KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW

SULIBAS 2026: SUSTAINABILITY LITERACY & BEHAVIOUR ASSESSMENT REPORT

The pursuit of a sustainable future is intrinsically linked with the transformative potential of education. Education plays a pivotal role in empowering individuals and future decision-makers to effectively address the complex and multifaceted challenges of the 21st century, fostering the capacity for informed action and collective progress toward sustainability. In this context, higher education assumes a particularly significant responsibility in nurturing and developing change agents who can drive sustainable development initiatives. The importance of this relationship is further underscored by the implementation of the United Nations Sustainable Development Goals (SDGs), which collectively outline the 2030 Agenda for Sustainable Development. Within this framework, the role of higher education in advancing sustainability has become increasingly critical, as explicitly reflected in Sustainable Development Goal 4, which emphasizes *inclusive, equitable, and quality education* as a fundamental driver of sustainable development.

Sustainability Literacy and Behaviour Assessment Scale (SULIBAS) is an online tool developed by Dr. Doa Naqvi and Dr. Hinadi Akbar with the objective of promoting sustainability-oriented competencies. The platform is grounded in a fundamental premise: achieving a sustainable future necessitates a global population equipped with sustainability awareness and core literacy. In light of the increasing significance of the global sustainability agenda, leading organizations are expected to require that their students, staff, and faculty possess a foundational understanding of contemporary global challenges, as well as a sense of responsibility toward addressing them. In this context, the Sustainability Literacy and Behaviour Assessment Scale (SULIBAS) represents a concrete implementation of the Higher Education Sustainability Initiative (HESI). It is designed to support higher education institutions (HEIs), corporations, and other organizations in ensuring that their graduates and employees demonstrate adequate awareness and possess core knowledge of critical sustainability-related issues.

The Sustainability Literacy and Behaviour Assessment Scale (SULIBAS) is currently in the developmental stage and represents a preliminary initiative undertaken by the faculty of

Khwaja Moinuddin Chishti Language University in alignment with the United Nations Sustainable Development Goals. The scale is structured into two distinct sections. Section A focuses on the *Assessment of Sustainability Literacy (ASL)* and comprises 12 items designed to evaluate respondents' understanding of key sustainability concepts and global challenges. Each question carries 1 mark. On the basis of this assessment we have calculated sustainability literacy for the respondents. Section B addresses the *Assessment of Sustainability Behaviour (ASB)* and includes 11 items aimed at examining individuals' actions and behavioural practices related to sustainability. As an evolving tool, it is subject to ongoing refinement and modification, with further enhancements anticipated to improve its scope, reliability, and applicability. *Assessment of Sustainability Behaviour (ASB*) is divided into three sub scales. These scales are based on the aspects of sustainability: Ecological Sustainability (ENS); Social Sustainability (SOS); Economic Sustainability (ECS).

1. **Ecological Sustainability**

   Ecological sustainability refers to the responsible interaction with the environment to avoid depletion or degradation of natural resources. In the context of the SULIBAS tool, this sub-scale measures an individual's awareness, attitude, and behavior toward environmental protection and conservation. It includes understanding concepts such as biodiversity conservation, climate change, pollution control, waste management, and sustainable use of natural resources. Individuals scoring high on this dimension tend to adopt eco-friendly practices like reducing plastic usage, conserving water and energy, and supporting environmental initiatives. This sub-scale emphasizes the importance of maintaining ecological balance to ensure that natural systems continue to function effectively for present and future generations. Ecological Sustainability is measured through 3 items:

   - *ECS1: Excessive consumerism is not a sustainable practice;*
   - *ECS2: I am willing to make extra efforts in my daily routine to reduce my environmental impact;*
   - *ECS3: An unsustainable economy often promotes individual wealth at the expense of social and environmental well-being.*

2. **Social Sustainability**

   Social sustainability focuses on maintaining and improving the quality of life for individuals and communities. Within SULIBAS, this sub-scale evaluates awareness

related to social equity, inclusiveness, human rights, education, health, gender equality, and community development. It reflects how individuals perceive fairness, justice, and social responsibility in society. A socially sustainable mindset encourages respect for diversity, equal opportunities, and active participation in community welfare. It also includes sensitivity toward marginalized groups and a commitment to ethical practices in everyday life. This dimension highlights that sustainable development cannot be achieved without ensuring social well-being and cohesion. Social Sustanability is measured through 4 items:

