

Evidence against indicator 4.3.5

Metric and indicator	Metric / Indicator	Comments/Data	Yes/No	Evidence 1	Public (Yes/No)
4.3.5	Lifelong learning access policy A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability immigration status or gender.	JUIT adheres strictly to its SDG policies and has made it available in the public domain.	Yes	Link SDG Policy	Yes

<https://www.juit.ac.in/SDG>

Sustainable Development Strategy (SDS) Policy Document

University Name: **Jaypee University of Information Technology**

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About, Jaypee University of Information Technology (JUIT)

Waknaghat, P.O. Waknaghat, Teh Kandaghat, Distt. Solan PIN-173 234 (H.P.), India

The JUIT was conceived by a joint vision of the Govt of Himachal Pradesh and the Founder Chairman of Jaypee Group Shri Jaiprakash Gaur in 2000. Land was provided on lease by the State Govt and the university was established by Act No 14 of 2002 vide Extraordinary Gazette Notification of the Govt of Himachal Pradesh dated May 23, 2002. The University Grants Commission accorded its approval under Section 2(f) of the UGC Act vide their Letter No. F 9-10/2002(CPP-1) dated 09 Dec 2002. The JUIT is also a member of the Association of Indian Universities (AIU).

The academic activities of JUIT commenced in July 2002 and currently offering undergraduate B. Tech degree programs in Bioinformatics, Biotechnology, Civil Engineering, Computer Science & Engineering, Electronics & Communication Engineering, Electronics & Computer Engineering and Information Technology.

Besides B. Tech programs, the university is presently offering M. Tech in Biotechnology, Biotechnology with specialization in Industrial Biotechnology and Medical Biotechnology, Civil Engineering with specialization in Structural Engineering, Construction Management and Environmental Engineering, Computer Science and Engineering, Computer Science and Engineering with specialization in Information Security and Data Science, Electronics and Communication Engineering, Electronics and Communication Engineering with specialization in Internet of Things. M Sc Programs are offered in Biotechnology, and Microbiology.

About Waknaghat, Solan

Waknaghat is a small town in Solan district in the Indian state of Himachal Pradesh which falls on the way to Shimla, India from Kalka, India. It is located on National Highway 22. **Waknaghat** is around 22 km from Shimla and 25 km from Solan. Situated at an altitude of 1,700 m (5,600 ft) on average, **Waknaghat** has a cool climate. Lying in the middle of the Solan - Shimla segment of N.H.-22 it has a moderate set of conditions. **Waknaghat** is easily accessible by road. It is 93 km (58 mi) from Chandigarh (3.5 hours journey by bus) and 22 km (14 mi) from Shimla (1 hour journey by bus).

This document will include guiding principles, actionable strategies, roles, and responsibilities specific to a higher education institution in India, with a focus on the Sustainable Development Goals (SDGs) and national initiatives like Swachh Bharat Abhiyan, National Action Plan on Climate Change, and the National Education Policy (NEP) 2020.

1. Policy Overview

1.1 Purpose

The SDGs policy aims to establish a framework to promote sustainability across academic, operational, and community engagement activities at the university. This policy aligns with the global SDGs and national initiatives to create a sustainable, inclusive, and resilient campus environment.

The 17 Sustainable Development Goals adopted by world leaders in September 2015 set out a vision for a world free of poverty, hunger, disease and want. SDG 3, “Good Health and Well-Being,” calls on countries to ensure healthy lives and promote well-being for all at all ages. The United Nations Sustainable Development Goals (SDGs) are 17 goals with 169 targets that all 191 UN Member States have agreed to try to achieve by the year 2030. The goals came into effect on January 1, 2016.

