



**SUSTAINABLE
DEVELOPMENT
GOALS**

Education for

**Education
2030**

Sustainable Development Goals



(DEEMED TO BE UNIVERSITY)

**JSS
ACADEMY
OF HIGHER
EDUCATION
& RESEARCH**

M Y S U R U

JSS ACADEMY OF HIGHER EDUCATION & RESEARCH
Teaching & Learning of Activities in Achieving UN
Sustainable Development Goals

Teaching & Learning Objective Handbook
SDG-10- Reduced Inequalities

2022

TABLE OF CONTENTS

S NO	CONTENTS	Page No
1.	PREFACE	3
2.	PREAMBLE	4
3.	Introduction	5-7
4.	TEACHING & LEARNING OBJECTIVES FOR SDG 10 - JSS MEDICAL COLLEGE & HOSPITAL	8-11
5.	TEACHING & LEARNING OBJECTIVES FOR SDG 10- JSS DENTAL COLLEGE & HOSPITAL	12-13
6.	TEACHING & LEARNING OBJECTIVES FOR SDG 10- JSS COLLEGE OF PHARMACY- MYSORE	14-15
7.	TEACHING & LEARNING OBJECTIVES FOR SDG 10- JSS COLLEGE OF PHARMACY, OOTY	16
8.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES	17-18
9.	TEACHING & LEARNING OBJECTIVES FOR SDG 10- FACULTY OF LIFE SCIENCES SCHOOL OF LIFE SCIENCES ,OOTY	19-20
10.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DEPARTMENT OF YOGA	21-22
11.	TEACHING & LEARNING OBJECTIVES FOR SDG 10- SCHOOL OF LIFE SCIENCE, MYSORE DEPARTMENT OF MICROBIOLOGY	23-24
12.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DEPT. OF ENVIRONMENTAL SCIENCES	25-26
13.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DEPT. OF NUTRITION & DIETETICS	27-31
14.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DIVISION OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY	32-33
15.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DIVISION OF MEDICAL PHYSICS	34
16.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DIVISION OF MEDICAL STATISTICS	35-36
17.	TEACHING & LEARNING OBJECTIVES FOR SDG 10-DIVISION OF GEOINFORMATICS	37-38

PREFACE

The United Nations' 2030 Agenda for Sustainable Development was adopted Globally in September 2015. It is underpinned by 17 Sustainable Development Goals (SDGs) and 169 targets and applies to every country. It helps people from various countries to work together to promote sustained and inclusive economic growth, social development and environmental protection and to benefit all, including future generations. The 2030 Agenda for Sustainable Development sets forth "a plan of action for people, planet and prosperity" and "seeks to strengthen universal peace in larger freedom".

This universal agenda requires an integrated approach to sustainable development and collective action, at all levels, to address the challenges of our time, with an overarching imperative of 'leaving no one behind' and addressing inequalities and discrimination as the central defining feature. Many countries, institutions and organisations have already started to translate the new agenda into their development plans, strategies and visions.

JSSAHER'S Social Responsibility is an approach of ethical and intelligent management, which involves both its impact on its human, social and natural context and its active role on the promotion of Sustainable Human Development of the country. Within this approach, "Sustainable Campus" is a strategy that strives to reduce the ecological footprint of the Institution via a rational use of resources and to educate the JSSAHER community on the ethics of sustainability.

Supporting the JSSAHER'S Social Responsibility, the SDG Hand Book explains the SDGs and their connection between the various goals and targets of JSSAHER. It provides a blueprint to help, identify, implement and achieve the Sustainable Development Goals (SDGs) at JSS AHER.

As the process moves towards implementation, there is a need to address the scope and systemic nature of the 2030 Agenda and the urgency of the challenges. This requires a wide range of tools and science-based analysis to navigate that complexity and to realise the ambition. JSSAHER having in place effective governance systems, institutions, partnerships, and intellectual and financial resources favouring effective, efficient and coherent approach for implementation of SDGs.

