



Sustainable Literacy

The Women University of Azad Jammu and Kashmir (WUAJ&K), Bagg, evaluates students' ability to learn and retain key sustainability concepts through a combination of **curricular, co-curricular, and reflective assessment methods**, designed to measure both conceptual understanding and practical application. Sustainability themes—such as environmental protection, social equity, ethical governance, and global citizenship—are integrated across multiple programs, allowing instructors to assess how well students can connect their disciplinary learning to the broader Sustainable Development Goals (SDGs).

At the course level, sustainability learning outcomes are embedded into syllabi and evaluated through **assignments, project work, and problem-based learning activities**. Students are often required to analyze real-world issues—such as climate change, community health, or inclusive education—and propose sustainable solutions. These tasks are graded using rubrics that assess **comprehension, critical thinking, and the ability to apply sustainability principles to practical challenges**. In science and social science disciplines, evaluation includes fieldwork reports, data analysis projects, and presentations linking research findings with one or more SDGs.

The university also uses **reflective assessments and surveys** to measure students' retention and evolving understanding of sustainability over time. For instance, at the end of workshops, seminars, or SDG awareness campaigns, participants complete short reflection forms or questionnaires designed to capture what they learned, how they can apply it, and how their perception of sustainability has changed. These responses provide both qualitative and quantitative data on students' learning progress and conceptual retention.

In addition, **experiential learning activities** such as internships, community outreach programs, and research projects serve as indirect evaluation tools. Students are encouraged to link their practical experiences to sustainability goals by identifying which SDGs their work addresses and how their contributions support social, economic, or environmental sustainability. Faculty assess these reflections and reports to evaluate not only understanding but also long-term retention and ability to transfer sustainability knowledge to real-life contexts.





Faculty members also play an active role in monitoring sustainability literacy through feedback sessions and peer evaluation. Instructors regularly discuss with students how SDG-related topics connect to their career paths, civic responsibilities, and research interests. This approach transforms sustainability from a theoretical subject into a lived learning experience.

Finally, the university **plans to develop a Sustainability Literacy Assessment Tool**, a standardized questionnaire or micro-credential module, to measure students' baseline understanding at entry and reassess their learning before graduation. This will enable the university to track progress across cohorts, quantify sustainability learning outcomes, and continuously improve teaching strategies.

