

Education for



Sustainable Development Goals

Teaching & Learning Objective Handbook





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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](#)

PREFACE/ FOREWORD

Division Of Languages

Keeping in mind the needs of the UG students of Faculty of Life Sciences, the Division of Languages has 4 full time faculties for English and one faculty for Kannada language. English language has two papers, that is Part I which is a compulsory paper and Part II which is an optional paper. Students can opt for either Part II or Kannada or French. Part I consists of grammar and roots of words, while Part II consists of poetry and prose lessons. Grammar lessons have been incorporated in the Part I paper so that students learn to speak in a clearer and more effective manner and develop skills to communicate effectively in the corporate world, after completing their education. Roots of words from A to Z and Reading Comprehension passages have been introduced in the syllabus to improve the vocabulary of the students and equip the students to face competitive exams, either in India or abroad.

Poetry section has been included to justify that poetry should have a central place in our lives because it awakens our senses and helps children and adults to ponder, observe and ask questions. In the prose section, students develop their linguistic skills such as listening, speaking, reading, and writing. The students are also exposed to worthwhile values and functional skills.

Students opting for Kannada have a syllabus prepared by faculty in Kannada, Dr. Bheemaraju. For English, VIBGYOR 1, 2, 3 and 4 for 4 semesters (1st and 2nd year B.Sc) have been compiled by Mrs. Vibha Chaturvedi, who was the faculty of English at Faculty of Life Sciences from 2013 to 2015.

In addition to the VIBGYOR textbooks, the Division of languages has an online Language Lab which has vocabulary building tests, idioms and phrases, word analogy, sentence correction, stress management, time management, creative thinking, resume preparation, facing interviews etc. This is especially helpful for students who are opting to go abroad for further studies can have access to writing, reading and listening exercises for IELTS and TOEFL exams in the Language Lab.

Faculty Profile



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The 17 Sustainable Development Goals (SDGs)



1. No Poverty – End poverty in all its forms everywhere
2. Zero Hunger – End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Good Health and Well-Being – Ensure healthy lives and promote well-being for all at all ages
4. Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Gender Equality – Achieve gender equality and empower all women and girls
6. Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

7. Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and clean energy for all
8. Decent Work and Economic Growth – Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all
9. Industry, Innovation and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduced Inequalities – Reduce inequality within and among countries
11. Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient and sustainable
12. Responsible Consumption and Production – Ensure sustainable consumption and production patterns
13. Climate Action – Take urgent action to combat climate change and its impacts
14. Life below Water – Conserve and sustainably use the oceans, seas and marine resources for sustainable development
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
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
17. Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development

SUSTAINABLE DEVELOPMENT GOALS



Education for Sustainable Development Goals
Incorporation of courses/topics supporting SDGs in regular curriculum of
all B.Sc. courses for English language and Literature.

Name of the Course	Already covered in the curriculum	Proposed to be incorporated into the curriculum	
Eng III Part II			
Topic related to SDG 3	✓		
Unit IV: The Mahabharata			
Eng I Part I	✓		
<u>Unit IV: Wings of Fire by Dr. A P J Abdul Kalam</u>			
Unit III <u>“A Man Who Had No Eyes” by Mackinlay Kantor</u>	✓		

Teaching & Learning objectives

Cognitive Teaching & learning objectives	1.The learner understands the importance of good mental health which is important for the wellbeing for the people of all ages. 2.The learner understands the importance of good moral and ethical values and incorporates them into his academic and professional life.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can motivate partners to stand up for what is right and not to give up on life despite hurdles. • The learner understands the importance of family, relatives, and friends in helping achieve each other’s goals and turning dreams to reality.



	<ul style="list-style-type: none"> • The learner understands that leaving the familiar and going out and exploring the unknown will really show the importance in one's destiny.
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can raise awareness to stand by what is right, even fight for it. • The learner understands that a man who has the will can do great deeds even if he is handicapped. • The learner raises awareness on being a patriotic citizen and achieving goals through countless effort and hard work. • The learner understands the difference between self pity versus a positive attitude goes a long way in achieving goals.

Examples of learning approaches and methods

- ✓ Encourage learners to participate in debates on the topics like not to be swayed by greed, not giving up on life despite hurdles, half knowledge can be dangerous with special reference to events of the Mahabharata.
- ✓ Develop thought process and righteousness among the learners in implementing the life lessons learnt from the Mahabharata in their personal and professional life.

Suggested topics for student workshops/training

- ✓ Conduct quiz competitions in the class on topics which would include Mahabharata, Indian scientists, and India's achievements in space and rocket technology.
- ✓ Events like plays, dramas to be organized as part of cultural events where students will depict key events from the Mahabharata.
- ✓ Conduct special lectures from scientists working at ISRO and IISc to create awareness among the students about the efforts of Indian scientists in achieving superiority in aeronautical, space and rocket technology.