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Pro Chancellor
JSS Academy of Higher Education & Research, Mysuru &
President, Pharmacy Council of India
New Delhi

<https://www.jssuni.edu.in/JSSWeb/WebShowFromDB.aspx?MID=11011&CID=0&PID=10001>

PREAMBLE



Education for

Sustainable Development Goals

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: [The Sustainable Development Goals Report 2022](#)

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

[Access to Learning objectives for SDG-10](#)

[Education for Sustainable Development Goals: learning objectives - UNESCO Digital Library](#)

[United Nations, n.d.](#)

OBJECTIVE OF JSS ACADEMY OF HIGHER EDUCATION & RESEARCH TO PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS OF THE UNITED NATION IS TO MATCH THE TEACHING & LEARNING ACTIVITIES WITH SUSTAINABLE DEVELOPMENT GOALS THROUGH CURRICULUM DEVELOPMENT, ENHANCED RESEARCH AND EXTENDED OUTREACH ACTIVITIES

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>





TEACHING & LEARNING OBJECTIVES FOR SDG 10 JSS MEDICAL COLLEGE & HOSPITAL

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	Community Medicine, Forensic Medicine, Obstetrics and gynecology, Pediatrics
Cognitive Teaching & learning objectives	<p>At the end of 2nd professional year, the learner should be able to:</p> <ul style="list-style-type: none"> • Understand the concept of equity, equality, justice and inequality • Discuss the role of sociocultural, socioeconomic, geopolitical systems in achieving health equity • Describe the role of health equity in health and well-being of communities • Compare and contrast the health problems, health services and health seeking behavior in rural, urban and tribal areas at different parts of the country • Identify, discuss medico-legal, sociocultural and ethical issues pertaining to decision making in health care

	<ul style="list-style-type: none"> • Discuss on inequality that is contextual to gender, age, vulnerability, social and economic status, patient preferences, beliefs and values • Describe the sociocultural factors, family (types), its role in health and disease • Describe poverty, social security measures and its relationship to health and disease <p>At the end of 3rd professional year, part-1 the learners should be able to,</p> <ul style="list-style-type: none"> • Discuss national and regional health care policies including the National Health • Describe the principles of primary health care in context to equitable distribution of services. • Mission that incorporates National Rural Health Mission (NRHM) and National • Urban Health Mission (NUHM), frameworks, economics and systems that influence health promotion, health care delivery, disease prevention, effectiveness, responsiveness, quality and patient safety • Describe the methods of organizing health promotion and education and counselling activities at individual family and community setting • Describe the role, benefits and functioning of the employees state insurance scheme • Describe health planning in India and National policies related to health, health planning, millennium development goals and sustainable development goals • Describe the concept and strategies for universal health coverage
Socio-emotional Teaching & learning objectives	<p>At the end of final year, the learner should be able to:</p> <ul style="list-style-type: none"> • Demonstrate ability to communicate to patients in a respectful, non-threatening, non-judgmental and empathetic manner • Counsel and raise awareness to individuals and community about inequalities. • Counsel the vulnerable individuals, families and communities on reduced inequalities • Provide education on inequalities in their surroundings as well as in the

	wider world and can recognize the problematic consequences
Behavioural Teaching & learning objectives	<p>At the end of final year, the learner should be able to:</p> <ul style="list-style-type: none"> • Demonstrate in a simulated environment the correct assessment of socioeconomic status • Demonstrate the steps in evaluation of health promotion and education program • Identify and analyze different types of causes and reasons for inequalities. • Conduct health education sessions at community level on various social security, assistance measures and national health programs

Topics for SDG 10 “Reduced Inequalities”

- Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories
- Equity, equality, justice and inequality in health and well-being
- Social determinants of health and well-being
- Different indicators to measure inequality
- Migration and mobility of people
- Principles, elements and functions of primary health care
- Universal health coverage
- Social security, social assistance schemes and national health programs to reduce inequalities
- Health insurance and prevention of catastrophic health expenditures
- Socioeconomic status and scales to measure it
- Role of families and communities on health and wellness
- Health planning in India and National policies related to health, health planning, millennium development goals and sustainable development goals
- Ethical and legal issues related to reducing inequalities.
- Laws and legislations to prevent inequalities in various aspects

Learning approaches and methods for SDG 10 “Reduced Inequalities”

- Problem based and case based discussions on innovations in health care and diagnostics
- Family health advisory surveys
- Visit to health centers at rural, urban and tribal areas
- Special annual NSS Camps in rural and tribal areas
- Moot court sessions to impart knowledge and skills related to ethical and legal aspects related to health and well-being
- Socioeconomic status classifications at hospital and community settings
- Model UN general assembly session to discuss regional, national and international inequalities
- Conduct health education session in various social security, assistance schemes and national health programmes.

