

Education for

Education 2030

Sustainable Development Goals

Teaching & Learning Objective Handbook





Education for Sustainable Development Goals

Teaching & Learning Objective Handbook

By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

[Source: United Nations, 2015](#)

TABLE OF CONTENTS

S.No	Title		Page number
1	Introduction		5
2	The 17 Sustainable Development Goals (SDGs)		6
3	SDG 1	 No Poverty	8-9
4	SDG 2	 Zero Hunger	10-11
5	SDG 3	 Good Health and Wellbeing	12-14
6	SDG 4	 Quality Education	15-17
7	SDG 5	 Gender Equality	18-20
8	SDG 6	 Clean Water and Sanitation	21-22
9	SDG 7	 Affordable and Clean Energy	23-24
10	SDG 8	 Decent Work and Economic Growth	25-27
11	SDG 9	 Industry, Innovation, and Infrastructure	28-30
12	SDG 10	 Reduced Inequalities	31-32
13	SDG 11	 Sustainable Cities and Communities	33-34
14	SDG 12	 Responsible Consumption & Production	35-36
15	SDG 13	 Climate Action	37-38
16	SDG 14	 Life Below Water	39
17	SDG 15	 Life on Land	40-41
18	SDG 16	 Peace, Justice, and Strong Institutions	42-45
19	SDG 17	 Partnership for the Goals	46

INTRODUCTION

The Sustainable Development Goals – an ambitious and universal agenda to transform our world. On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development (UN, 2015). This new global framework to redirect humanity towards a sustainable path was developed following the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil in June 2012, in a three-year process involving UN Member States, national surveys engaging millions of people and thousands of actors from all over the world.

At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous, and equitable life on earth for everyone now and in the future. The goals cover global challenges that are crucial for the survival of humanity. They set environmental limits and set critical thresholds for the use of natural resources. The goals recognize that ending poverty must go together with strategies that build economic development. They address a range of social needs including education, health, social protection, and job opportunities while tackling climate change and environmental protection. The SDGs address key systemic barriers to sustainable development such as inequality, unsustainable consumption patterns, weak institutional capacity, and environmental degradation.

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and every human being across the world. Governments are expected to take ownership and establish national frameworks, policies, and measures for the implementation of the 2030 Agenda.

A key feature of the 2030 Agenda for Sustainable Development is its universality and indivisibility. It addresses all countries – from the Global South and the Global North – as target countries. All countries subscribing to the 2030 Agenda are to align their own development efforts with the aim of promoting prosperity while protecting the planet to achieve sustainable development. Thus, with respect to the SDGs, all countries can be considered as developing and all countries need to take urgent action.

The 17 Sustainable Development Goals (SDGs)

No Poverty – End poverty in all its forms everywhere

Zero Hunger – End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Good Health and Well-Being – Ensure healthy lives and promote well-being for all at all ages

Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Gender Equality – Achieve gender equality and empower all women and girls

Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and clean energy for all

Decent Work and Economic Growth – Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all

Industry, Innovation, and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Reduced Inequalities – Reduce inequality within and among countries

Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient, and sustainable

Responsible Consumption and Production – Ensure sustainable consumption and production patterns

Climate Action – Take urgent action to combat climate change and its impacts

Life below Water – Conserve and sustainably use the oceans, seas, and marine resources for sustainable development

Life on Land – Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Peace, Justice, and Strong Institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development

Source: <http://www.un.org/sustainabledevelopment/sustainable-development-goals>



SDG 1 – NO POVERTY



End poverty in all its forms everywhere

Teaching & Learning objectives for SDG 1 “No Poverty”

Subject/ topic/ course in regular curriculum relating to SDG 1	<ul style="list-style-type: none"> • Business Economics/Managerial and Health Economics/Analysis of Demand and Supply/Semester-2-BBAHHSMS/Semester-1-MBAHA and MBAPA • Epidemiology/ National health schemes/ Semester3- MBA-Hospital Administration • Medical Insurance/ Topic/ Semester4-MBA-Hospital Administration • Business Communication/Communication/Semester-1-MBAHA and MBAPA/Semester-2-BBAHHSM • Business Law/Consumer Law/Semester-3-BBAHHSM/Semester-4-MBAPA • Strategic Management/The concept of environment/ Semester-3-BBAHHSMS/Semester-2-MBAHA and MBAPA. • Organizational Behavior/Semester-4-BBAHHSMS/Semester-1-MBAHA and MBAPA • Corporate social Responsibility and governance/Importance and role of CSR/Semester-5-BBAHHSMS. • HRM/Introduction to HRM/Semester-5-6-BBAHHSM/Semester-2-MBAHA and MBAPA. • Marketing Management/Consumer Decision Making/Semester-5-6-BBAHHSM/Semester-1-MBAHA and MBAPA • Medical Insurance/Introduction to Insurance/Semester-5-BBAHHSMS/Semester-4-MBAHA • Entrepreneurship development in BBAHHSM / MBA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the concepts of national demographics, various global organizations and funding institutions which assist for the flourishing of various business activities • Learner knows about various laws pertaining to the governance of law and basic rights. The compensation Act, Consumer Protection Act, Right to Education Act and Right to Information Act. • The learner identifies various factors that might lead to poverty conditions such as high health care costs, deprivation of basic needs, sanitation, and ill health • Learner also understands on various healthcare schemes currently available from the government and consumer protection acts • The learner inculcates entrepreneurial skills for starting own ventures or projects

	<ul style="list-style-type: none"> The learner will be able to identify sources of funding for ventures <u>Hospital Postings</u> <div data-bbox="566 310 1008 590" data-label="Image"> </div> <div data-bbox="1024 304 1515 590" data-label="Image"> </div>
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> The learner can get sensitized with the concepts of poverty, unequal distribution of wealth, vulnerable situations with respect to health Learners can be aware on issues such as inaccessibility and unaffordability to healthcare among individuals with low Socio-Economic Conditions (SEC) Learners can help the eligible in understanding various existing healthcare programs, enrolment, and benefits. <p><u>Health Camps at local slum areas</u></p> <div data-bbox="659 867 1008 1161" data-label="Image"> </div> <div data-bbox="1027 867 1455 1169" data-label="Image"> </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> Upon identifying few of the underlying conditions for addressing the poverty, learner can plan to develop feasible strategies for addressing poverty issues Learner can identify the existing system deficits in terms of poor infrastructure, various laws for refining socio economic conditions of the people and make people aware of those Learner also will be confident in planning and recruitment of human resources for an organization, demonstrate good communication skills, identify, and understand various personalities and explore various learning possibilities <p><u>Soft Skills Training Program</u></p> <div data-bbox="594 1554 1052 1892" data-label="Image"> </div> <div data-bbox="1068 1560 1520 1898" data-label="Image"> </div>

SDG 2 - Zero Hunger



End hunger, achieve food security and improved Nutrition and promote sustainable agriculture

Teaching & Learning objectives for SDG 2 “Zero Hunger”