Name of the Course	Already covered in the curriculum	Proposed to be incorporated into the curriculum	
French as second language for four semesters.			
Topic related to SDG 4	✓		
<u>Introduction of French as second language for all B.Sc courses.</u>			
		✓	
<u>Introduction of Spanish and German as a second language for all B.Sc courses.</u>			



Teaching & Learning objectives

Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands that the ability to speak a foreign language like French and Spanish is an advantage on the international job market. • The learner understands that speaking French and Spanish opens up opportunities to study at renowned institutions ranked among the top higher education institutions in Europe, North America and Francophone countries.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • An ability to understand French or Spanish provides access to an alternative view of the world. • Learners can follow international thinkers and leaders from all over the world and news from the leading international media.
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands that learning French is a good base for learning other languages, like Spanish, Italian and Portuguese as well as English, since a significant percentage of English vocabulary is derived from French. • The learners can apply foreign languages like French, Spanish and German as an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions, negotiations, and maintaining international relations.

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Suggested topics for student workshops/training

- ✓ Fun activities where students will talk about a famous international personality in French and other students guess who he is.
- ✓ Conduct role plays in the classroom where students create real life situations at the airport or at the University or as a tourist in a Francophone country.
- ✓ Conduct special lectures where international speakers will enlighten students about the educational and job opportunities available to students in Europe, North America, and South America.


Name of the Course	Already covered in the curriculum	Proposed to be incorporated into the curriculum	
Digital English Language Lab for four semesters.			
Topic related to SDG 9	✓		
<u>Online Digital Language Lab for soft skills, communication skills, critical thinking skills, preplacement and corporate readiness.</u>			
<u>Full-fledged Offline Language Lab where students can use desktops for practicing language lab exercises.</u>		✓	

Teaching & Learning objectives

Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the importance of vocabulary building in enhancing communication and soft skills. • The learner understands that importance of completing tests in the Language Lab based on IELTS which will help them get admitted to renowned higher educational institutions in Europe and North America.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • An ability to understand how words are pronounced differently in different countries provides access to understand their native language better. • Learners can build confidence in themselves and learn other foreign languages. • The learners can develop their personality and gain confidence and face the challenges in the corporate world.
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> • The learner will have less fear and hesitation while communicating with others and while visiting a foreign country in Europe or North America. • Language Lab facilitates global business communication between executives.

Suggested topics for student workshops/training

- ✓ Conducting workshops by calling international speakers on developing of soft skills, critical thinking skills and how to communicate in the corporate world.
- ✓ Conduct special lectures on stress management, facing interviews and personality development.

Name of the Course	Already covered in the curriculum	Proposed to be incorporated into the curriculum	
English I Part II			
Topic related to SDG 5	✓		<u>5. Gender Equality</u>
<u>Unit II: Kishwar Naheed’s “ I Am Not That Woman”.</u>			


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Teaching & Learning objectives

Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands that the importance of gender equality at the workplace which is important for the country's economic growth. • The learner becomes aware of the types of violence affect a woman's safety and freedom. • The learner raises awareness about increasing women's legal rights keeps them safe and able to build productive happy lives.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner becomes sensitive to the fact that gender equalities lead to better race equality. When gender equality considers race as a factor, it improves race equality at the same time.
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> • Learners can raise awareness that without gender equality, women are more vulnerable to trafficking. With better education and job options, women and girls don't end up in trafficking situations as often. • Learners understand gender equality can also help strengthen a country, reducing poverty and instability.

Suggested topics for student workshops/training

- ✓ Conducting special lectures on gender equality and issues like equal property rights for both men and women.
- ✓ Conduct special lectures on the importance of gender equality at the workplace and how gender equality can contribute to the country's economic growth.

Name of the Course	Already covered in the curriculum	Proposed to be incorporated into the curriculum	
English II Part II	✓		<u>16. Peace, justice and strong institutions</u>
Topic related to SDG 16			
<u>Unit II: Chimney Sweepers by William Blake</u>	✓		
<u>English III Part II</u>	✓		
<u>Refugee Blues by W H Auden</u>			

Teaching & Learning objectives

Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner is made aware of the statistics of child labour in India. • Learners are made aware of Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right. • Learner raises broader questions about the plight of refugees in the 21st century with reference to their isolation, loneliness, and exile.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • Raise awareness about the harsh realities of child exploitation in India. • Volunteer with other learners to work for the welfare of poor children and underprivileged children and their families. • Learners understand the trauma of the refugees and pain of being forced to leave home—and of being unable to find a place of safety and security in a violent and uncertain world.
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> • Learners can raise awareness among parents from the socially and economically weaker sections of society about the evils of child labor. • Learners can motivate other learners to support NGO's like

	<p>Save the Children.</p> <ul style="list-style-type: none">• Learners can sensitize and motivate other learners that fighting child labor requires a multi-pronged push, and there is a need to make this a people's issue. While officials and government can only institute policies, ignoring everyday child abuse and malnourishment must also be attacked at an individual level, wherever possible.• The learner becomes emotionally sensitive to the fear and desperation of being a refugee.• The learner motivates other learners to support NGO's working to improve the lives of refugees in India and abroad.• The learner understands the importance of a powerful call for action to promote peace and justice for all and adopt a more just approach towards refugees.
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Suggested topics for student workshops/training

- ✓ Conduct awareness programs by resource persons working in UN agencies, local, national, and international nonprofit organizations working for the rehabilitation of refugees in India.
- ✓ Conduct awareness on India's contribution in finding ways along with the international community to improve protection of the people around the world and ensure justice for refugees from other countries.