TEACHING & LEARNING OBJECTIVES FOR SDG 10

JSS DENTAL COLLEGE & HOSPITAL

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> ● Oral Health Care delivery for vulnerable populations (Urban Slums, Rural Areas, Tribal Areas, Old age homes, Orphanages, Schools for Differently abled) 	<ul style="list-style-type: none"> ● Pediatric Dentistry and Public Health Dentistry ● All undergraduate and post graduate students
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> ● The learner knows different dimensions of inequality, their interrelations and applicable statistics. ● The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making. ● The learner understands that inequality is a major driver for societal problems and individual dissatisfaction. ● The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.). ● The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making. 	
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> ● The learner can raise awareness about inequalities. ● The learner can feel empathy for and to show solidarity with people who are discriminated against. ● The learner can negotiate the rights of different groups based on shared values and ethical principles. ● The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. ● The learner can maintain a vision of a just and equal world. 	
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> ● The learner can evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). ● The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. ● The learner can identify and analyse different types of causes and reasons for inequalities. ● The learner can plan, implement and evaluate strategies to reduce inequalities. ● The learner can engage in the development of public policies and corporate activities that reduce inequalities 	

Suggested topics for SDG 10 “Reduced Inequalities”

Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories

Different indicators to measure inequality

The meaning of rights to land, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities

Fiscal, wage and social protection policies

Global trade systems and regulations (including tax regimes) Labour standards

Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions

The amount and effects of international development aid

Historical roots of current inequalities (including the role of multinational companies) Migration and mobility of people

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

Play simple distribution games to discuss psychological effects of unfair and unequal treatment or the exacerbation of the impacts of natural hazards on a community due to inequality

Analyse the share of different social categories in the own institution

Plan an awareness or political campaign directed at inequalities in global trading systems

Analyse one’s own personal history considering times where one was privileged or discriminated against

Conduct interviews with people in vulnerability

Develop a web page or a blog highlighting an understanding of the local migration and/or refugee situation

Develop an enquiry-based project: “How does inequality influence people’s happiness?”

TEACHING & LEARNING OBJECTIVES FOR SDG 10 JSS COLLEGE OF PHARMACY, MYSORE

Subject/ topic/ course in regular curriculum relating to SDG 10	Pharmacy Practice, Pharmacology, Pharmaceutics, Pharmaceutical Chemistry, Pharmacognosy
Cognitive Teaching & learning objectives	<p>At the end of course, the learner should be able to</p> <ul style="list-style-type: none"> • Understand the concept of equity, equality, justice and inequality • Discuss on inequality that is contextual to gender, age, vulnerability, social and economic status, patient preferences, beliefs and values • Discuss national and regional health care policies including the National Health
Socio-emotional Teaching & learning objectives	<p>At the end of course, the learner should be able to,</p> <ul style="list-style-type: none"> • Demonstrate ability to communicate to patients in a respectful, non-threatening, non-judgmental and empathetic manner • Counsel and raise awareness among the individuals and community about inequalities. • Counsel the vulnerable individuals, families and communities to reduce inequalities
Behavioral Teaching & learning objectives	<p>At the end of course, the learner should be able to,</p> <ul style="list-style-type: none"> • Demonstrate the steps to achieve health promotion and education program to reduce financial inequality • Identify and analyze different types of causes and reasons for inequalities. • Conduct health education sessions at community level on various social security, assistance measures and national health programs

Suggested topics for SDG 10 “Reduced Inequalities”

- Equity, equality, justice and inequality in health and well-being
- Different indicators to measure inequality
- Health insurance and prevention of catastrophic health expenditures
- Role of families and communities on health and wellness
- National policies related to health, health planning, millennium development goals and sustainable development goals
- Ethical and legal issues related to reducing inequalities.
- Laws and legislations to prevent inequalities.

