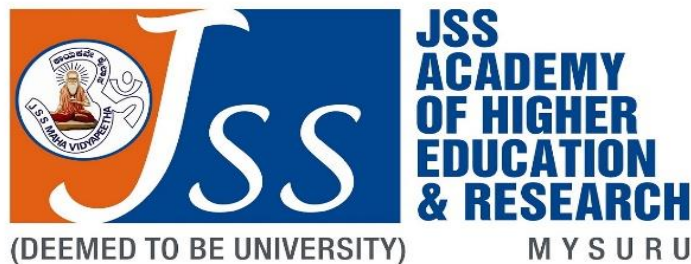




Education for



Sustainable Development Goals



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

Teaching & Learning Objective Handbook  
SDG-16- Peace, Justice and Strong Institutions

**2022**

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# 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.

**Dr.B.Suresh**  
**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



**SUSTAINABLE  
DEVELOPMENT  
GOALS**

# 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-16](#)

[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 16 JSS MEDICAL COLLEGE & HOSPITAL

## 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	Anatomy, Pharmacology, Forensic Medicine & Toxicology, Medical Jurisprudence (Medical Law and ethics), General Surgery, The role of the physician in the community, Ethics, Anaesthesiology, General Medicine, Psychiatry, Radiotherapy.
Cognitive  Teaching & learning objectives	<p><b>At the end of final year the learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect and follow the correct procedure when handling cadavers and other biologic tissue.</li> <li>2. Communicate with the patient with empathy and ethics on all aspects of drug use.</li> <li>3. Clinical research &amp; Ethics: Discuss human experimentation including clinical trials.</li> <li>4. Describe Medical Ethics and explain its historical emergence.</li> <li>5. Describe the Code of Medical Ethics 2002 conduct, Etiquette and Ethics in medical practice and unethical practices &amp; the dichotomy.</li> <li>6. Describe and discuss the ethics related to HIV patients.</li> </ol>
Socio-emotional  Teaching & learning objectives	<p><b>At the end of final year the learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Counsel family members of a patient with suspected poisoning about the clinical and medico legal aspects with empathy.</li> <li>2. Counsel family members of a patient with suspected poisoning about the clinical and medico-legal aspects with empathy.</li> <li>3. Counsel and communicate to patients with empathy lifestyle changes in atherosclerosis / post coronary syndromes.</li> <li>4. Communicate and counsel patients and families about the treatment</li> </ol>



	and prognosis of shock demonstrating empathy and care.
Behavioural  Teaching & learning objectives	<p><b>At the end of final year the learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate ability to conduct research in pursuance to guidelines or research ethics.</li> <li>2. Demonstrate responsibility and work ethics while working in the health care team.</li> <li>3. Communicate with the patient with empathy and ethics on all aspects of drug use.</li> <li>4. Demonstrate Professionalism and empathy to the patient undergoing surgery.</li> <li>5. Demonstrate empathy in patient encounters.</li> <li>6. Demonstrate empathy while dealing with children with cardiac diseases in every patient encounter.</li> <li>7. Establish rapport and empathy with patients.</li> <li>8. Communicate and counsel patients and families on the outcome and rehabilitation demonstrating empathy and care.</li> <li>9. Display empathy in the care of patients with cancer.</li> </ol>

## Topics for SDG 16 “Peace, Justice and Strong Institutions”

1. Definitions of justice: retributive and rehabilitative
2. Crime and punishment, comparing laws and punishments
3. Child labour and exploitation of children
4. Global treaties and agreements related to war, peace, and refugees
5. The illegal weapons trade
6. Drug abuse and its trade
7. The international criminal court and its role
8. Role of Yoga in maintaining mental peace
9. ICH GCP guidelines
10. ICMR guidelines for research ethics
11. AETCOM Modules
12. Meaning and importance of mission, vision statements and strategic plans
13. Medical humanities

## Learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

1. Perform a role-play about different people from around the world who are victims of injustice Have interfaith dialogues in schools and college campuses about justice and equality Organize an excursion to a local court or police station
2. Design a poster “What is fair/just”?
3. Debate issues of justice of historical and cultural context
4. Celebrate the International Day of Peace (September 21)
5. Develop an enquiry-based project: “What would a peaceful world look like?”
6. Observation of International Yoga Day (June 21)
7. Retreat camps for the students to understand the spiritual context of health and well-being and peace and justice

## TEACHING & LEARNING OBJECTIVES FOR SDG 16

### JSS DENTAL COLLEGE & HOSPITAL

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> <li>● Jurisprudence</li> <li>● Consumer protection act</li> <li>● Prevention of ragging in institution</li> <li>● Role of Institutional ethical committee</li> <li>● Women Grievances in work place</li> </ul>	<ul style="list-style-type: none"> <li>● Public Health Dentistry, Forensic Odontology, Internal Complaints Committee</li> <li>● All undergraduate and post graduate students</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>● The learner understands concepts of justice, inclusion and peace and their relationship to law.</li> <li>● The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</li> <li>● The learner is able to compare their system of justice with those of other countries.</li> <li>● The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</li> <li>● The learner understands the importance of the international human rights framework.</li> </ul>	
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>● The learner can connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.</li> <li>● The learner can debate local and global issues of peace, justice, inclusion and strong institutions.</li> <li>● The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.</li> <li>● The learner can reflect on their role in issues of peace, justice, inclusion and strong institutions.</li> <li>● 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.</li> </ul>	
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>● The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally.</li> <li>● The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions.</li> <li>● The learner can collaborate with groups that are currently experiencing injustice and/or conflicts.</li> <li>● The learner can become an agent of change in local decision-making, speaking up against injustice.</li> <li>● The learner can contribute to conflict resolution at the local and national level.</li> </ul>	

## Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

Definitions of justice: retributive and rehabilitative

Crime and punishment, comparing laws and punishments across the globe Climate

Justice

Trade Justice

Child labour and exploitation of children

Global treaties and agreements related to war, peace and refugees

Corruption and how to measure it

The illegal weapons trade Drug

abuse and its trade

The international criminal court and its role

## Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

Perform a role-play about different people from around the world who are victims of injustice

Have interfaith dialogues in schools and college campuses about justice and equality Organize an excursion to a local court or police station

Design a poster “What is fair/just” at school

Debate issues of justice of historical and cultural context, e.g. the disappeared in Argentina, Apartheid in South Africa, etc. and how these justice issues have developed

Celebrate the International Day of Peace (September 21)

Develop an enquiry-based project: “What would a peaceful world look like?”

# TEACHING & LEARNING OBJECTIVES FOR SDG 16

## JSS COLLEGE OF PHARMACY, MYSORE

Subject/ topic/ course in regular curriculum relating to SDG 16	Pharmaceutical Chemistry, Pharmacy Practice, Pharmacology, Pharmacognosy, Pharmaceutics, Pharmaceutical Jurisprudence, Pharmaceutical Regulatory Affairs, Pharmaceutical Quality Assurance
Cognitive Teaching & learning objectives	<p><b>At the end of final year, the learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Understand the behavioural needs for a pharmacist to function effectively in the areas of pharmaceutical operation</li> <li>2. Develop leadership qualities and essentials to provide justice and peace</li> <li>3. Demonstrate Pharmaceutical legislations and their implications in the development and marketing of pharmaceuticals.</li> <li>4. Describe the various Indian pharmaceutical Acts and Laws</li> <li>5. Describe the regulatory authorities and agencies governing the manufacture and sale of pharmaceuticals</li> <li>6. Describe code of ethics during the pharmaceutical practice</li> <li>7. Understand the cGMP aspects in a pharmaceutical industry</li> </ol>
Socio-emotional Teaching & learning objectives	<p><b>At the end of final year, the learner should be able to</b></p> <ul style="list-style-type: none"> <li>• Spread awareness about the ethics during the pharmaceutical practice.</li> <li>• Educate the general public regarding leadership qualities and essentials to provide justice and peace</li> </ul>
Behavioural Teaching & learning objectives	<p>At the end of final year, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility and work ethics while working in a pharmacy.</li> <li>• Communicate with the patient with empathy and ethics on all aspects of drug use.</li> <li>• Provide patient counseling and educate them about medicine interaction.</li> <li>• The learner can contribute to conflict resolution at the local and national level.</li> </ul>

### Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

1. Perform a role-play about different people from around the world who are victims of injustice
2. Have interfaith dialogues in schools and college campuses about justice and equality
3. Organize an excursion to a local court or police station
4. Design a poster “What is fair/just”?
5. Debate issues of justice of historical and cultural context
6. Celebrate the International Day of Peace (September 21)
7. Develop an enquiry-based project: “What would a peaceful world look like?”
8. Retreat camps for the students to understand the spiritual context of health and well-being and peace and justice

### Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

1. Definitions of justice: retributive and rehabilitative
2. Crime and punishment, comparing laws and punishments
3. Child labor and exploitation of children
4. Global treaties and agreements related to war, peace, and refugees
5. The illegal weapons trade
6. Drug abuse and its trade
7. The international criminal court and its role
8. Corruption and how to mitigate it.
9. Meaning and importance of mission, vision statements and strategic plans of the institution.

# TEACHING & LEARNING OBJECTIVES FOR SDG 16

## JSS COLLEGE OF PHARMACY, OOTY

<p>Subject/ topic/ course in regular curriculum relating to SDG 16</p>	<p>• <b>III Pharm D</b>  <b>Subject: PHARMACEUTICAL JURISPRUDENCE</b>  <b>Topic:</b> Study of Salient Features of Drugs and magic remedies Act and its rules.  <b>Cognitive Teaching &amp; learning objectives:</b></p> <ul style="list-style-type: none"> <li>• The learner is able to compare their system of justice with those of other countries.</li> <li>• The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</li> </ul> <p><b>V Pharm D and M.Pharm (I SEM),</b>  <b>Subject:</b> Clinical Research,  <b>Topics:</b> 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  <b>Education for sustainable Development Goals:</b>  <b>Cognitive Teaching &amp; learning objectives:</b>  The learner understands the importance of the international human rights framework</p>
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# TEACHING & LEARNING OBJECTIVES FOR SDG 16

## FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES

### 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"> <li>• Quality Management-MBA-HA-First Semester</li> <li>• Safety and Risk Management- Fire hazard- MBA HA IV Semester</li> <li>• Medical Ethics and law MBA-HA- IV Semester</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner understand the rights of patients and responsibilities of health care institutions towards society</li> <li>• The learner understands concepts of justice, inclusion and peace and their relationship to law.</li> <li>• The learner is able to compare their system of justice with those of other countries.</li> <li>• The learner understands the ethical practices in healthcare sector</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can debate local and global issues of peace, justice, inclusion and strong health care institutions.</li> <li>• The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.</li> <li>• The learner can reflect on their role in issues of peace, justice, inclusion and strong health care institutions.</li> <li>• 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.</li> </ul>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally.</li> <li>• The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong health care institutions.</li> </ul> <p style="text-align: center;"><b><u>Supportive Activities at department</u></b>  <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 Shivarathreeswara University**  
Chartered by the University Grants Commission of India (UGC), Affiliated to the Government of Karnataka by WUG  
**JSS MEDICAL INSTITUTIONS CAMPUS & HOSTELS**  
 Sri Shivarathreeswara Nagar, Mysore - 570 015

**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 overture 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 :** \*\*\*\*\*