Subject/ topic/ course in regular curriculum relating to SDG 2	<ul style="list-style-type: none"> Environmental studies/Ecosystem/Semester-1-BBAHHSM Business Economics/Managerial and Health Economics/Analysis of Demand and Supply/Semester- 2-BBAHHSM/ Semester-1- MBAHA and PA HRM/Introduction to HRM/Semester-5-6-BBAHHSM/Semester-2-MBAHA and MBAPA Constitution of India/semester-4-BBAHHSM Basic Health Sciences/ Organ Systems/ Semester6-BBAHHSM Epidemiology/ National programs/ Semester3- MBAHA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> The learner acquires basic knowledge about environment and its allied problems. The learner understands about fundamental concepts of human organ system functioning and importance of organ health Learners also learn about various acts pertaining to wages, compensation and gratuity The learner learns about various macro and micro environmental factors that impact economic health of societies

Training Programs- Entrepreneurship Development





Socio-emotional Teaching & learning objectives

- The learner will be able to create awareness on natural resources preservation.
- The learner can understand the problems of underprivileged societies and health issues
- The learner appreciates the concept of health and its importance in building up the nation

Awareness Programs on Environmental Issues & Solutions



Behavioural Teaching & learning objectives

- With the understanding of the concepts, the learner can demonstrate individual responsibility in addressing the environmental issues.
- The learner can exhibit behavioral changes in terms of purchase and consumption of food components
- After identifying the importance of food that we consume, learner also demonstrates responsible behavior to teach others in terms of food conservation

Environmental Outreach Programs









SDG 3 - Good Health and Well-being



Ensure healthy lives and promote well-being for all at all ages

Teaching & Learning objectives for SDG 3 “Good Health & Wellbeing”

Subject/ topic/ course in regular curriculum relating to SDG 3	<ul style="list-style-type: none"> • Introduction to Healthcare System/concept of Health/Semester-5-BBAHHSM • Epidemiology/Health Education/ Semester-3-MBAHA • Pharmacoepidemiology/Occupational Health/Semester-3-MBAPA • Hospital Planning/ Various clinical departments/ Semester-3-MBAHA • Hospital Support Service/Various support & utility services of the hospital /Semester-3-MBAHA • Basic Health Sciences/ Body structure and organizations/Semester-3-MBAHA and MBAPA • Patient Safety & Risk Management/ Occupational hazards/ Semester4 MBAHA • Medical Insurance Management/ Various health insurance schemes/ Semester4 MBAHA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learners can understand the basic concepts of health and disease • The learner will be able to understand the overview of various components of health and healthcare systems • The learners know about hospital and various clinical, support and utility services of the hospital. • The learners will learn about various organ systems that make up human body, their structure, and their significant functioning • Learners will also understand about various occupational hazards and methods for prevention of those hazards at workplace <p style="text-align: center;"><u>Hand Hygiene Day Celebrations</u></p> <div style="display: flex; justify-content: space-around;">   </div>

<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learners can gain the knowledge about national health programs and population policy • Learning of these concepts empower the learner with the knowledge required on various public health schemes funded by national and international organizations • Learners can play an active role in offering health care services at various cadres/ levels in the healthcare system <p style="text-align: center;"><u>Community Health Awareness Program</u></p> <div style="display: flex; justify-content: space-around;">   </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learners can understand various health care policies, epidemiologic terminologies and measurement of health and disease. • Upon understanding the concepts and terminologies of healthcare, learner can demonstrate the knowledge to help others in gaining access to healthcare • The learner can aid the communities and societies in awareness about various healthcare programs, promotes the healthcare services of a facility and plays his/ her actively role in the spread of health and wellbeing. <p style="text-align: center;"><u>NSS activities</u></p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>Sports Events</u></p>



SDG 4 - Quality Education



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Teaching & Learning objectives for SDG 4 “Quality Education”

Subject/ topic/ course in regular curriculum relating to SDG 4	<ul style="list-style-type: none"> • Constitution of India/ Rights & Responsibilities/ Semester4- BBAHHSM • Services Management/ Educational services/ Semester2 BBAHHSM • Organizational Behavior/ Learning theories/ Semester2- MBAHA & PA • Business Communication/ Communication concepts/ Semester2 BBAHHSM • Managerial Communication/ Various types of communication/ Semester1 MBAHA & PA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows the rights and responsibilities of the citizens of the country • The learners understands that education helps in overall development of an individual thus leading to the sustainable development of the societies and nations • The learner knows about various ways in which learning can be offered and various modes of learning • The learner is equipped with skills required for effective learning and better communication <div data-bbox="548 1234 1058 1591"> </div> <div data-bbox="1101 1224 1529 1591"> </div>

	
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can understand various Acts related to providing quality education for all and raise awareness on the same • Learner can also appreciate the value of education in making an individual understand their own needs for personal development. • Learner can also identify various ways in which individuals can be motivated for learning and development of their personality. • Learners can appreciate the role of education for employability or to be an entrepreneur <p style="text-align: center;">Guest Lectures</p> <div style="display: flex; justify-content: space-around;">   </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • Learner can identify the components for effective learning and apply them for self-development • Learner can understand the concept for quality education for all irrespective of caste, creed or gender and develops the sense of inclusion • Learner can also demonstrate a responsibility in raising awareness on

education and its importance for an individual

- The concepts learned and knowledge acquired can be applied by the learner to real life situations in promoting sustainable development.



SDG - 5 Gender Equality



Achieve gender equality and empower all women and girls

Teaching & Learning objectives for SDG 5 “Gender Equality”

<p>Subject/ topic/ course in regular curriculum relating to SDG 5</p>	<ul style="list-style-type: none"> • Human Resource Management / Labor laws, Employee incentives and Benefits /Semester2-BBA, • Human Resource Management / Labor laws, Employee incentives and Benefits / Semester1- MBA Hospital Administration & MBA- Pharmacy Administration • Business communication/ Theories on Effective Communication (7Cs), theories/ Semester 2 BBAHSM • Business communication/ Effective Communication Skills/ Semester1 MBAHA & PA • Business Law / Contract Laws, Information Laws and RTE / Semester 3- BBAHSM • Organizational Behavior / Organizational Culture / Semester4 – BBAHSM • Organizational Behavior / Organizational Culture / Semester1 –MBAHA & PA • Biostatistics/ Vital Statistics/ Semester4 – MBA HA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner understands various acts and laws pertaining to gender equality and identifies the importance of the same • The Learner knows about diverse workforce concepts and various ways to create a harmonious workplace environment • The Learner also identifies various benefits that support the upliftment of the individuals with respect to their health, education, and employment • The learner also realizes the opportunities of working in teams from varied backgrounds for innovative strategies and for better decision making <div data-bbox="451 1495 938 1818" data-label="Image"> </div>