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

- Problem based and case-based discussions on innovations in health care and diagnostics
- Visit to health centers at rural and urban areas
- Special annual NSS Camps in rural areas to educate regarding the menace of inequality and measures to overcome the same.
- Support to below poverty line families and weaker sections of the society in hospital and community settings
- Conduct health education session in various social security, assistance schemes and national health programs



TEACHING & LEARNING OBJECTIVES FOR SDG 10

JSS COLLEGE OF PHARMACY, OOTY

Subject/ topic/ course in regular curriculum relating toSDG 10	<p>• V Pharm D and M.Pharm (I SEM), Subject: Clinical Research, Topics: Various Phases of Clinical Trials, Methods of post marketing surveillance, ICH GCP, Ethical Guidelines in Clinical Trials, CDSCO,overview of regulatory environment in India, USA and Europe. Education for sustainable Development Goals: Cognitive Teaching & learning objective: The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behavior and decision making.</p> <p>Behavioural Teaching & learning objectives: The learner can identify and analyze different types of causes and reasons for inequalities.</p> <p>The learner can engage in the development of public policies and corporate activities that reduce inequalities</p> <p>IV Pharm D and M.Pharm (I SEM), Subject: Hospital Pharmacy, Hospital & Community Pharmacy Topics: Pharmacy & Therapeutics Committee, Infection control committee, Research & Ethics committee</p> <p>Education for sustainable Development Goals: Cognitive Teaching & learning objective: The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behavior and decision making.</p> <p>Behavioural Teaching & learning objectives: The learner can identify and analyze different types of causes and reasons for inequalities.</p> <p>The learner can engage in the development of public policies and corporate activities that reduce inequalities</p>
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TEACHING & LEARNING OBJECTIVES FOR SDG 10

FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES

<p>Subject/ topic/ course in regular curriculum relating to SDG 10</p>	<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
<p>Cognitive Teaching & learning objectives</p>	<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
<p>Socio-emotional Teaching & learning objectives</p>	<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="text-align: center;">   </div>
<p>Behavioural Teaching & learning objectives</p>	<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 ethnic day, where faculty and students dress up in their traditional attires and exchange their views



Award Ceremony for Women's Day



TEACHING & LEARNING OBJECTIVES FOR SDG 10

JSS SCHOOL OF LIFE SCIENCES, OOTY

<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner knows different dimensions of inequality, their interrelations and applicable statistics. • The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making. • The learner understands that inequality is a major driver for societal problems and individual dissatisfaction. • The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.). • The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can raise awareness about inequalities. • The learner can feel empathy for and to show solidarity with people who are discriminated against. • The learner can negotiate the rights of different groups based on shared values and ethical principles. • The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. • The learner can maintain a vision of a just and equal world.
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). • The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. • The learner can identify and analyse different types of causes and reasons for inequalities. • The learner can plan, implement and evaluate strategies to reduce inequalities. • The learner can engage in the development of public policies and corporate activities that reduce inequalities

Suggested topics for SDG 10 “Reduced Inequalities”

Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories

Different indicators to measure inequality

The meaning of rights to land, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities

Fiscal, wage and social protection policies

Global trade systems and regulations (including tax regimes)

Labour standards

Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions

The amount and effects of international development aid

Historical roots of current inequalities (including the role of multinational companies)

Migration and mobility of people

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

Play simple distribution games to discuss psychological effects of unfair and unequal treatment or the exacerbation of the impacts of natural hazards on a community due to inequality

Analyse the share of different social categories in the own institution

Plan an awareness or political campaign directed at inequalities in global trading systems

Analyse one’s own personal history considering times where one was privileged or discriminated against

Conduct interviews with people in vulnerability

Develop a web page or a blog highlighting an understanding of the local migration and/or refugee situation

Develop an enquiry-based project: “How does inequality influence people’s happiness?”

DEPARTMENT OF YOGA

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

- Plan awareness programs to reach the unreach at rural, urban and tribal areas.
- Special annual camps & NSS activities at local, rural and tribal areas and promoting benefits of Yoga on health.
- Impart knowledge and skills related to ethical and legal aspects related to health and well being
- Developing public policies and activities influencing positively in addressing health issues, in turn reducing inequality burden at all levels.