Health has a central place in SDG 3: Ensure healthy lives and promote well-being for all at all ages, underpinned by 13 targets that cover a wide spectrum of WHO’s work. The Sustainable Development Goals (SDGs) were developed at the **United Nations Conference on Sustainable Development**, held in Rio de Janeiro, Brazil, in 2012. The purpose was to create a set of global goals, related to the environmental, political and economic challenges that we face as humanity

The University has adopted three major SDGs goals out of 17 SDGs;

SDG-4: Quality education

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The indicators for this goal are for example attendance rates at primary schools, and completion rates of primary school education.

SDG 4 has ten targets which are measured by 11 indicators. The seven *outcome targets* are: free primary and secondary education; equal access to quality pre-primary education; affordable technical, vocational and higher education; increased number of people with relevant skills for financial success; elimination of all discrimination in education; universal literacy and numeracy; and education for sustainable development and global citizenship.

The three *means of implementation targets* are: build and upgrade inclusive and safe schools; expand higher education scholarships for developing countries; and increase the supply of qualified teachers in developing countries.

SDG-6: Clean water and sanitation

"Ensure availability and sustainable management of water and sanitation for all".

WHO and UNICEF is responsible for monitoring progress.

The JMP (Joint Monitoring Programme (JMP) for Water Supply, Sanitation and Hygiene (WASH)) reported in 2017 that 4.5 billion people do not have safely managed sanitation. Another indicator looks at the proportion of domestic and industrial wastewater that is safely treated.

The six *outcome targets* include: Safe and affordable drinking water; end open defecation and provide access to sanitation, and hygiene, improve water quality, wastewater treatment and safe reuse, increase water-use efficiency and ensure freshwater supplies, protect and restore water-related ecosystems. The two *means of implementation targets* are to expand water and sanitation

support to developing countries, and to support local engagement in water and sanitation management.

SDG-9: Industry, Innovation and Infrastructure

"Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation".

Indicators in this goal include for example the proportion of people who are employed in manufacturing activities or who are living in areas covered by a mobile network or who have access to the internet. An indicator that is connected to climate change is "CO₂ emissions per unit of value added".

SDG 9 has eight targets, and progress is measured by twelve indicators. The first five targets are *outcome targets*: develop sustainable, resilient and inclusive infrastructures; promote inclusive and sustainable industrialization; increase access to financial services and markets; upgrade all industries and infrastructures for sustainability; enhance research and upgrade industrial technologies. The remaining three targets are *means of implementation targets*: Facilitating sustainable infrastructure development for developing countries; supporting domestic technology development and industrial diversification; and universal access to information and communications technology. The development of an Incubation center for the development of sustainable material aims to reduce the impact of harmful chemicals in the environment.

SDG-17: Partnership for the goals (compulsory)

"Strengthen the means of implementation and revitalize the global partnership for sustainable development".

Increasing international cooperation is seen as vital to achieving each of the 03 previous goals.

Developing multi-stakeholder partnerships to share

knowledge, expertise, technology, and financial support is seen as critical to the overall success of the SDGs.

It is about strengthening and streamlining cooperation between nation-states, both developed and developing, using the SDGs as a shared framework and a shared vision for defining that collaborative way forward. It seeks to promote education. To enhance the activities, MOUs are placed among the stakeholders including Schools, Colleges, State and National laboratories and through the Student exchange program in various Universities. Active participation of students and faculties in professional workshops, Conferences, Faculty Development etc are major activities to bring awareness and to meet the various SDGs.

1.2 Scope

This policy applies to JUIT staff, faculty, and students. It covers activities related to campus operations, teaching, research, and outreach activities.

1.3 Objectives

Integrate sustainable practices into academic and operational policies.

Promote environmental stewardship and sustainable resource management.

Enhance community engagement and partnerships in sustainability.

Foster research, innovation, and education in sustainable development.

2. Guiding Principles

2.1 Alignment with SDGs

The SDS policy aligns with the United Nations Sustainable Development Goals, prioritizing goals that resonate with the university's core mission, such as Quality Education (SDG 4), Clean Water and Sanitation (SDG 6), Goal 9: Industry, Innovation and Infrastructure (SDG9) and Partnership for the goals (SDG17).