- *SOS1: Equal rights for all individuals contribute to building a strong and inclusive academic community;*
- *SOS2: Cooperation among community members is essential to address social problems;*
- *SOS3: I believe that collective efforts by people can help in solving national and global environmental challenges.*
- *SOS4: The well-being of other members of society affects my own well-being*

3. Economic Sustainability

Economic sustainability refers to the efficient and responsible use of resources to support long-term economic growth without negatively impacting social and environmental systems. In SULIBAS, this sub-scale assesses individuals' understanding of sustainable economic practices such as responsible consumption, financial literacy, resource efficiency, and ethical business practices. It includes awareness about balancing economic growth with environmental protection and social equity. Individuals with high economic sustainability awareness tend to support fair trade, avoid overconsumption, and make informed financial decisions that contribute to long-term stability. This dimension underscores the need for an economy that is resilient, inclusive, and environmentally conscious. Ecological Sustainability is measured through 4 items:

ENS1: Access to safe and clean drinking water should be considered a basic right for every citizen.

ENS2: Clean air is essential for a healthy and good quality of life.

ENS3: Our current pattern of natural resource consumption may create serious environmental problems for future generations in India.

ENS4: Conserving biodiversity is important for maintaining ecological balance.

Respondents Profile

The respondents for this analysis include students, research scholars, faculty members, and administrative staff from Khwaja Moinuddin Chishti Language University. A total of 1074 respondents participated in this survey.

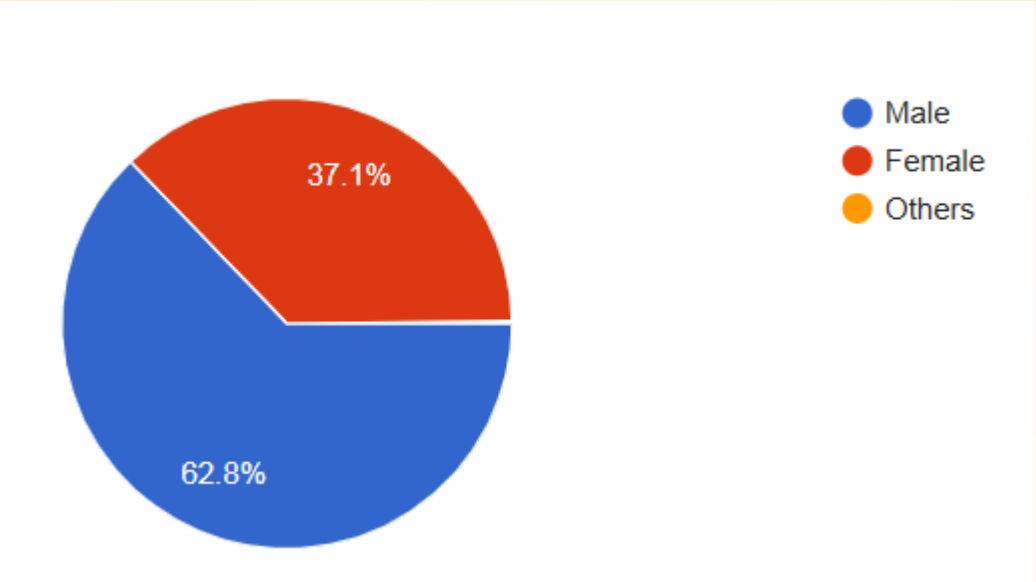


Figure 1: Gender distribution

The gender distribution of participants in the SULIBAS test shows a noticeable imbalance, with males constituting 62.8% and females accounting for 37.1% of the respondents, while representation from other gender categories appears negligible or absent. This indicates that male participants are more prominently represented in the assessment of sustainability literacy at the university. From the perspective of the Sustainable Development Goal 5, which emphasizes equal participation and inclusion across all genders, this disparity highlights the need for more inclusive engagement strategies. Ensuring balanced gender representation in such assessments is important not only for equity but also for capturing diverse perspectives on sustainability issues.