Workshops & Conferences



Socio-emotional
Teaching & learning
objectives

- Upon learning and understanding the concepts, the learner identifies and appreciates the unique qualities of individuals
- The learner can spread awareness against gender discrimination
- The learner can show concern and be responsible for taking a stand against gender discrimination
- The learner can also provide moral support for the victims of gender discrimination and help them to stay strong in dealing with the situations

Award Ceremony for Women's Day



Behavioural
Teaching & learning
objectives

- The learner can appreciate the importance of having gender equality in the workplace and support themselves and the people working with them.
- The learner can exhibit behaviors to break the Glass ceiling and grow beyond it.
- The learner can be an active team member extending support to team members and contributing towards team success
- The learner can have a wholistic personality with inclusiveness and wellbeing

for all the individuals

Training on Self-Defense



Women Achievers



Women in Leadership Positions






SDG 6 - Clean Water and Sanitation



Ensure availability and sustainable management of water and sanitation for all

Teaching & Learning objectives for SDG 6 “Clean Water and Sanitation”

<p>Subject/ topic/ course in regular curriculum relating to SDG 6</p>	<ul style="list-style-type: none"> • Environmental studies/ Ecosystems, Water pollution / Semester1- BBAHHSM • Business economics/ Macro Economics/ Semester2- BBAHHSM • Business law / Economic and Environmental Laws / Semester3- BBAHHSM SEM) • Management principles and practices/ Concepts of Organizing/ Semester1- MBAHA & PA • Strategic management/ strategy Formulation / Semester2- MBAHA & PA • Hospital support services/ Various Hospital Support Services / Semester3 – MBAHA & PA • Epidemiology/ Communicable Diseases and Transmission / Semester3- MBAHA • Basic Health Sciences/Different Organ Systems in the Human Body/ Semester3 – MBAHA • Public health/ Principles and Practices of Public Health/ Semester4 - MBAHA • Safety and Risk Management / Hospital Related Infections / Semester4- MBAHA • Medical Ethics/ Laws Governing the Commissioning of Hospital & Patient Safety / Semester4 - MBAHA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner also identifies the importance of infrastructural requirements in organizations for providing basic amenities to their employees • The learner will understand the importance of the proper planning and designing of the organization to provide clean water and sanitation. • The learner will know the different business laws that an organization should abide for efficient functioning • Learner knows the importance of clean water and sanitation on health, epidemiology, and its effects on public health • The learner will also learn the contribution of clean water and sanitation towards management of various health risks • The learner also identifies the fundamental ethical practices of organizations in providing basic amenities to their employees • The learner learns the vital role of sanitation and waste disposal practices

<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can participate in the various camping activities conducted by the organizations and healthcare facilities to save natural resources • The learner can spread the knowledge demonstrating the importance of clean water and sanitation to have better health • The learner can appreciate the value of basic needs in terms of clean water and sanitation • The learner can make societies and communities aware on significance of clean water and sanitation <p style="text-align: center;"><u>Societal Activities on Sanitation</u></p> <div style="display: flex; justify-content: space-around;">   </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learners can perceive clean water as a life making material and learns to utilize water resources with gratitude • The learner can share his/ her knowledge with people around on water conservation and importance of sanitation in day-to-day life. • The learner can play an active role participating in various local, national and international strategies for addressing water pollution • The learner can help the local agencies in spreading awareness on implementing sanitation measures and contribute towards betterment of health conditions. 

SDG 7 - Affordable and Clean Energy



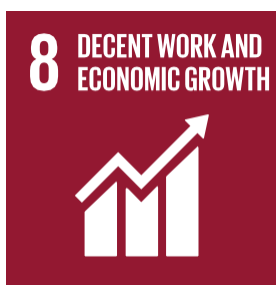
Ensure access to affordable, reliable, sustainable, and clean energy for all

Teaching & Learning objectives for SDG 7 “Affordable and Clean Energy”

Subject/ topic/ course in regular curriculum relating to SDG 7	<ul style="list-style-type: none"> • Environmental studies/ The Multidisciplinary nature of environmental studies, Natural Resources, Renewable and non-renewable resources: Natural resources and associated problems/ Semester1- BBAHSM • Business economics / Macro Economics / Semester2 - BBAHSM • Business law/ Company Formation / Semester3- BBAHSM • Hospital planning and designing/ Hospital Planning –heating and ventilation/ Semester3- MBAHA • Hospital support services/Safe energy supply to all departments/ Semester3- MBAHA • Safety and risk management/Fire and radiation hazards/ Semester4- MBAHA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows about the importance of having proper planning and designing of hospital environment to provide affordable and clean energy • The learner understands the concept of corporate social responsibility to have clean energy to reduce carbon footprint • The learner understands the concept of Go Green and conservation of natural resources • The learner understands the role of individuals and societies in optimum use of energies, their supply and demand concepts • The learner will know the adverse environmental effects of mis-using the energy resources • The learner also knows on various national and international policies for the exchange of energy sources
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can analyze the needs for affordable, reliable, and clean energy resources • The learner can understand the long-term effect of proper infrastructural planning for organizations in having affordable and clean energy • The learner can contribute towards sustainable energy by reducing the carbon footprint • The learner can help communities understand the importance of energy conservation by adopting healthy lifestyle practices
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can initiate activities related to conservation of energy and raising awareness among the community • The learner can contribute towards reducing, reusing and recycling of the energy sources for the better future

- | | |
|--|---|
| | <ul style="list-style-type: none">• The learner can be a responsible individual and demonstrate behavior that led to conservation of energy resources |
|--|---|

SDG 8 - Decent Work and Economic Growth



Promote sustained inclusive and sustainable economic growth, full and productive employment, and decent work for all

Teaching & Learning objectives for SDG 8 “Decent Work and Economic Growth”

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Business law / Contract Laws/ Semester3 - BBAHHSM • CSR and Governance/ Business Ethics / Semester5 – BBAHHSM • Human Resource Management/ Labor laws /Semester1 – MBAHA & PA • Human Resource Management/ Labor laws /Semester6 - BBAHHSM • Financial Management/ concepts on ratios and other financial concepts/ Semester2- MBAHA & PA • Strategic management /strategy implementation/ Semester2 – MBAHA & PA • Hospital operation management/productivity and work study/ Semester3 - MBAHA • Total quality management/ Concepts on Quality Improvement/ Semester2 – MBAHA & PA • Management Information System/ Applications of MIS in workplace/ Semester2 – MBAHA & PA • Management Information System/ Applications of computers in workplace/ Semester3– BBAHHSM • Operation research/ Sequencing, Queuing, PERT & CPM Concepts/ Semester3 – MBAHA & PA • Retail pharmacy/ Fiscal management / Semester3 – MBAPA • Pricing strategies DPCO / Cost Benefit Analysis, Regulatory requirements/ Semester3 – MBAPA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the role of human resource management to provide safe workplace • The learner knows various strategies required for providing a sustainable work environment with gender equality • The learner understands the importance of being creative and innovative; several financial institutions that support start-up projects • The learner can contribute towards work quality in workplace in terms of workflow processes, implementation, and evaluation; thereby leading to continuous quality improvement leading to productivity. • The learner gains knowledge in providing safe environment at work and ways in which individual contributions leads to overall development.

