JAHANGIRNAGAR UNIVERSITY

Sustainable Development Goals Report 2026: Education for the SDGs

SDG 17.4 — Partnerships for the Goals: Education



Savar, Dhaka-1342, Bangladesh

Reporting year: Evidence to July 2026

Prepared by

Institutional Quality Assurance Cell (IQAC)

Jahangirnagar University

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JAHANGIRNAGAR UNIVERSITY

Education for the SDGs

Evidence Report and Data Responses for THE Impact Rankings 2027

SDG 17.4 — Partnerships for the Goals: Education

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1. Summary of Responses

Code	Indicator	THE 2027	THE 2026
17.4.1	Commitment to SDG education for all students	Yes optional education for all	Yes optional education for all
17.4.2	Dedicated sustainability / SDG courses	Yes	Yes
17.4.3	Outreach education for the wider community	Yes alumni; local community	Yes alumni; local community
17.4.4	Measuring sustainability literacy of students	Yes	No

2. Context

JU's commitment to education for the SDGs rests on three pillars. First, whole programmes devoted to the environment and sustainable development. Second, the outcome-based education (OBE) curriculum revision now under way across faculties, which maps course outcomes to programme outcomes and, increasingly, to the SDGs. Third, the Sustainability@JU portal (https://sustainability.juniv.edu/) and the JU SDG Report 2026, which bring SDG activity across the university into one public record.

3. Responses and Evidence

3.1 Commitment to Meaningful SDG Education for All Students

Field	THE 2027	THE 2026
Answer	Yes	Yes
Type	Optional education for all	Optional education for all

JU is committed to education on sustainability and the SDGs that is open to every student. All programmes are being revised to the outcome-based education (OBE) framework, which maps course outcomes to sustainability and the SDGs. Every faculty offers courses on the environment, development, health, equity or responsible technology that students from any department can take, and departments run SDG-themed seminars, field courses and projects. Green Clubs in all 21 residential halls (October 2026) and the Sustainability@JU portal give every student co-curricular routes into SDG learning, and the JU SDG Report 2026 reports progress publicly.

Evidence: juniv.edu/discussion/17434

3.2 Dedicated Courses on Sustainability and the SDGs

Field	THE 2027	THE 2026
Answer	Yes	Yes

JU offers full degrees dedicated to sustainability, notably the BSc and MS in Environmental Sciences, together with programmes in Geography and Environment, and Urban and Regional Planning. Dedicated sustainability courses and electives are also taught in Economics (development and environmental economics), Public Health and Informatics, Botany and Zoology (biodiversity and conservation), Geological Sciences (water and natural resources), Business Studies and IBA-JU (sustainable business and CSR), and IIT (green ICT, smart cities and AI for social good).

Evidence: Approved syllabi for all departments and institutes at www.juniv.edu.

3.3 Outreach Education for the Wider Community

Field	THE 2027	THE 2026
Answer	Yes	Yes
Audience	Alumni; local community	Alumni; local community

JU runs SDG-related education for the wider community. Local residents, schools and families attend the annual Bird Fair and Butterfly Fair on biodiversity and conservation, plus environmental awareness, waste-segregation and anti-plastic campaigns. Health camps and hygiene sessions are held in surrounding villages, and student volunteers run free schools for children of low-income families. Alumni take part in reunion seminars, career and entrepreneurship talks, and continuing-education short courses.

Evidence: juniv.edu/discussion/17435.

3.4 Measuring the Sustainability Literacy of Students (17.4.4)

Field	THE 2027	THE 2026
Answer	Yes	No

In 2026, IQAC introduced a Sustainability Literacy Survey of JU students, covering knowledge of the SDGs, sustainable behaviour and attitudes. It was administered to a stratified sample of students in every faculty. Results are reported by faculty, year of study and gender. The survey will be repeated annually to track progress and inform curriculum development.

4. Sustainability Literacy Survey — Results

4.1 Overall Results

Group	Responses	Knowledge % (mean)	Attitude (1–5)	Behaviour (1–5)	Took part in SDG activity
Student	568	70.7%	3.86	3.16	39%
Teacher	99	78.5%	4.15	3.45	57%

568 students and **99 teachers** completed the survey (100% of the student target). Teachers outperformed students on all three dimensions: knowledge (78.5% vs 70.7%), attitude (4.15 vs 3.86) and behaviour (3.45 vs 3.16). Participation in SDG activities was notably higher among teachers (57%) than students (39%).