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> • The course MSc in Yoga • The course indirectly helps in reducing inequalities among vulnerable population.
Cognitive Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Know different dimensions of inequality with respect to health and Yoga practice, their interrelations and current statistics of disease burden. • Understands the need for identification of health indicators that measure and describe inequalities and provide specific solutions. • Understands ethical principles concerning equality and aware of psychological processes that foster discriminative behaviour and decision making.
Socio-emotional Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Can raise awareness reducing disease burden through yoga. • Will understand the empathy and addressing the people needs, providing accessible action plans through yoga without discrimination.
Behavioural Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Plan, implement and evaluate strategies to reduce inequalities. • Identify and analyze causes and reasons for health problems and provide need based solutions through yoga. • Engage in the development of public policies and corporate activities influencing positively in addressing health issues, in turn reducing inequality burden at all levels.

Topics for SDG 10 “Reduced Inequalities”

- Impact of Yoga on social, economic and political inequalities & discrimination on physical & mental well being of vulnerable populations.
- Identifying the various indicators to measure inequality, and strategies to overcome the same.
- Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions.
- Strategies to provide health and food security for vulnerable populations like people with communicable diseases, migration, less privileged children & geriatric population.

BSC Yoga

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> The course BSc in Yoga indirectly helps in reducing inequalities among vulnerable population.
Cognitive Teaching & learning objectives	<p>At the end of final Professional year, the learner should be able to,</p> <ul style="list-style-type: none"> Know different dimensions of inequality with respect to health and Yoga practice, their interrelations and current statistics of disease burden.
Socio-emotional Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> Can raise awareness reducing disease burden in all genders through yoga.
Behavioural Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> Identify and analyze causes and reasons for health problems and provide need based solutions through yoga.

Topics for SDG10“Reduced Inequalities”

- Identifying the various indicators to measure inequality, and strategies to overcome the same.
- Impact of Yoga on social, economic and political inequalities & discrimination on physical & mental well being of vulnerable populations.

Learning approaches and methods for SDG10“Reduced Inequalities”

- Impart knowledge and skills related to ethical and legal aspects related to health and well being
- Special annual camps & NSS activities at local, rural and tribal areas and promoting benefits of Yoga on health.

DEPARTMENT OF MICROBIOLOGY

Subject/ topic/ course in regular curriculum relating to SDG 10

- Environmental Microbiology (BSc V Sem); Industrial Microbiology (BSc VI Sem); Industrial Training & Entrepreneurship (BSc VI Sem)

Cognitive Teaching & learning objectives

- The learner knows different dimensions of entrepreneurship; indicators that measure and describe various opportunities regarding solid waste management, vermicomposting and microbial based products for decision-making; understands requirements for investment opportunities.

Socio-emotional Teaching & learning objectives

- The learner can raise awareness about different policies in industries; show solidarity with people for farmers in creating commercial opportunities; can negotiate product value according to market demand; maintain a vision of an equal world with his survival by increasing his income level.

Behaviorial Teaching & Learning objectives

- The learner can evaluate inequalities and provide solidarity support to lower-level income people by providing employment opportunities; plan, implement and evaluate strategies to counter the monopoly of MNCs.



Learning approaches and methods for SDG 10

- Indigenous Product Development meeting international standards
- Microbial quality and safety of indigeneous fermented foods
- Entrepreneurship of microbe based products and foods



Suggested topics for students workshop

- Train students on developing microbial products meeting international standards
- Promote strong partnership between microbiologists and bio-investors
- Reduce knowledge inequalities by exchange visits

DEPARTMENT OF ENVIRONMENTAL SCIENCES

Course Name in curriculum relating to SDG 10	<ul style="list-style-type: none"> • Natural Resource Management (DSC 02) • Sustainable Development (OEC 04) • Environmental Economics and Management (DSC 18)
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows different dimensions of inequality, their interrelations, and applicable statistics. • The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making. • The learner understands that inequality is a major driver for societal problems and individual dissatisfaction. • The learner understands local, national, and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.). • The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behavior and decision making.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can raise awareness about inequalities. • The learner can feel empathy for and to show solidarity with people who are discriminated against. • The learner can negotiate the rights of different groups based on shared values and ethical principles. • The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. • The learner can maintain a vision of a just and equal world.
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). • The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. • The learner can identify and analyze different types of causes and reasons for inequalities. • The learner can plan, implement, and evaluate strategies to reduce inequalities. • The learner can engage in the development of public policies and corporate activities that reduce

	inequalities
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Suggested topics for SDG 10 “Reduced Inequalities”	
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| Suggested topics for SDG 10 “Reduced Inequalities” | |
| <ul style="list-style-type: none">• Social, economic, and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories• Different indicators to measure inequality• The meaning of rights to land, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities• Fiscal, wage and social protection policies• Global trade systems and regulations (including tax regimes)• Labor standards• Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions• The amount and effects of international development aid• Historical roots of current inequalities (including the role of multinational companies) Migration and mobility of people | |