	<p style="text-align: center;"><u>Campus Recruitment Drive</u></p> 
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can apply different operational techniques and financial models for enhanced efficiency of workplace activities • The learner can contribute towards continuous quality improvement in work processes. • Learner can adopt safe workplace practices addressing the occupational hazards • Upon understanding the concepts, the learner can have clarity on self-goals, roles and responsibility towards societies. • The learner can also optimize factors of production thereby increasing the productivity <p style="text-align: center;"><u>Faculty and Curriculum Development Programs</u></p> 
<p>Behavioural Teaching & learning</p>	<ul style="list-style-type: none"> • The learner can be a better team member for executive shared goals, by contributing to the fullest of his/ her ability; thus, contributing for a decent

objectives

workplace

- The learner can support fair working conditions with moralistic and ethical workplace practices
- The learner can have a self-sustainable life by implementing entrepreneur projects and can provide employment opportunities for others in the society.
- By being responsible and accountable for his/ her own actions, the learner also contributes towards sustainable development of the societies.

Skill Enhancement for Self-Employment



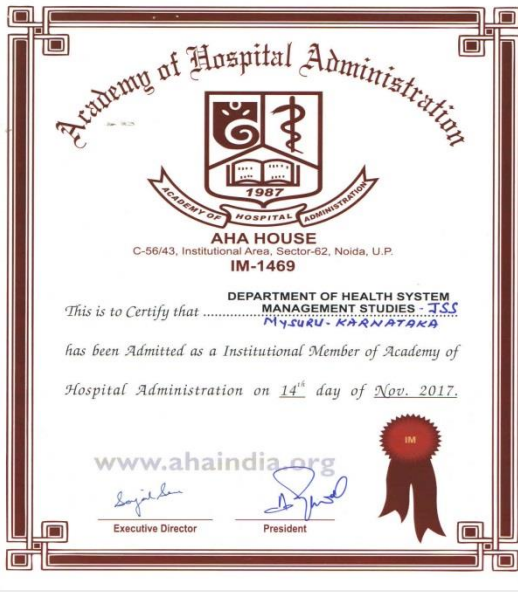


SDG 9 - Industry, Innovation and Infrastructure



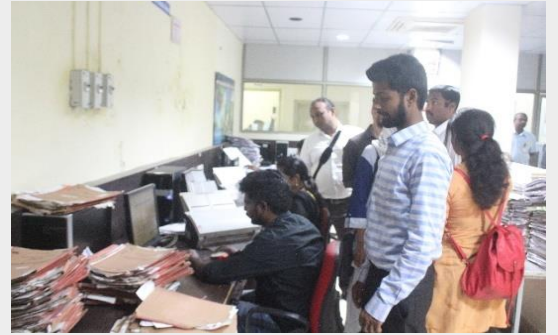
Build infrastructure, promote inclusive and sustainable industrialization and foster innovation

Teaching & Learning objectives for SDG 9 “Industry, Innovation and Infrastructure”

Subject/ topic/ course in regular curriculum relating to SDG 9	<ul style="list-style-type: none"> • Strategic management/MBA-HA/PA-Second Semester • Principles and practices of Management/Organization skills /BBA and MBA HA/PA – I Semester • Total Quality Management/MBA-HA/PA-Second Semester • Financial Management/MBA-HA-Second Semester • Drug sales and EXIM/Entrepreneurial opportunity – MBA PA -III Semester • Business Environment/Entrepreneurial opportunity- BBA- I Semester • Business Economics/Market structure- BBA – II Semester • Management Information System-information system and networking- BBA-HHSM III semester • Corporate social responsibility/ BBA HHSM- V Semester • Entrepreneurship Development – IV semester BBA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the importance of strategy in developing business and its role in economic development • The learners understand the organizing skills to organizing human and material resources for industry • The learner understands the concept of quality and quality management in health care industry this will help to have a better infrastructure and health care industry • Learner learns about various financial management techniques to help to have strong and efficient financial system for the organization • Learner finds out the entrepreneurial opportunity available in drugs industry at national and international level • Learner at UG level understand the business environment and can evaluate the various opportunity to develop industry and infrastructure for the country • At course, learner understand different type of market structure, features and role of them in economic development • Learner understands the role and responsibilities as an organization to work for the betterment of society. <p>Membership: DHSMS is member of Academy of Hospital Administration, New Delhi</p>

	
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • Learner can use the knowledge gained in assisting top level management of Hospital to develop infrastructure and other facilities for the society • Learner can use the knowledge of the same to start career or to become entrepreneur in the health care industry thereby contributes to the societal benefits • Learner can help the management and society to understand the responsibility of a corporate in developing the society <div data-bbox="454 1092 982 1701">  </div> <div data-bbox="1006 1344 1510 1701">  </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • Learner analyses the environment for opportunity available in health care industry • Learners can start their own business after the course and it will help to create infrastructure and job in economy

- Learner can do EXIM business in pharma – it will contribute to the balance of payment
- Learner can use the knowledge to improve the standards of the industry





SDG 10 - Reduced Inequalities



Reduce inequality within and among countries

Teaching & Learning objectives for SDG 10 “Reduced Inequalities”

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> Organizational behavior/ Group level behavior/BBA HHSM IV Semester and MBA HA/PA- First Semester Human Resource Management/Unit 05-labour law/MBA-HA-First Semester Business law and ethics/law or drugs / MBA PA-IV Semester Environmental studies / BBA- First Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> Learner know the concept of personality and contributions of personality development at national and international level and it will help to understand the cultural economic diversification in world Learner understands the workforce diversification at national and international context and it helps to reduce the inequality at organizational level Learner have knowledge about legal aspects of the corporate can reduce the injustice and inequality supportive activates Learner having knowledge of international business appreciate and accept the cultural diversification
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> The learner can raise awareness about inequalities and start to avoids it The learner can maintain a vision of a just and equal world. The learner can create awareness about business practices and its impact on society <div style="display: flex; justify-content: space-around;">   </div>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> The learner can identify the inequality supportive practices and make decision regarding avoidance of the same The learner can have a good corporate personality with strong legal and moral knowledge The learner with knowledge can influence the society to accept diversification and respect the same.

