practical examples were effective but should include more local contexts.
Duration of Training	72	28	Duration was satisfactory, though additional sessions were requested.
Clarity of Instructions	92	8	Instructions were well communicated and easy to follow.
Accessibility of Resources	89	11	Online resources were accessible; more video-based materials were suggested.
Overall Satisfaction	86	14	Overall satisfaction was high, with interest in advanced SDG workshops.

10. Conclusion

The 2024–25 Student Literacy Assessment Program successfully deepened student understanding of the Sustainable Development Goals and reinforced the institution’s role as a sustainability-driven learning ecosystem.

The data indicates consistent improvement across all literacy dimensions, with particular strength in knowledge acquisition and creative application.

Moving forward, the institution will emphasize project-based learning, interdisciplinary collaboration, and real-world sustainability engagement, ensuring that students are equipped as

future-ready changemakers committed to the principles of global sustainability and social responsibility.

11. Photographs

















9. Annexures

1. Scores by Schools
2. Training Feedback Summary

1. Scores by Schools

School	Average Score (%)	Knowledge of SDGs (%)	Application Skills (%)	Critical Thinking (%)	Participants
School of Business	70	72	68	70	780
School of Technology	75	78	72	74	700
School of Design	78	80	76	78	650
School of Arts & Humanities	68	70	65	69	600
School of Architecture	72	75	70	71	300
School of Law	65	67	62	66	250

2. Training Feedback Summary

Feedback Highlights:

Training Aspect	Positive Feedback (%)	Needs Improvement (%)	Key Takeaways
Relevance of Content	85	15	Students found the content highly relatable to SDGs.
Delivery Methodology	80	20	Interactive sessions were appreciated. Suggestions for more hands-on activities.
Use of Real-World Scenarios	78	22	Case studies added value but required more diverse examples.
Duration of Training	70	30	Training duration was adequate, but additional time was requested for group discussions.
Clarity of Instructions	90	10	Instructions were clear and easy to follow.
Accessibility of Resources	88	12	Resources were readily available, with suggestions to add more digital tools.
Overall Satisfaction	85	15	Participants were generally satisfied and requested follow-up sessions.