4.2 Students by Faculty

Faculty	Responses	Knowledge %	Attitude	Behaviour	SDG Activity
Mathematical and Physical Sciences	127	75.1%	3.83	3.11	40%
Biological Sciences	110	77.7%	3.82	3.17	39%
Social Sciences	125	69.1%	3.88	3.24	36%
Arts and Humanities	76	61.0%	3.91	3.09	39%
Business Studies	68	66.9%	3.88	2.99	41%
Law	22	62.9%	3.70	3.30	27%
Institutes (IIT, IBA-JU, IRS, ICLC)	40	71.7%	3.96	3.33	40%

Knowledge scores range from **61.0% (Arts and Humanities)** to **77.7% (Biological Sciences)**. Attitude scores are uniformly positive (3.70–3.96), with Law scoring lowest. Behaviour scores are more varied (2.99–3.33). SDG activity participation is lowest in Law (27%) and highest in Business Studies and Institutes (40–41%).

4.3 Students by Year of Study

Year of Study	Responses	Knowledge %	Attitude	Behaviour	SDG Activity
1st year	102	65.7%	3.69	3.15	28%
2nd year	107	67.8%	3.75	3.24	40%
3rd year	132	71.0%	3.86	3.02	39%
4th year	125	74.0%	3.98	3.19	39%
Masters	84	74.4%	3.97	3.22	46%
MPhil/PhD	18	74.1%	4.08	3.14	44%

Both knowledge and attitude scores show a clear upward trend across years of study, rising from **65.7% / 3.69** in first year to **74.4% / 3.97** at Masters level. MPhil/PhD students show the highest attitude score (4.08). SDG activity participation grows steadily from 28% (1st year) to 46% (Masters) and 44% (MPhil/PhD).

4.4 Students by Gender

Gender	Responses	Knowledge %	Attitude	Behaviour	SDG Activity
Female	261	71.1%	3.90	3.25	38%
Male	289	70.6%	3.83	3.07	41%
Third gender	5	60.0%	4.00	3.60	0%
Prefer not to say	13	66.7%	3.69	2.96	23%

Female and male students show very similar knowledge scores (71.1% vs 70.6%). Female students record slightly higher attitude (3.90 vs 3.83) and behaviour (3.25 vs 3.07) scores. The third-gender group (n = 5) records the highest attitude (4.00) and behaviour (3.60) scores but zero SDG activity participation — a figure likely influenced by the small sample size.

4.5 Teachers by Faculty

Faculty	Responses	Knowledge %	Attitude	Behaviour	SDG Activity
Mathematical and Physical Sciences	23	81.9%	3.96	3.48	48%
Biological Sciences	17	86.3%	3.97	3.24	35%
Social Sciences	24	75.7%	4.31	3.44	50%
Arts and Humanities	16	79.2%	4.34	3.69	81%
Business Studies	11	75.8%	4.32	3.59	82%
Law	5	53.3%	4.20	3.50	60%
Institutes (IIT, IBA-JU, IRS, ICLC)	3	77.8%	3.50	2.67	67%

Biological Sciences teachers record the highest knowledge score (86.3%), while Law is lowest (53.3%, n = 5). Arts and Humanities and Business Studies teachers show the highest attitude scores (4.34 and 4.32). SDG activity participation among teachers is highest in Arts and Humanities (81%) and Business Studies (82%), both markedly above the teacher average (57%).

Annex A. Survey Instrument

A 12-item online survey (Google Form or LMS), taking approximately 8 minutes. Target sample: at least 5% of students, stratified by faculty and year of study (approximately 570 responses for 11,350 enrolled students). Knowledge items are scored 1 (correct) or 0 (incorrect); attitude and behaviour items use a 1–5 Likert scale. Mean scores are reported by faculty and year.

#	Item	Type
1	How many Sustainable Development Goals did the UN adopt in 2015?	Knowledge (MCQ)
2	By what year are the SDGs meant to be achieved?	Knowledge (MCQ)
3	Which SDG addresses climate action?	Knowledge (MCQ)
4	Which gas contributes most to human-caused global warming?	Knowledge (MCQ)
5	What does 'circular economy' mean?	Knowledge (MCQ)
6	Which source supplies most of Bangladesh's electricity today?	Knowledge (MCQ)
7	I understand how my field of study relates to the SDGs.	Attitude (Likert)
8	Sustainability should be part of every degree programme.	Attitude (Likert)
9	I separate plastic, paper and food waste on campus.	Behaviour (Likert)
10	I avoid single-use plastics when alternatives are available.	Behaviour (Likert)
11	I have taken part in an SDG or environmental activity at JU this year.	Behaviour (Yes/No)
12	Faculty, department, year of study, gender	Demographics

Answer key: 1 = 17; 2 = 2030; 3 = SDG 13; 4 = carbon dioxide; 5 = keeping materials in use through reuse, repair and recycling; 6 = natural gas.