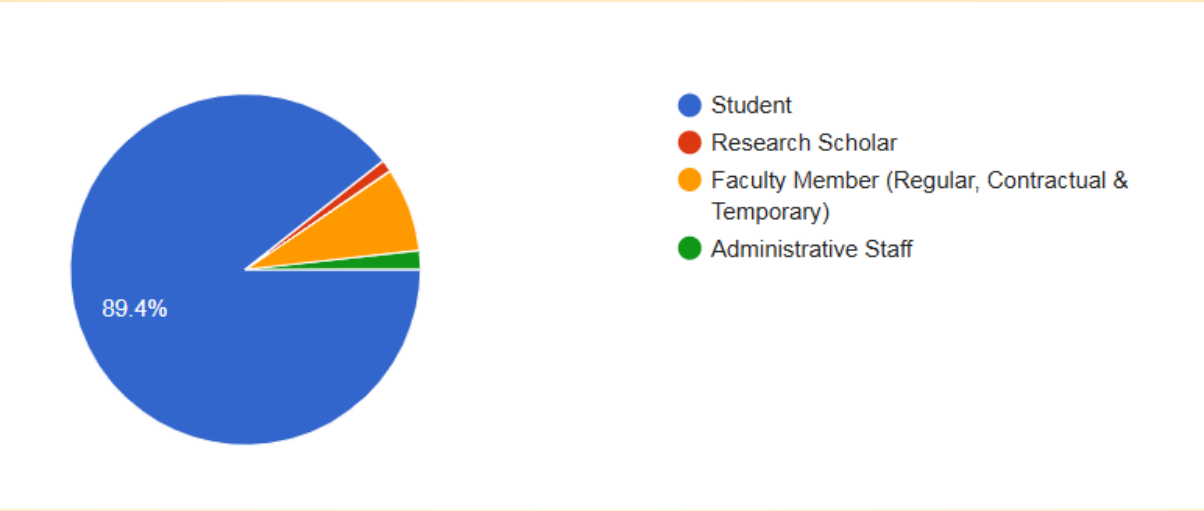


Figure 2: Designation of respondents

The analysis covers a diverse range of academic faculties, reflecting a multidisciplinary approach to assessing sustainability literacy within the university. The highest representation comes from the Commerce faculty (42.3%), followed by Engineering & Technology (21.1%) and Science (11.6%), indicating strong participation from professionally oriented and technical disciplines. Arts & Humanities contribute 8.9%, while Legal Studies, Pharmacy, and Social Sciences have comparatively smaller shares.