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Section of IPC	Details	Punishment
326A	Voluntarily causing grievous hurt by use of acid or	Two years to imprisonment fine of 10 lakhs rupees.
326B	Voluntarily throwing or attempting to throw acid.	Five to seven years imprisonment with fine.
354	Assault or use of criminal force to woman with intent to outrage her modesty.	1 to 5 years imprisonment with fine.
354A	(1) Sexual harassment of the nature of committing physical contact and advances or a demand or request for sexual favours. (2) Sexual harassment of the nature of making sexually coloured remark or showing pornography or any other indecent physical, verbal or non-verbal conduct of sexual nature.	Up to 2 years imprisonment or with fine or with both. Up to 1 year imprisonment or with fine or with both.
354B	Assault or use of criminal force to woman with intent to outrage.	3 to 7 years imprisonment with fine.
354C	Violation	1 to 3 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 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 normal peace of such person)	1 to 3 years imprisonment with fine.
376	(1) Sexual assault (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.	7 years to life rigorous imprisonment with fine. 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	4 to 10 years rigorous imprisonment with fine.
376D	Sexual assault by gang.	20 years to life rigorous imprisonment.
376E	Repeat offenders.	imprisonment for life.

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



### International Youth Delegation to China



**Two NSS volunteers from JSS AHER for Indian Youth Delegation to China**



**NSS Volunteers Druska Liberty and Iskhara Bhanthi are seen with (standing from left) Dr. Raghu Ram Acharya, NSS Programme Officer; Dr. S. Balasubramanian, Dean (P&E); Dr. K.A. Ramachandra, Professor and Head, Department of Water and Health; Dr. N. Ramaswamy Srinivasan, Vice-Chancellor; Dr. B. Manjunatha, Registrar; Dr. K.L. Kulkarna, NSS Programme Coordinator; Dr. K.A. Manjunath, Coordinator, Department of Health System Management Studies and K. Bhanthi, Assistant NSS Programme Officer.**

**Myssuru, July 1-** The Youth Delegation is a programme conducted by the Ministry of Youth Affairs and Sports, Government of India. The Ministry is sending a 200-Member Indian Youth Delegation to China from July 2 to July 9, 2019.

The main purpose of the visit is to promote mutual understanding of values and culture among the youth and to develop better relations between India and China. Representing all parts of the country, the Youth Delegation actually is a contingent of youth selected from across reputed institutes in India who are involved in Social Service, especially through NSS. These representatives are sent for cultural exchange or youth

to represent India and also learn from the host country's culture. This year, out of five students selected from Karnataka, two student volunteers from JSS Academy of Higher Education and Research (JSS AHER) — B.N. Iskhara Bhanthi, M.Sc., Biochemistry student from Department of Water and Health, and Druska M. Shree MBA, Hospital Administration student from Department of Health System Management Studies — have been selected.

Bhanthi has won accolades for kick-boxing and martial arts while Druska has won accolades in the field of yakshagana and folk dance. The volunteers have been active in National Service Scheme (NSS) and other




# TEACHING & LEARNING OBJECTIVES FOR SDG 16

## JSS SCHOOL OF LIFE SCIENCES, OOTY

<p>Cognitive Teaching &amp; learning objectives</p>	<ul style="list-style-type: none"> <li>• The learner understands concepts of justice, inclusion and peace and their relationship to law.</li> <li>• The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</li> <li>• The learner is able to compare their system of justice with those of other countries.</li> <li>• The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</li> <li>• The learner understands the importance of the international human rights framework.</li> </ul>
<p>Socio-emotional Teaching &amp; learning objectives</p>	<ul style="list-style-type: none"> <li>• The learner can connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.</li> <li>• The learner can debate local and global issues of peace, justice, inclusion and strong institutions.</li> <li>• The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.</li> <li>• The learner can reflect on their role in issues of peace, justice, inclusion and strong institutions.</li> <li>• 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.</li> </ul>
<p>Behavioural Teaching &amp; learning objectives</p>	<ul style="list-style-type: none"> <li>• The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally.</li> <li>• The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions.</li> <li>• The learner can collaborate with groups that are currently experiencing injustice and/or conflicts.</li> <li>• The learner can become an agent of change in local decision-making, speaking up against injustice.</li> <li>• The learner can contribute to conflict resolution at the local and national level.</li> </ul>

## Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

Definitions of justice: retributive and rehabilitative

Crime and punishment, comparing laws and punishments across the globe

Climate Justice

Trade Justice

Child labour and exploitation of children

Global treaties and agreements related to war, peace and refugees

Corruption and how to measure it

The illegal weapons trade

Drug abuse and its trade

The international criminal court and its role

## Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

Perform a role-play about different people from around the world who are victims of injustice

Have interfaith dialogues in schools and college campuses about justice and equality

Organize an excursion to a local court or police station

Design a poster “What is fair/just” at school

Debate issues of justice of historical and cultural context, e.g. the disappeared in Argentina, Apartheid in South Africa, etc. and how these justice issues have developed

Celebrate the International Day of Peace (September 21)

Develop an enquiry-based project: “What would a peaceful world look like?”

## DEPARTMENT OF YOGA

Subject/ topic/ course in regular curriculum relating to SDG 16	Anatomy, Fundamental of Yoga, Lifestyle disorder & Yoga management, Yoga & Psychology
Cognitive Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Communicate with the individual with empathy and ethics on all aspects of Yoga application.</li> <li>• Demonstrate respect and follow the correct procedure when handling cadavers and other biologic tissue.</li> <li>• Clinical research: Discuss human experimentation including clinical trials.</li> <li>• Describe and discuss the ethics related to handling cancer patients.</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Counsel the individual for implementing Yoga as lifestyle intervention.</li> <li>• Communicate to individual with empathy for adapting lifestyle changes in atherosclerosis &amp; other NCD.</li> </ul>
Behavioural Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to conduct research in pursuance to guidelines or research ethics.</li> <li>• Demonstrate responsibility and work ethics while working in the health care team.</li> <li>• Communicate with the patient with empathy.</li> <li>• Display empathy in the care of patients with cancer &amp; other diseases..</li> <li>• Demonstrate Professionalism and empathy to the individual undergoing Yoga treatment.</li> <li>• Demonstrate empathy while dealing with children &amp; geriatric population.</li> <li>• Establish rapport and empathy with individuals.</li> <li>• Communicate and counsel patients and families on the outcome and rehabilitation demonstrating empathy and care.</li> </ul>

### Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

- Role of Yoga in maintaining mental peace & health.
- Knowledge on clinical research & Ethics, human experimentation including clinical trials.
- Designing accessible health care opportunity for all through institution support.
- Basic humanities during Yoga practice & teaching.

## BSC Yoga

### Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

- Observation of International Day of Yoga (IDY-June 21)
- Retreat camps for the students to understand the spiritual context of health and well-being and peace and justice
- Celebrate the International Day of Peace (September 21)
- Poster designing

Subject/ topic/ course in regular curriculum relating to SDG 5	Principles of Yoga, Anatomy, Application of Yoga for society, Yogic psychology, Yoga for mental health, Yoga for oncology, , Hatha yoga, Rehabilitation psychology, biostatistics, Environmental Psychology
Cognitive Teaching & learning objectives	<p><b>At the end of 1st &amp; 2<sup>nd</sup> year earner should be able to</b></p> <ul style="list-style-type: none"> <li>• Clinical research: Discuss human experimentation including clinical trials.</li> <li>• Communicate with the individual with empathy and ethics on all aspects of Yoga application.</li> <li>• Demonstrate respect and follow the correct procedure when handling cadavers and other biologic tissue.</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of final year learner should be able to</b></p> <ul style="list-style-type: none"> <li>• Counsel the individual for implementing Yoga as lifestyle intervention &amp; for society.</li> </ul>
Behavioural Teaching & learning objectives	<p><b>At the end of the program earner should be able to</b></p> <ul style="list-style-type: none"> <li>• Display empathy in the care of patients with cancer &amp; mental health disorder</li> <li>• Demonstrate ability to conduct research in pursuance to guidelines or research ethics.</li> <li>• Demonstrate responsibility and work ethics while working in the health care team.</li> <li>• Communicate with the patient with empathy.</li> <li>• Demonstrate Professionalism and empathy to the individual undergoing Yoga treatment.</li> <li>• Demonstrate empathy while dealing with children &amp; geriatric population.</li> <li>• Communicate and counsel patients and families on the outcome and rehabilitation demonstrating empathy and care.</li> </ul>