2.2 Commitment to NEP 2020

This policy also aligns with NEP 2020, emphasizing environmental sustainability as a core component of higher education.

2.3 Environmental and Social Equity

The policy recognizes the need for equitable access to resources and environmental justice.

2.4 Data-Driven Decision-Making

Commitment to using empirical data and research for sustainability planning and assessment.

3. Policy Statements

3.1 Environmental Management

The university will adopt sustainable campus practices, including:

- Waste reduction and recycling programs.

- Water conservation initiatives and infrastructure.

- Sustainable landscaping and biodiversity enhancement.

- Campus-wide energy conservation and efficiency measures.

3.2 Sustainable Curriculum

Embed sustainability into the curriculum by:

- Offering courses and programs related to sustainability.

- Encouraging interdisciplinary research on sustainability.

- Providing faculty support for integrating sustainability into their teaching.

3.3 Research and Innovation for Sustainability

Encourage research on climate resilience, sustainable agriculture, renewable energy, and other relevant fields.

Establish research centers or labs focused on sustainable solutions.

Partner with industry and government bodies for sustainable development research.

3.4 Community Engagement and Outreach

Conduct awareness programs for students and the surrounding community.

Partner with local and regional entities on sustainability projects.

Promote volunteer and service-learning opportunities focused on sustainability.

3.5 Sustainable Procurement

Prioritize suppliers with sustainable practices.

Encourage the use of eco-friendly materials and products.

Implement procurement policies that prioritize sustainability over cost when feasible.

3.6 Carbon Footprint Reduction

Aim for carbon neutrality by promoting renewable energy use and efficient energy systems.

Monitor and report greenhouse gas emissions.
Encourage sustainable transportation methods, including biking, public transit, and carpooling.

4. Roles and Responsibilities

4.1 University Sustainability Committee

Responsible for implementing and monitoring the SDS policy.
Develop strategies and set annual sustainability goals.
Submit an annual sustainability report.

4.2 Faculty and Staff

Integrate sustainability in academic, research, and operational responsibilities.
Actively participate in sustainability-related professional development.

4.3 Students

Encourage student participation in sustainability projects.
Engage with student organizations to promote sustainable practices.

4.4 Facilities Management

Implement and monitor resource conservation strategies.
Maintain a sustainable infrastructure.

5. Policy Implementation and Compliance

5.1 Timeline for Implementation

Short-term (1 year): Develop basic infrastructure for sustainability initiatives, including waste management, energy audits, and awareness programs. These include monitoring the per capita water consumption (50-100 litre). Recycling of the wastewater. Recharging the groundwater level through rainwater harvest STP treated water.

Medium-term (3 years): Integrate sustainability into curriculum and research; create partnerships with local stakeholders. Green revolution through plant tissue culture/greenhouse to develop low water consumption varieties and endangered species. Green Environment-related courses, Development of sustainable products, study material (Book chapters and Books), and National Conclave of Sustainability are achieved. Activities under MOUs to bring awareness and outcome-based learning to meet the SDGs.

Long-term (5 years and beyond): Achieve key targets such as significant waste reduction, carbon neutrality, and water efficiency improvements. Implementation and activities under NEP Guild lines, Unnat Bharat Abhiyan (adapted five village-Wakna, Chausa,, Richana, Dumeher and Bisa) and teaching through the Koshish club to uplift underprivileged children. Monitoring of Annual Carbon footprint and steps to reduce the Carbon footprint.

5.2 Monitoring and Reporting

Regular assessments by the Sustainability Committee to measure progress against SDS goals.
Publish an annual sustainability report detailing achievements, challenges, and future plans.

5.3 Policy Review and Revision

This policy will be reviewed every three years to incorporate emerging best practices, legal requirements, and advancements in sustainability.