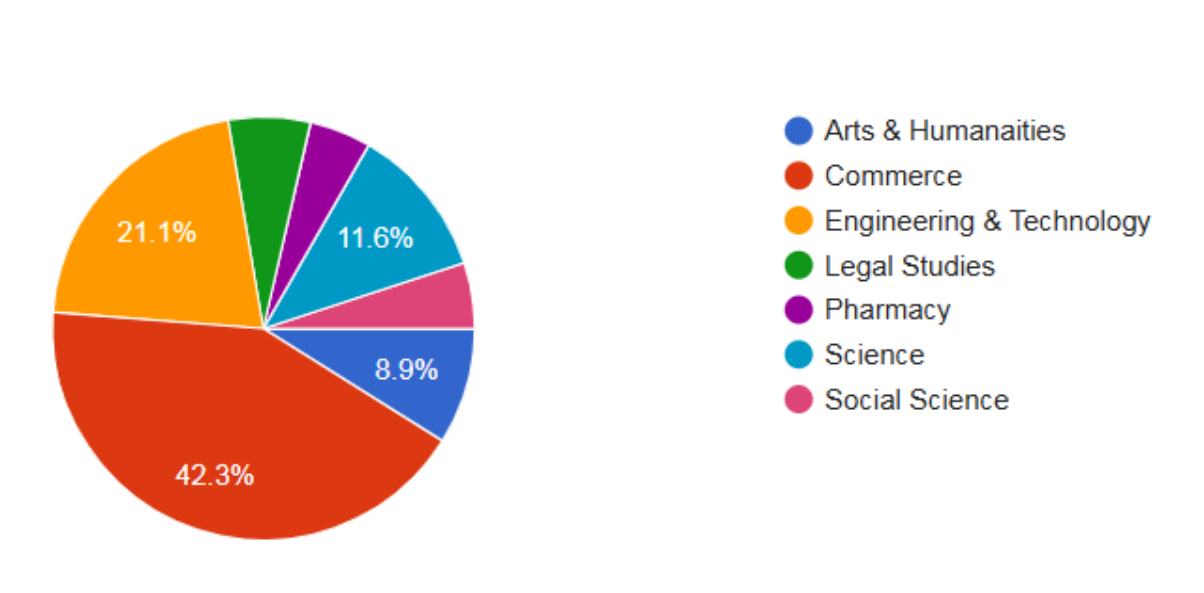
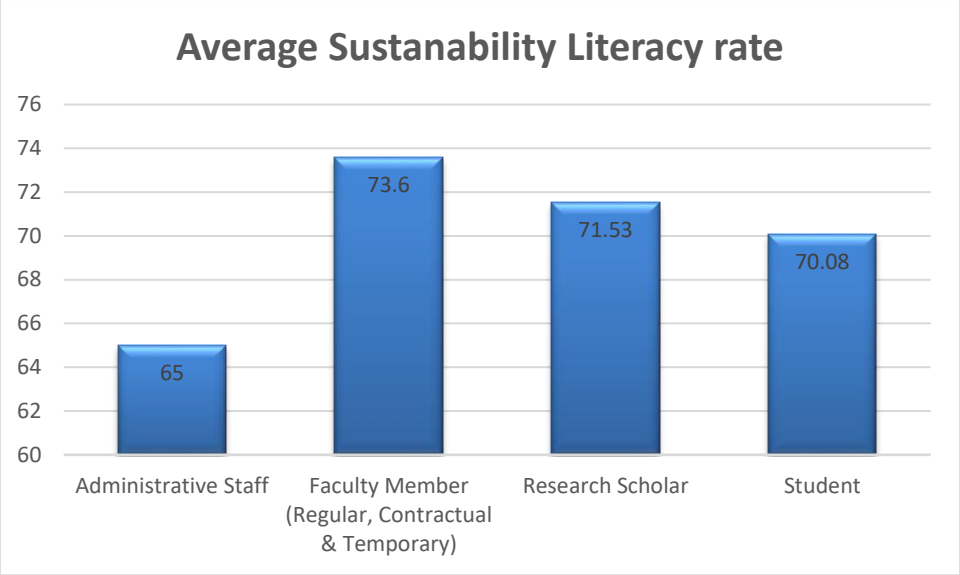


Figure 3: Faculty

Assessment of Sustainability Literacy (ASL)

The sustainability literacy rates observed at Khwaja Moinuddin Chishti Language University reveal an encouraging yet uneven pattern across different stakeholder groups, which can be meaningfully interpreted in the context of the United Nations Sustainable Development Goals, particularly SDG 4: Quality Education. The data indicates that faculty members exhibit the highest sustainability literacy (73.6%), followed by research scholars (71.53%) and students (70.08%), while administrative staff show comparatively lower awareness (65%). Sustainability literacy refers to the knowledge, skills, and mind-set required to contribute effectively to sustainable development and informed decision-making. The relatively higher scores among faculty and scholars suggest that integration of sustainability concepts within curriculum, research, and academic discourse is effective, aligning with SDG 4's emphasis on equipping learners with competencies for sustainable development. However, the lower literacy level among administrative staff highlights a critical gap in institutional inclusivity, indicating that sustainability awareness is still not uniformly embedded across all functional levels of the university. This disparity underscores the need for a whole-institution approach where not only students and educators but also administrative personnel are engaged in sustainability practices, which is essential for achieving broader SDGs such as responsible consumption (SDG 12), climate action (SDG 13), and partnerships (SDG 17). Overall, the data reflects positive progress toward embedding sustainability in higher education, but also emphasizes the need for capacity-building initiatives, training programs, and policy integration to ensure that sustainability literacy becomes holistic, inclusive, and actionable across the entire university ecosystem.