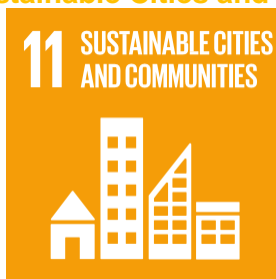
The department celebrates a weeklong cultural fest as fun week and culminates with ethic day, where faculty and students dress up in their traditional attires and exchange their views



Award Ceremony for Women's Day



SDG 11 - Sustainable Cities and Communities



Make cities and human settlements inclusive, safe, resilient and sustainable

Teaching & Learning objectives for SDG 11 “Sustainable Cities and Communities”

Subject/ topic/ course in regular curriculum relating to SDG 11	<ul style="list-style-type: none"> • Epidemiology-Health and Importance of public health practices- MBA HA-III Semester • Biostatistics-Vital Statistics-MBA-HA Elective -III Semester • Public Health- MBA HA - IV Semester • Environmental studies- BBA- Ist Semester • Service management- hospital and educational services- BBA- 1st Semester • Business law- Environment Protection Act-1986- V Unit-BBA HHSM-III Semester • Corporate social responsibility- BBA HHSM- V Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands basic health human needs and is able to identify how this need is currently addressed in their own physical urban, peri-urban and rural settlements. • The learner can evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of health indicators. • The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their health care facility • The learner understands the environmental issues of the nation and world and their role in changing environment • The learner understands the legal aspects of business can create awareness on its impact and pros and cons on their society
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can influence their society to practice healthy habits for the betterment of society • The learner can understand the importance of health and public health to have a sustainable society • The learner will create awareness about government and other institutions support and efforts to reduce the public health problems and exploitation of the environment
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can plan & participate in community-based health projects. • The learner can participate in decision processes about their community health. • The learner can co-create an inclusive, safe, resilient and sustainable community.
<u>NSS Activity</u>	



SDG 12 - Responsible Consumption and Production



Ensure sustainable consumption and production patterns

Teaching & Learning objectives for SDG 12 “Responsible Consumption and Production”

Subject/ topic/ course in regular curriculum relating to SDG 12	<ul style="list-style-type: none"> • Intellectual property (IP) rights- IPs in pharmacy- MBA PA- IV Semester • Environmental studies / BBA- First Semester • Business Law- Consumer protection Act 1986-IV Unit- BBAHHSM-III Semester • Cost accounting / inventory and labor management / BBA HHSM-III Semester • Quality Management / Quality control techniques / BBA HHSM- IV Semester • Corporate social responsibility/ BBA HHSM- V Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows the importance and use of intellectual properties in pharmacy • The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption of drugs. • The learner knows the consumer rights in present competitive market • The learner knows about techniques of proper allocation of resources in organizational level • The learner knows about the role and responsibilities of corporate in utilizing the natural resources. <div data-bbox="451 1188 1003 1499"> </div> <div data-bbox="1024 1188 1533 1499"> </div>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can communicate the need for sustainable practices in production and consumption of drugs. • The learner can differentiate between needs and wants and to reflect on their own individual consumer behavior considering the needs of the natural world, other people, cultures and countries, and future generations. • The learner can envision sustainable lifestyles. • The learner can feel responsible for the environmental and social impacts of their own individual behavior as a producer or consumer.

	 
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can plan, implement and evaluate drugs consumption-related activities using existing sustainability criteria. • The learner can evaluate, participate in and influence decision-making processes about acquisitions in the public sector. • The learner can promote sustainable production patterns at organizational level • The learner is able take on critically on their role as an active stakeholder in quality control at organizational level. <div>   </div>

SDG 13 - Climate Action



Take urgent action to combat climate change and its impacts
Teaching & Learning objectives for SDG 13 “Climate Action”

Subject/ topic/ course in regular curriculum relating to SDG 13	<ul style="list-style-type: none"> Environmental studies- BBA- Ist Semester Business Law- Environmental Protection Act 1986-Unit 05-III Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> The learner understands the current climate change as an anthropogenic phenomenon resulting from the increased greenhouse gas emissions. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change. The learner understands the role of corporates in reduce the exploitation on environment
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> The learner can explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change. The learner can encourage others to protect the climate. The learner can collaborate with others and to develop commonly agreed-upon strategies to deal with climate change. The learner can understand their personal impact on the world's climate, from a local to a global perspective. <div data-bbox="545 1365 1526 1703" data-label="Image"> </div>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> The learner can evaluate whether their private and job activities are climate friendly and – where not – to revise them. The learner can act in favour of people threatened by climate change. The learner can anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions.

- The learner can promote climate-protecting public policies.
- The learner can support climate-friendly economic activities.

Cleaning Drive and awareness program



National Integration Camp 2020



SDG 14 - Life below Water



Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Teaching & Learning objectives for SDG 14 “Life below Water”



Subject/ topic/ course in regular curriculum relating to SDG 14	<ul style="list-style-type: none"> Environmental studies- BBA- First Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> The learner understands basic marine ecology, ecosystems, predator-prey relationships, etc. The learner understands the connection of many people to the sea and the life it holds, including the sea’s role as a provider of food, jobs and exciting opportunities.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> The learner can speak for sustainable fishing practices. The learner can show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans. The learner can influence groups that engage in unsustainable production and consumption of ocean products.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> The learner can debate sustainable methods such as strict fishing quotas and moratoriums on species in danger of extinction. The learner is able to identify, access and buy sustainably harvested marine life, e.g. ecolabel certified products. The learner can contact their representatives to discuss overfishing as a threat to local livelihoods.

SDG 15 - Life on Land



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Teaching & Learning objectives for SDG 15 “Life on Land”

Subject/ topic/ course in regular curriculum relating to SDG 15	<ul style="list-style-type: none"> • Safety and Risk Management- Biomedical waste management- MBA HA-IV Semester • Environmental studies- BBA- Ist Semester • Corporate social responsibility- BBA HHSM- V Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands basic ecology with reference to local and global ecosystems, identifying local species and understanding the measure of biodiversity. • The learner understands the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation, and invasive species, and can relate these threats to their local biodiversity. • The learner understands the slow regeneration of soil and the multiple threats that are destroying and removing it much faster than it can replenish itself, such as poor farming or forestry practice. • The learner understand the responsibility of corporates towards society and environment
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can argue against destructive environmental practices that cause biodiversity loss. • The learner can connect with their local natural areas and feel empathy with non- human life on Earth. • The learner can question the dualism of human/nature and realizes that we are a part of nature and not apart from nature. • The learner can create a vision of a life in harmony with nature. <div style="display: flex; justify-content: space-around;">   </div>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can connect with local groups working toward biodiversity conservation in their area. • The learner can effectively speak on topics related to permeable to wildlife through the establishment of wildlife corridors, agro-environmental schemes,

restoration ecology and more.

- The learner is able to highlight the importance of soil as our growing material for all food and the importance of remediating or stopping the erosion of our soils



SDG 16 - Peace, Justice and Strong Institutions



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Teaching & Learning objectives for SDG 16 “Peace, Justice and Strong Institutions”

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> • Quality Management-MBA-HA-First Semester • Safety and Risk Management- Fire hazard- MBA HA IV Semester • Medical Ethics and law MBA-HA- IV Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understand the rights of patients and responsibilities of health care institutions towards society • The learner understands concepts of justice, inclusion and peace and their relationship to law. • The learner is able to compare their system of justice with those of other countries. • The learner understands the ethical practices in healthcare sector
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can debate local and global issues of peace, justice, inclusion and strong health care institutions. • The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries. • The learner can reflect on their role in issues of peace, justice, inclusion and strong health care institutions. • The learner can reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally. • The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong health care institutions. <p><u>Supportive Activities at department</u></p> <p><i>The Handbook on sexual harassment of women at workplace (Prevention, Prohibition and Redressal) is uploaded on website and same is being circulated among faculty and stake holders</i></p>



Jagadguru Sri Shivarathreeshwara University

(Established in the University order Section 3 of the KGE Act, 1986) Sri JSS Mysore

JSS MEDICAL INSTITUTIONS CAMPUS & HOSTELS

65 Shivarathreeshwara Nagar, Mysore - 572 012

The following constitute Sexual Harassment- The list is only indicative and not exhaustive.