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”	
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| Examples of learning approaches and methods for SDG 10 “Reduced Inequalities” | |
| <ul style="list-style-type: none">• Play simple distribution games to discuss psychological effects of unfair and unequal treatment or the exacerbation of the impacts of natural hazards on a community due to inequality• Analyze the share of different social categories in the own institution• Plan an awareness or political campaign directed at inequalities in global trading systems• Analyze one’s own personal history considering times where one was privileged or discriminated against• Conduct interviews with people in vulnerability• Develop a web page or a blog highlighting an understanding of the local migration and/or refugee situation• Develop an enquiry-based project: “How does inequality influence people’s happiness?” | |

DEPARTMENT OF NUTRITION & DIETETICS

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> • The course MSc in Nutrition & Dietetics • The course indirectly helps in reducing inequalities among vulnerable population.
Cognitive Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Know different dimensions of inequality with respect to health and nutrition security, their interrelations and current statistics of disease burden and food insecurity. • Understands the need for identification of health indicators that measure and describe inequalities and provide specific solutions. • Understands ethical principles concerning equality and aware of psychological processes that foster discriminative behaviour and decision making.
Socio-emotional Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Can raise awareness about nutrition inequalities, reducing disease burden among all. • Will understand the empathy and addressing the people needs, providing accessible action plans without discrimination.
Behavioural Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Plan, implement and evaluate strategies to reduce inequalities. • Identify and analyse causes and reasons for health & nutrition inequalities, provide need based solutions. • Engage in the development of public policies and corporate activities influencing positively in addressing health issues, in turn reducing inequality burden at all levels.

Suggested topics for SDG 10 “Reduced Inequalities”

- Impact of social, economic and political inequalities & discrimination on mental & overall well being of vulnerable populations.
- Identifying the various indicators to measure inequality, and strategies to overcome the same.
- Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions
- Strategies to provide health and food security for vulnerable populations like people with communicable diseases, migration, less privileged children/old age persons.

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

- Plan awareness programs to reach the unreachable at rural, urban and tribal areas.
- Special annual camps & NSS activities at local, rural and tribal areas.
- Impart knowledge and skills related to ethical and legal aspects related to health and well being
- Developing public policies and activities influencing positively in addressing health issues, in turn reducing inequality burden at all levels.

MSc Sports Nutrition & Management

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> • Dissertation/internship/experimental sports nutrition/
Cognitive Teaching & learning objectives	<p>At the end of 1st professional year, the student should be able to</p> <ul style="list-style-type: none"> • differentiate dimensions of inequality, their interrelations, and applicable statistics in terms of research. • Know the indicators that measure and describe inequalities and understands their relevance for research associated decision-making. • understand ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.

Socio-emotional Teaching & learning objectives	<p>At the end of the program, the student should be able to</p> <ul style="list-style-type: none"> • raise awareness about inequalities in research field and can feel empathy for and to show solidarity with people who are discriminated against. • negotiate the rights of different groups based on shared values and ethical principles. • to be aware of inequalities in their internship or research surroundings as well as in the wider world and can recognize the problematic consequences. • maintain a vision of a just and equal world.
Behavioural Teaching & learning objectives	<p>At the end of the program, the student should be able to</p> <ul style="list-style-type: none"> • identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities and find solutions in terms of indicators • plan, implement, and evaluate strategies to reduce inequalities. • engage in the development of public policies and corporate activities that reduce inequalities in research.