Assessment of Sustainability Literacy Rate

Assessment of Sustainability Behaviour (ASB)

The Sustainability behaviour is a critical dimension in understanding how individuals translate their awareness and knowledge of sustainability into real-life practices. The SULIBAS (Sustainability Literacy and Behaviour Assessment Scale) test incorporates behavioural indicators to evaluate individuals' commitment towards environmental protection, social responsibility, and economic sustainability. The Assessment of Sustainability Behaviour (ASB) aims to measure the extent to which respondent's exhibit sustainable attitudes in their daily lives and decision-making processes. In the present study sustainability behaviour has been assessed using 11 carefully designed statements. The responses were recorded on a 5-point Likert scale, where higher mean values indicate stronger agreement and higher sustainability-oriented behaviour.

The average mean score for each group has been calculated by summing the mean values of all 11 statements and dividing by the total number of items. This provides an overall measure of sustainability behaviour for each category.

To interpret the results, the following scale interpretations has been adopted from Vagias (2006) "Likert-type scale response anchors"

Sr. No.	Mean Score	Behavioural Interpretation
1	4.21 – 5.00:	Very High Sustainability Behaviour
2	3.41 – 4.20:	High Sustainability Behaviour
3	2.61 – 3.40:	Moderate Sustainability Behaviour
4	1.81 – 2.60:	Low Sustainability Behaviour
5	1.00 – 1.80:	Very Low Sustainability Behaviour

Designation		1. Equal rights for all individuals contribute to building a strong and inclusive academic community	2. Cooperation among community members is essential to address social problems.	3. Excessive buying is not a sustainable practice.	4. Access to safe and clean drinking water should be considered a basic right for every citizen.	5. I am willing to make extra efforts in my daily routine to reduce my environmental impact.	6. An unsustainable economy often promotes individual wealth at the expense of social and environmental well-being.	7. I believe that collective efforts by people can help in solving national and global environmental challenges.	8. Clean air is essential for a healthy and good quality of life.	9. Our current pattern of natural resource consumption may create serious environmental problems for future generations in India.	10. The well-being of other members of society affects my own well-being.	11. Conserving biodiversity is important for maintaining ecological balance.
Student	Mean	3.83	3.96	3.75	4.14	3.92	3.76	4.01	4.13	3.96	3.72	4.01
	Std. Deviation	1.402	1.256	1.264	1.221	1.234	1.223	1.206	1.238	1.206	1.230	1.196
	% of Total Sum	88.4%	88.5%	88.7%	88.7%	88.3%	88.5%	88.8%	88.5%	88.5%	89.2%	88.8%
	% of Total N	89.4%	89.4%	89.4%	89.4%	89.4%	89.4%	89.4%	89.4%	89.4%	89.4%	89.4%
Research Scholar	Mean	4.17	4.33	3.67	4.50	4.42	3.75	3.67	4.25	4.17	3.50	4.17
	Std. Deviation	1.193	.985	1.231	.674	.669	1.055	1.435	1.288	.718	1.168	1.267
	% of Total Sum	1.2%	1.2%	1.1%	1.2%	1.2%	1.1%	1.0%	1.1%	1.2%	1.0%	1.2%
	% of Total N	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%
Faculty Member	Mean	4.25	4.25	4.13	4.45	4.30	4.18	4.35	4.49	4.37	3.90	4.34
	Std. Deviation	1.314	1.267	1.068	1.171	1.056	1.026	1.142	1.130	1.021	1.175	1.129
	% of Total Sum	8.5%	8.2%	8.5%	8.2%	8.4%	8.5%	8.3%	8.3%	8.5%	8.1%	8.3%
	% of Total N	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%
Administrative Staff	Mean	3.1	3.25	3	3.3	3.28	3.05	3.15	3.35	3.2	2.95	3.18
	Std. Deviation	1.357	.478	1.529	1.261	.597	1.129	.749	.946	.733	1.349	.943
	% of Total Sum	1.9%	2.1%	1.7%	1.9%	2.1%	1.9%	1.9%	2.0%	1.9%	1.6%	1.8%