- Demand or request for sexual favours
- Sexually coloured remarks
- Showing pornography
- Other unwelcome physical, verbal or non verbal conduct of a sexual nature
- Eve-teasing
- Unsavoury remarks
- Jokes causing or likely to cause awkwardness or embarrassment
- Innuendos and taunts
- Gender based insults or sexist remarks
- Unwelcome sexual overtone in any manner such as over telephone (obnoxious telephone calls) and the like
- Touching or brushing against any part of the body and the like
- Displaying pornographic or other offensive or derogatory pictures, cartoons, pamphlets or sayings
- Forcible physical touch or molestation
- Physical confinement against one's will and any other act likely to violate one's privacy.

Contact :

1. Dr. M.B. Bhargavi	Chairperson	E-mail: drmbhargavi@yahoo.co.in	Mob: 9448275587
2. Dr. Vijaya C.S.	Member Secretary	vishwasa23@rediffmail.com	9448275386
3. Prof. J.C. Suresh	Member	praveen@koushika.org.in	968677705
4. Sd. K.K. Shrikumar	Member	shw2550@gmail.com	9880442330
5. Sd. Sd. Raghavamurthy	Member	sruthi@koushika.org.in	9880442330
6. Dr. M.N. Suresh	Member	surviva@gmail.com	810987799
7. Sd. Sd. Raghavamurthy	Member	sruthi@koushika.org.in	9880442330
8. Ms. Ravi Nagesh	Member	ragavi@koushika.org.in	9880442330
Principal : 9845115962		Registrar : 9448208944	

PUNISHMENTS FOR SEXUAL HARASSMENT

Section of IPC	Details	Punishment
326A	Voluntarily causing grievous hurt by use of acid, etc.	Ten years or imprisonment fine of 10 lakhs or both.
326B	Voluntarily throwing or attempting to throw acid.	Five to seven years imprisonment with fine.
354	Assault or use of criminal force to women with intent to outrage her modesty.	1 to 5 years imprisonment with fine.
354A	(1) Sexual harassment of the nature of making sexually coloured remark or showing pornography or any other unwelcome physical, verbal or non-verbal conduct of sexual nature.	Up to 2 years imprisonment or with fine or with both.
	(2) Sexual harassment of the nature of making sexually coloured remark or showing pornography or any other unwelcome physical, verbal or non-verbal conduct of sexual nature.	Up to 1 year imprisonment or with fine or with both.
354B	Assault or use of criminal force to women with intent to dishonour.	3 to 7 years imprisonment with fine.
354C	Stalking.	1 to 5 years imprisonment with fine for first conviction, 3 to 7 years imprisonment with fine for second or subsequent conviction.
354D	Stalking (Whoever follows a person and contacts, or attempts to contact such person to foster personal interaction, especially, despite a clear indication of disinterest by such person, or whoever monitors the use by a person of the internet, email or any other form of electronic communication, or watches or spies on a person in a manner that results in a fear of violence or serious alarm or distress in the mind of such person or interferes with the mental peace of such person).	1 to 3 years imprisonment with fine.
376	(1) Sexual assault.	3 years to life rigorous imprisonment with fine.
	(2) Sexual assault by a person on the management or on the staff of a hospital, and sexual assault committed by a person in a position of trust or authority towards the person assaulted.	10 years to life rigorous imprisonment with fine.
376A	Person committing an offence of sexual assault and inflicting injury which causes death or causes the person to be in a permanent vegetative state.	20 years to life rigorous imprisonment.
376C	Sexual intercourse by a person in authority.	3 to 10 years rigorous imprisonment with fine.
376D	Sexual assault by gang.	20 years to life rigorous imprisonment.
376E	Rape offences.	imprisonment for life.

A short movie “Shadow” was shot to address the mental health issues among youth.



International Youth Delegation to China





SDG 17 - Partnerships for the Goals



Strengthen the implementation and revitalize the global partnership for sustainable development

Teaching & Learning objectives for SDG 17 “Partnerships for the Goals”

Subject/ topic/ course in regular curriculum relating to SDG 17	<ul style="list-style-type: none"> • Management information System (MIS)- MIS at hospitals-MBA-HA-First Semester • Safety and Risk Management-Hospital Hazard management- MBA HA-IV Semester • Insurance management- risk management- BBAHSM- VI Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the importance of information and its management to have efficient health care sector • The learner knows the safety measures all healthcare providers have to maintained at organizational level. • The learner understands the measures to take to reduce the impact of bad events in life
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can raise awareness about the importance of global partnerships for sustainable development. • The learner can understand the importance of group and collective work for the sustainable development <p><u>KSDC workshop- Beyond the Syllabus for dental interns</u></p> <div style="display: flex; justify-content: space-around;">   </div>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen. • The learner can contribute to facilitating and implementing local, national, and global partnerships for sustainable development.



CONCLUSIONS

Institution & individual can contribute to achieving the SDGs by developing cross-cutting sustainability competencies that are needed to deal with many different sustainability challenges and to relate the different SDGs to each other. Institution can equip learners with the specific cognitive, socio-emotional, and behavioural learning outcomes that enable them to deal with the challenges of each SDG.

To make it possible for everyone around the world to act in favour of the SDGs, all educational institutions must consider it their responsibility to deal intensively with sustainable development issues, to foster the development of sustainability competencies and to develop the specific learning outcomes related to all SDGs. Therefore, it is vital not only to include SDG-related contents in the curricula, but also to use action-oriented transformative pedagogy.

Education officials, policymakers, educators, curriculum developers and others are called upon to rethink education to contribute to the achievement of the SDGs within their timeframe, between now and 2030. This guidance provides an orientation to the sustainability competencies and specific cognitive, socio-emotional, and behavioural learning outcomes that are relevant to this goal, and it outlines what is needed to implement learning for the SDGs through Educational Institutions.

Education for Sustainable Development Goals - Teaching & Learning Objectives

To create a more sustainable world and to engage with issues related to sustainability as described in the Sustainable Development Goals (SDGs), individuals must become sustainability change-makers. They require the knowledge, skills, values, and attitudes that empower them to contribute to sustainable development. Education is thus crucial for the achievement of sustainable development, and Education for Sustainable Development is particularly needed because it empowers learners to take informed decisions and act responsibly for environmental integrity, economic viability and a just society, for present and future generations.