Suggested topics for SDG 10 “Reduced Inequalities”

Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories

Different indicators to measure inequality

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

Play simple distribution games to discuss psychological effects of unfair and unequal treatment or the exacerbation of the impacts of natural hazards on a community due to inequality

Analyse the share of different social categories in the own department and institution

BSc Food, Nutrition & Dietetics

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> Indian constitution, Community nutrition, Public health nutrition, Nutrition During Life cycle, Principles of human nutrition
Cognitive Teaching & learning objectives	<p>At the end of 1 & 2nd Professional year, the learner should be able to,</p> <ul style="list-style-type: none"> The learner knows indicators of nutritional deficiency among vulnerable group, specifically women strata. The learner understands that inequality is a major driver for societal problems and individual dissatisfaction. The learner understands local, national and global processes that both promote and hinder equality (food distribution). Learner understand about nutritional status enhancement of vulnerable population to improve health status. Understand about enhancement of nutritional status of women Improve the knowledge related with entrepreneurial development
Socio-emotional Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> The learner can raise awareness about inequalities. The learner can feel empathy for and to show solidarity with people who are discriminated The learner can negotiate the rights of different groups based on shared values and ethical principles. The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. The learner can maintain a vision of a just and equal world.
Behavioural Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> The learner can evaluate inequalities in their local environment in terms of diet quality resource availability The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. The learner can identify and analyse different types of causes and reasons for inequalities. The learner can plan, implement and evaluate strategies to reduce inequalities. The learner can engage in the development of public policies and corporate activities that reduce inequalities

Topics for SDG10“Reduced Inequalities”

- Social, economic and political inclusion versus inequalities (on national and global levels)– typical discriminatory categories
- Different indicators to measure inequality
- Equity, equality, justice and inequality in health and well-being
- Social determinants of health and well-being
- Different indicators to measure inequality
- Migration and mobility of people
- Principles, elements and functions of primary health care
- Ethical and legal issues related to reducing inequalities.
- Laws and legislations to prevent inequalities in various aspects
- Social security, social assistance schemes and national health programs to reduce inequalities
- Health insurance and prevention of catastrophic health expenditures
- Socioeconomic status and scales to measure it
- Role of families and communities on health are wellness

Learning approaches and methods for SDG10“Reduced Inequalities”

- Family health advisory activities to reduce gender inequalities in food distribution
- Visit to health centers at rural, urban and tribal areas to give importance of nutrition in women
- Conducting Special annual NSS Camps in rural areas to encourage girl child education and nutrition education
- Moot court sessions to impart knowledge and skills related to ethical and legal aspects related to health and well-being
- Develop an enquiry-based project: “How does inequality influence people’s happiness and health?”

DIVISION OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> • Community Psychology • Ethics and Self Awareness
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows different dimensions of inequality, their interrelations and applicable statistics. • The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making. • The learner understands that inequality is a major driver for societal problems and individual dissatisfaction. • The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.). • The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can raise awareness about inequalities. • The learner can feel empathy for and to show solidarity with people who are discriminated against. • The learner can negotiate the rights of different groups based on shared values and ethical principles. • The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. • The learner can maintain a vision of a just and equal world.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). • The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. • The learner can identify and analyse different types of causes and reasons for inequalities. • The learner can plan, implement and evaluate strategies to reduce inequalities. • The learner can engage in the development of public policies and corporate activities that reduce inequalities

Suggested topics for SDG 10 “Reduced Inequalities”

Preventing problem Behaviour and promoting social competence

Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories

Different indicators to measure inequality

The aims of community research

Global trade systems and regulations (including tax regimes)

Labour standards

Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

Play simple distribution games to discuss psychological effects of unfair and unequal treatment or the exacerbation of the impacts of natural hazards on a community due to inequality

Analyse the share of different social categories in the own institution

Plan an awareness or political campaign directed at inequalities in global trading systems

Analyse one’s own personal history considering times where one was privileged or discriminated against

Conduct interviews with people in vulnerability

Develop a web page or a blog highlighting an understanding of the local migration and/or refugee situation

Develop an enquiry-based project: “How does inequality influence people’s happiness?”