	% of Total N	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%
Total	Mean	**3.72**	**3.94**	**3.7**	**4.09**	**3.98**	**3.79**	**4.04**	**4.17**	**4.00**	**3.73**	**4.04**
	Std. Deviation	1.396	1.250	1.258	1.215	1.215	1.210	1.200	1.230	1.187	1.228	1.190
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The overall mean score across all respondents is **3.96**, which falls under the category of **high sustainability behaviour**. This indicates that the respondents, as a collective group, demonstrate a strong inclination towards sustainable practices and values. The findings suggest that individuals are generally aware of sustainability issues such as environmental conservation, social equality, and responsible consumption. However, while the overall behaviour is encouraging, it also highlights the need to further strengthen practical implementation and consistent behavioural change.

Analysis of Sustainability Behaviour

Students

The average mean score for students is **3.93**, indicating a **high level of sustainability behaviour**. Students show positive attitudes towards sustainability issues such as equal rights, environmental protection, and collective responsibility. The relatively high scores on statements related to clean air, water accessibility, and biodiversity conservation indicate that students possess a good level of environmental awareness. However, slightly lower scores on items like reducing personal environmental impact and avoiding excessive consumption suggest a gap between awareness and actual behavioural practices. This highlights the need for more experiential learning, behavioural interventions, and sustainability-focused campus initiatives to encourage students to adopt sustainable lifestyles more actively.

Research Scholars

Research scholars have an average mean score of **4.05**, which places them at the boundary of **high to very high sustainability behaviour**. This group demonstrates a deeper understanding of sustainability concepts, likely due to their academic engagement and research exposure. Their responses indicate strong agreement with statements related to social responsibility, environmental protection, and long-term sustainability concerns. However, variability in certain responses suggests that while knowledge levels are high, consistent behavioural practices may still require reinforcement. Research scholars act as an important bridge between knowledge and practice and can play a significant role in promoting sustainability within academic institutions.

Faculty Members

Faculty members recorded the highest average mean score of **4.27**, indicating a **very high level of sustainability behaviour**. This reflects their strong commitment to sustainability principles and their role as educators and influencers within the academic ecosystem. Faculty members show high agreement across all sustainability dimensions, including environmental conservation, social equity, and responsible resource usage. Their responses suggest that they not only understand sustainability but also actively integrate it into their professional and personal lives. This group can serve as key drivers in embedding sustainability into curricula, research, and institutional policies.

Administrative Staff

The sustainability behaviour of administrative staff is observed to be **at a moderate level** with a mean score of **3.16.** This indicates that while administrative personnel demonstrate a certain level of awareness regarding sustainability issues, their behavioural practices are not consistently aligned with sustainable principles. The findings suggest a gap between knowledge and action, particularly in areas requiring individual initiative and long-term commitment. Therefore, there is a need for structured awareness programs, training sessions, and institutional policies to enhance sustainability-oriented behaviour among administrative staff.

Conclusion

The SULIBAS 2026 assessment conducted at Khwaja Moinuddin Chishti Language University presents a comprehensive understanding of sustainability literacy and behaviour across different stakeholder groups. The findings indicate that while sustainability literacy levels are relatively high, particularly among faculty members and research scholars, the translation of this knowledge into consistent behavioural practices varies across groups. The overall sustainability behaviour reflects a positive orientation toward sustainable values; however, the comparatively moderate performance of administrative staff highlights the need for a more inclusive and institution-wide approach. The study underscores the importance of integrating sustainability not only within academic curricula and research but also into everyday institutional practices and administrative functions. Moving forward, targeted capacity-

building initiatives, awareness programs, and policy interventions are essential to bridge the gap between knowledge and action. By fostering a holistic culture of sustainability, the university can strengthen its role as a catalyst for achieving the broader objectives of sustainable development and contribute meaningfully to the realization of the Sustainable Development Goals.

Google form Link for SULIBAS

https://forms.gle/77D8vyr693RNCiXi8