SUSTAINABLE LITERACY POLICY

Policy No. SDGSLP_1.0

KARE/IQAC/SDG/2024/01

Approved by BoM on 29.05.2024

KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION

(Deemed to be University)

(Under the section 3 of the UGC Act 1956)

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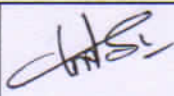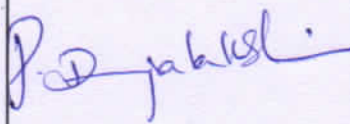# KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION

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Policy Preparation and Verification Team

Prepared: version 1.0 - 2024

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SUSTAINABLE LITERACY POLICY

Kalasalingam Academy of Research and Education (KARE)

(Policy for Sustainable Development Literacy Across All Academic Programs)

1. Preamble

Kalasalingam Academy of Research and Education (KARE) recognizes that developing **sustainable literacy** among students is essential for preparing responsible global citizens capable of contributing to the **United Nations Sustainable Development Goals (SDGs)**. Sustainable literacy empowers learners to understand global challenges, evaluate their impacts, and actively participate in creating sustainable solutions.

This policy ensures that all KARE students—regardless of discipline—develop foundational knowledge, skills, values, and actions aligned with sustainability.

2. Purpose of the Policy

The Sustainable Literacy Policy aims to:

1. Ensure that every student at KARE attains measurable competence in sustainability concepts.
2. Integrate sustainable development literacy across academic curricula, teaching practices, and assessments.
3. Promote critical thinking, ethical reasoning, and responsible citizenship.
4. Align institutional teaching and learning with SDG 4.7 (Education for Sustainable Development) and SDG 17 (Partnerships for the Goals).

3. Scope

This policy applies to:

- All Schools, Departments, and Centres of KARE
- All undergraduate, postgraduate, and doctoral programmes
- All faculty members and academic staff
- All students enrolled in KARE

4. Definition of Sustainable Literacy

Sustainable Literacy is defined as:

"The knowledge, skills, attitudes, and competencies that enable students to understand sustainability challenges, evaluate their social–environmental impact, and make responsible decisions contributing to the Sustainable Development Goals (SDGs)."

It includes:

- Understanding SDGs and global sustainability challenges
- Systems thinking and analytical skills
- Environmental responsibility
- Ethical and social awareness
- Ability to act for sustainable development in personal, professional, and community contexts

5. Policy Statements

5.1 Integration into Curriculum

KARE ensures that sustainable literacy is embedded across all academic programmes through:

- Mandatory common courses (e.g., Environmental Studies/Engineering, Ethics, Values & Professional Responsibility)
- SDG-linked course outcomes and programme outcomes
- Sustainable development modules integrated into discipline-specific courses
- Community-based and project-based learning

5.2 Sustainable Literacy Assessment

KARE commits to evaluating sustainable literacy of students through:

- Standardized sustainability literacy assessments such as the Sulitest TASK, or equivalent validated tools
- Periodic measurement of students' knowledge, comprehension, and ability to act
- Department-level or institution-wide sustainability literacy evaluations
- Reporting and monitoring progress through IQAC and SDG Cell

5.3 Co-Curricular and Experiential Learning

To strengthen sustainable literacy, KARE shall:

- Conduct SDG awareness programs, green campus initiatives, and sustainability workshops
- Promote NSS, community engagement, village adoption, and service-learning programmes
- Encourage student projects addressing SDG-related challenges
- Organize SDG weeks, innovation contests, and hackathons

5.4 Faculty Development & Capacity Building

KARE facilitates:

- Faculty Development Programmes (FDPs) on sustainable education
- Training in sustainability pedagogy, systems thinking, and SDG-linked assessments
- Cross-disciplinary collaboration among faculty on sustainability initiatives

5.5 Research, Innovation & Partnerships

The University shall:

- Support research and innovation addressing SDGs
- Collaborate with government agencies, NGOs, industries, and international bodies
- Promote incubation and entrepreneurial initiatives focusing on sustainable solutions

5.6 Evidence, Reporting, and Transparency

- Sustainable literacy data will be collected annually and reported to the IQAC and SDG Cell.
- The outcomes, activities, and reports will be made publicly accessible on the university website.
- The policy will be reviewed every three years to incorporate global best practices.

6. Roles and Responsibilities

IQAC & SDG Cell

- Oversee implementation of the Sustainable Literacy Policy
- Ensure institutional compliance with SDG-linked curriculum and assessments
- Publish annual sustainability literacy reports

Academic Departments

- Embed SDG content in courses
- Conduct sustainability-oriented assessments, projects, and activities

Faculty Members

- Integrate teaching strategies that promote sustainability
- Conduct student assessments and reflective learning activities

Students

- Engage actively in sustainability activities, assessments, and community outreach

7. Expected Outcomes

Through this policy, KARE seeks to achieve:

- Graduates with strong awareness of global sustainability challenges
- Environmentally and socially responsible professionals
- Increased student commitment to ethical leadership and community development
- Enhanced institutional contribution to UN SDGs

Dr. S. Narayanan

Vice-Chancellor-KARE

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