This handbook guides readers on how to use education, especially to achieve the SDGs. It identifies teaching & learning objectives, suggests topics and learning activities for each SDG, and describes implementation at different levels from course design to national strategies. The document aims to support policymakers, curriculum developers and educators in designing strategies, curricula, and courses to promote learning for the SDGs.

REFERENCES

1. Human Rights and the 2030 Agenda for Sustainable Development <http://www.ohchr.org/EN/Issues/MDG/Pages/The2030Agenda.aspx>
2. OECD and the Sustainable Development Goals: Delivering on universal goals and targets <https://www.oecd.org/dac/sustainable-development-goals.htm>
3. SDG Indicators <http://unstats.un.org/sdgs/indicators/indicators-list/>
4. The Guardian: Sustainable development goals: all you need to know <https://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>
5. The UN Sustainable Development Knowledge Platform sustainabledevelopment.un.org <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>
6. UNESCO and Sustainable Development Goals <http://en.unesco.org/sdgs>
7. UN Sustainable Development / SDGs <http://www.un.org/sustainabledevelopment> <http://www.un.org/sustainabledevelopment/sustainable-development-goals>
8. World Economic Forum: What are the Sustainable Development Goals? <https://www.weforum.org/agenda/2015/09/what-are-the-sustainable-development-goals>
9. British Council: Sustainable Development Goals resource https://schoolsonline.britishcouncil.org/sites/default/files/sdg_education_pack_v3.pdf
10. Gaia Education's Design for Sustainability E-learning Programme <http://www.gaiaeducation.org/index.php/en/online>
11. GlobalGiving: Crowdfunding for the SDGs <https://www.globalgiving.org/sdg/>
12. Green Pack: Teaching material on sustainability issues <http://education.rec.org/green-pack.html>
13. OpenLearn. The Open University: Material for self-study on all kinds of topics <http://www.open.edu/openlearn/>
14. OXFAM: A selection of suggested teaching ideas around the SDGs <https://www.oxfam.org.uk/education/resources/sustainable-development-goals>
15. Sustainability Gamepedia: A database of games related to sustainability <http://www.games4sustainability.org/gamepedia/>
16. Teaching and Learning for a Sustainable Future: Resources for teachers about teaching approaches as well as classroom activities on diverse topics related to sustainability http://www.unesco.org/education/tlsf/mods/theme_gs.html
17. Teach UNICEF: Collection of teacher resources on the SDGs <https://teachunicef.org/teaching-materials/topic/sustainable-development-goals>
18. The Goals.org: Free global education and learning portal on sustainable development solutions <http://www.thegoals.org>
19. The Lazy Person's Guide to Saving the World <http://www.un.org/sustainabledevelopment/takeaction>
20. The Story of Stuff: An online resource that investigates the humanity's unsustainable use of materials <http://storyofstuff.org>
21. The World We Want. A Guide to the Goals for Children and Young People http://www.unicef.org/agenda2030/files/TWWW_A4_Single_Page_LowRes_English.pdf
22. The Youth resource pack from MYCI: Methodologies for introducing the SDGs to young people in an engaging and informative manner http://www.youth.ie/sites/youth.ie/files/SDGs_Youth_Resource%20Pack.pdf
23. UNESCO: Good Practices in Teacher Education Institutions <http://unesdoc.unesco.org/images/0015/001524/152452eo.pdf>
24. World's Largest Lesson: Find everything you need to introduce the SDGs to young people, take part and take action <http://worldslargestlesson.globalgoals.org>

25. Young Masters Programme on Sustainable Development: Online courses and international exchange between students on sustainable development <http://www.goymmp.org/en/frontpage>
26. YUNGA Challenge Badges: Developed in collaboration with UN agencies, civil society and other organizations, YUNGA Challenge Badges aim to raise learners' awareness, educate and motivate them to change their behaviour and become active agents
27. of change in their local community. The series can be used by teachers in school classes as well as by youth leaders. <http://www.fao.org/yunga/resources/challenge-badges/en/>
28. Organizations and initiatives
29. Eco-Schools Networks <http://www.ecoschools.global>
30. Food and Agriculture Organization of the United Nations (FAO) <http://www.fao.org/home/en/>
31. GAIA Education <http://www.gaiaeducation.org>
32. Global Ecovillage Network <http://www.gen.ecovillage.org> Global Footprint Network <http://www.footprintnetwork.org/en/index.php/GFN/>
33. [index.php/GFN/](http://www.footprintnetwork.org/en/index.php/GFN/)
34. Higher Education Sustainability Initiative (HESI) <https://sustainabledevelopment.un.org/sdinaction/hesi>
35. ICLEI: Local Governments for Sustainability <http://www.iclei.org> International Institute for Sustainable Development
36. <http://www.iisd.org>
37. Sustainable Development Solutions Network <http://unsdsn.org> UNESCO ASPnet schools <http://www.unesco.org/new/en/education/networks/global-networks/aspnet>
38. [networks/global-networks/aspnet](http://www.unesco.org/new/en/education/networks/global-networks/aspnet)
39. United Nations Development Programme <http://www.undp.org/> United Nations Environment Programme <http://www.unep.org> World Federation of UNESCO Clubs, Centres and Associations
40. (WFUCA) <http://wfuca.org/>
41. World Health Organization <http://www.who.int/en/>
42. Education for Sustainability Starter Kit <http://www.sustainableschoolsproject.org/tools-resources/starter-kit>
43. Education for Sustainable Development Toolkit <http://www.esdtoolkit.org/>
44. German Curriculum Framework Education for Sustainable Development <http://ensi.org/global/downloads/Publications/418/Curriculum%20Framework%20ESD%20final%201.pdf>
45. Guide to Education for Sustainability <http://sustainableschoolsproject.org/sites/default/files/EFSGuide2015b.pdf>
46. Guide to Quality and Education for Sustainability in Higher Education <http://efsandquality.glos.ac.uk/>
47. Shaping the future we want. UN Decade of ESD. Final report <http://unesdoc.unesco.org/images/0023/002303/230302e.pdf>
48. UNESCO's Roadmap to ESD. Implementing the Global Action Programme <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>
49. UNESCO's Teaching and Learning for a Sustainable Future <http://www.unesco.org/education/tlsf/>
50. Vanderbilt University's Guide for Teaching Sustainability <https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability>
51. Whole-school approaches to sustainability: A review of models for professional development in pre-service teacher education
52. (Australian Research Institute in Education for Sustainability) <http://aries.mq.edu.au/projects/preservice/files/TeacherEduDec06.pdf>