DIVISION OF MEDICAL PHYSICS

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> Professional aspects and role of Medical Physicist
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> At the end of professional year, the learner should be able to: Understand the concept of equity, equality, justice and inequality.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> At the end of final year, the learner should be able to: Demonstrate ability to communicate to patients in a respectful, non-threatening, non-judgmental and empathetic manner.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. The learner can identify and analyse different types of causes and reasons for inequalities. The learner can plan, implement and evaluate strategies to reduce inequalities. The learner can engage in the development of public policies and corporate activities that reduce inequalities

Suggested topics for SDG 10 “Reduced Inequalities”

- There is no Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories in the treatment of cancer.
- There is no inequality among the cancer patients.

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

- Play simple distribution games to discuss psychological effects of unfair and unequal treatment or the exacerbation of the impacts of Radiation hazards
- Plan an cancer awareness in rural areas
- Analyze one’s own personal history considering times where one was privileged or discriminated during the cancer treatment

DIVISION OF MEDICAL STATISTICS

Subject/ topic/ course in regular curriculum relating to SDG 10	<ul style="list-style-type: none"> • Big Data Analytics • Spatial statistics
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows different dimensions of inequality, their interrelations and applicable statistics. • The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making. • The learner understands that inequality is a major driver for societal problems and individual dissatisfaction. • The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.). • The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can raise awareness about inequalities. • The learner can feel empathy for and to show solidarity with people who are discriminated against. • The learner can negotiate the rights of different groups based on shared values and ethical principles. • The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. • The learner can maintain a vision of a just and equal world.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). • The learner can identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. • The learner can identify and analyse different types of causes and reasons for inequalities. • The learner can plan, implement and evaluate strategies to reduce inequalities. • The learner can engage in the development of public policies and corporate activities that reduce inequalities

Suggested topics for SDG 10 “Reduced Inequalities”

- AI ML Models have sufficient and diverse data sets to train from, that offers a more representative dataset of society, with diverse ethnicity, and gender.
- The Applications of Machine Learning for Mapping Inequality in Cities of the Global
- Applies ML to generate useful insights on spatial inequality within and among countries

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities”

- Bridge the economic inequality using big data analytics and spatial statistics
- The Standardized World Income Inequality Database
- Data analytics will exacerbate inequality also within nations.
- Algorithms and tools can help identify sources of inequality and conflict

DIVISION OF GEOINFORMATICS

<p>Subject/ topic/ course in regular curriculum relating to</p>	<ul style="list-style-type: none"> • Thematic map preparation using GIS • Spatial-temporal analysis of the index of inequality. • Spatial-temporal analysis of working and non-working population
<p>Cognitive Teaching & learning objectives</p>	<p>At the end of 2nd year the learner should be able to</p> <ul style="list-style-type: none"> • knows different dimensions of inequality, their interrelations, and applied statistics. • Understands indicators that measure and describe inequalities and understand their relevance for decision-making. • Study and analysis of Geographic aspects of inequality and poverty • Calculate environmental equity for public policy.
<p>Socio-emotional Teaching & learning objectives</p>	<p>At the end of final year the student should be able to</p> <ul style="list-style-type: none"> • The learner can raise awareness about inequalities. • The learner can feel empathy for and show solidarity with people who are discriminated against. • The learner can negotiate the rights of different groups based on shared values and ethical principles. • The learner becomes aware of inequalities in their surroundings as well as in the wider world and can recognize the problematic consequences. • The learner can maintain a vision of a just and equal world.
<p>Behavioural Teaching & learning objectives</p>	<p>At the end of the program the learner should be able to</p> <ul style="list-style-type: none"> • Evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). • Identify or develop an objective indicator to compare different groups, nations, etc., with respect to inequalities. • Identify and analyze different types of causes and reasons for inequalities. • Plan, implement and evaluate strategies to reduce inequalities. • Engage in the development of public policies and corporate activities that reduce inequalities.

Examples of learning approaches and methods for SDG 10 “Reduced Inequalities.”

- Case studies on GIS and inequality
- Develop an inquiry-based project: “How GIS can be used to reduce inequalities?”
- IIRS EDUSAT Programs and video tutorials

Suggested topics for SDG 10 “Reduced Inequalities.”

- Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories
- Different indicators to measure inequality
- The meaning of rights to land, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities
- Monitoring intra-urban inequalities with GIS-based indicators
- Geographic aspects of inequality and poverty
- Policy mapping - Improve newborn health
- use of GIS and indicators to monitor intra-urban inequalities



‘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.

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