53. Lotz-Sisitka, H., Wals, A. E., Kronlid, D. and McGarry, D. 2015. Transformative, transgressive social learning: rethinking higher education pedagogy in times of systemic global dysfunction. *Current Opinion in Environmental Sustainability*, Vol. 16, pp. 73–80.
54. McCormick, K., Muhlhauser, E., Norden, B., Hansson, L., Fount, C., Arnfalk, P., Karlsson, M. and Pigretti, D. 2005. Education for sustainable development and the Young Masters Program. *Journal of Cleaner Production*, Vol. 13, No. 10-11, 1107-1112.
56. Mezirow, J. 2000. *Learning as transformation: critical perspectives on a theory in progress*. San Francisco, Jossey-Bass.
57. Organisation for Economic Co-operation and Development (OECD). 2009. *Green at Fifteen? How 15-year-olds Perform in Environmental Science in PISA 2006*. Paris, OECD.
58. Organisation for Economic Co-operation and Development (OECD). 2016. *Global competency for an inclusive world*. <https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf> (Accessed 29 October 2016)
59. Rauch, F., Steiner, R. 2013. Competences for education for sustainable development in teacher education. *CEPS Journal*, Vol. 3, No. 1, pp. 9–24
60. Rieckmann, M. 2012. Future-oriented higher education: Which key competencies should be fostered through university teaching and learning? *Futures*, Vol. 44, No. 2, pp. 127–135.
61. Rychen, D.S. 2003. Key competencies: Meeting important challenges in life. Rychen, D.S. and Salganik, L.H. (eds). *Key competencies for a successful life and well-functioning society*. Cambridge, MA, Hogrefe and Huber, pp. 63–107.
62. Schulz, W., Ainley, J., Fraillon, J., Kerr, D. and Losito, B. 2010.
63. ICCS 2009 International Report: Civic knowledge, attitudes, and engagement among lower-secondary school students in 38 countries. Amsterdam, International Association for the Evaluation of Educational Achievement.
64. Slavich, G. M. and Zimbardo, P. G. 2012. Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods. *Educational Psychology Review*, Vol. 24, No. 4, pp. 569–608.
65. Sleurs, W. 2008. Competencies for ESD (Education for Sustainable Development) teachers. A framework to integrate ESD in the curriculum of teacher training institutes. http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf (Accessed 17 June 2016)
66. Tsuneki, H. and Shaw, R. (forthcoming): Current policy development regarding Education for Sustainable Development and Climate Change Education in Costa Rica. Kyoto, Kyoto University.
67. United Nations Economic Commission for Europe (UNECE) 2005. *UNECE Strategy for Education for Sustainable Development*. <https://www.unece.org/fileadmin/DAM/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.e.pdf> (Accessed 30 October 2016)
68. United Nations Economic Commission for Europe (UNECE). 2012. *Learning for the Future: Competences in Education for Sustainable Development*. http://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf (Accessed 17 June 2016)
70. UNESCO. 2009. *Bonn Declaration*. <http://www.desd.org/ESD2009/BonnDeclaration080409.pdf> (Accessed 30 October 2016)
71. UNESCO. 2014. *Shaping the Future We Want. UN Decade of Education for Sustainable Development (2005-2014). Final Report*. <http://unesdoc.unesco.org/images/0023/002301/230171e.pdf> (Accessed 14 June 2016)
72. UNESCO. 2014b. *UNESCO Roadmap for Implementing the Global Action Programme on*

- Education for Sustainable Development. <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf> (Accessed 14 June 2016)
73. UNESCO. 2014c. EFA Global Monitoring Report 2013/4 – Teaching and Learning: Achieving quality for all. Paris, UNESCO. <http://www.uis.unesco.org/Library/Documents/gmr-2013-14-teachingand-learning-education-for-all-2014-en.pdf>
 74. (Accessed 15 December 2016)
 75. UNESCO. 2015a. Rethinking Education. Towards a global common good? <http://unesdoc.unesco.org/images/0023/002325/232555e.pdf> (Accessed 16 October 2016)
 76. UNESCO. 2015b. Thematic Indicators to Monitor the Education 2030 Agenda. Technical Advisory Group Proposal. <http://www.uis.unesco.org/Education/Documents/43-indicators-to-monitor-education2030.pdf> (Accessed 29 October 2016)
 77. UNESCO. 2016. Education 2030. Incheon Declaration and Framework for Action. Towards inclusive and equitable quality education and lifelong learning for all. Paris, UNESCO. <http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf> (Accessed 16 October 2016)
 78. United Nations. 2012. The future we want. Outcome document of the United Nations Conference on Sustainable Development, Rio de Janeiro, Brazil, 20–22 June 2012. <https://sustainabledevelopment.un.org/content/documents/733FutureWeWant.pdf> (Accessed 16 October 2016)
 79. United Nations. 2015. Transforming our world: the 2030 Agenda for Sustainable Development. Resolution adopted by the General Assembly on 25 September 2015. http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E (Accessed 16 October 2016)
 80. Vare, P. and Scott, W., 2007. Learning for a Change: Exploring the Relationship between Education and Sustainable Development. *Journal of Education for Sustainable Development*. 1(2), 191–198.
 81. Wals, A.E.J. 2015. Beyond unreasonable doubt. Education and learning for socio-ecological sustainability in the Anthropocene. Wageningen, Wageningen University. https://arjenwals.files.wordpress.com/2016/02/8412100972_rvb_inauguratie-wals-oratieboekje_v02.pdf (Accessed 14 June 2016)
 82. Wiek, A./Withycombe, L./Redman, C.L. 2011. Key competencies in sustainability: a reference framework for academic program development. *Sustainability Science*, Vol. 6, No. 2, pp. 203–218



‘Touching the lives of Millions’

Focusing on a purpose as expansive and yet as specific as improving quality of life through Human Development, the JSS Mahavidyapeetha has grown from strength to strength. A long and healthy life, Education for all and a decent standard of living, the indicators of Human development, have been the underlying philosophy of Jagadguru Sri Veerasimhasana Mahasamsthana Math, Suttur Srikshethra, for centuries. This is also the philosophy for which the Mahavidyapeetha today stands for.

Under the untiring efforts of Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji, the Mahavidyapeetha has witnessed enormous growth in the field of education and today has over 300 institutions under its fold, from kindergartens to postgraduate centres and postdoctoral research catering to the educational needs of more than 1,00,000 students.

The Mahavidyapeetha continues to play an important role in expanding the scope of its activities to several branches of knowledge, welfare, and culture. Its educational efforts span crèches for toddlers of working rural women, schools to impart primary and secondary education in both Kannada and English medium, Colleges, Polytechnics, Technical, Medicine, etc. For realizing its mission, it has equipped itself with an extensive infrastructure and an army of dedicated and highly qualified human resource. These institutions, located in strategic areas, serve a broad spectrum of society, from virtually remote tribal villages to metropolitan cities such as Bengaluru, Noida, New Delhi, Ooty, and Coimbatore, besides their presence in United States, Mauritius, and Dubai.

Apart from formal education, the initiatives stretch to integrated rural development through training and empowering of rural folk, reaching out healthcare to people through modern and traditional Indian systems of medicine, patronizing literary activities, visual arts, performing arts, restoration of temples and historical monuments.

<https://jssonline.org/>