### Suggested topics for SDG16“Peace,JusticeandStrongInstitutions”

- Designing accessible health care opportunity for all through institution support Role of Yoga in Mental health.
- Knowledge on clinical research & Ethics, human experimentation including clinical trials.
- Basic humanities during Yoga practice & teaching.

### Examples of learning approaches and methodsforSDG16“Peace,JusticeandStrongInstitutions”

- Poster designing.
- Observation of International Day of Yoga (IDY-June 21)
- Celebrate the International Day of Peace (September 21)
- Retreat camps for the students to understand the spiritual context of health and well-being and peace and justice

# DEPARTMENT OF NUTRITION & DIETETICS

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> <li>The course MSc in Nutrition &amp; Dietetics indirectly supports peace, justice by indiscriminately providing health and nutrition support for all and encourages collaboration with other institutions.</li> </ul>
Cognitive Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>Understands the importance of individuals and groups in upholding values encouraging providing the right to achieve health and nutrition security for all.</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>Show empathy and provide accessible health care opportunity for all through institution support.</li> <li>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.</li> </ul>
Behavioural Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>Support the development of policies promoting peace, justice, inclusion and strong institutions.</li> <li>Contribute to resolving the food insecurity, provide accessible and affordable health and nutrition care support at local and national levels, reducing the burden of malnutrition among all.</li> </ul>

## Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

- Knowledge on clinical research & Ethics, human experimentation including clinical trials.
- Designing accessible health care opportunity for all through institution support.

## Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

- Implementing policies promoting peace, justice, inclusion and strong institutions.
- Strategies to resolve food insecurity, provide accessible and affordable health and nutrition care support at local and national levels.
- Policies & plans to reduce the burden of malnutrition among all.



## MSc Sports Nutrition & Management

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> <li>Basics of management/Sports psychology and eating disorders/Nutrition for gut &amp; brain health</li> </ul>
Cognitive Teaching & learning objectives	<p>At the end of 1<sup>st</sup> professional year, the student should be able to</p> <ul style="list-style-type: none"> <li>manage concepts, the different theories that help understand the importance of human rights of people working in organizations.</li> <li>understand the importance of nutrition in proper brain development that ultimately helps in understating the concepts of peace, harmony, justice the values on which strong institutes are built.</li> </ul>
Socio-emotional Teaching & learning objectives	<p>At the end of program, the student should be able to</p> <ul style="list-style-type: none"> <li>consider their role and standing in in the diverse socio-economic, cultural, and ethnic backgrounds</li> <li>learn in the multicultural setup can be a brand ambassador of peace and harmony and be inclusive of all.</li> </ul>
Behavioural Teaching & learning objectives	<p>At the end of program, the student should be able to</p> <ul style="list-style-type: none"> <li>be a aware global citizen who can be part of local decision-making pertaining issues like inclusiveness, peace, justice that eventually has global impact.</li> <li>Be the voice of the voiceless and support groups that are for peace, justice and building strong institution.</li> </ul>

### Suggested topics for SDG 16“Peace, Justice and Strong Institutions”

Definitions of justice: retributive and rehabilitative counselling

### Examples of learning approaches and methods for SDG 16“Peace, Justice and Strong Institutions”

Perform a role-play about different people from around the world who are victims of injustice

Have interfaith dialogues in schools and college campuses about justice and equality

## BSc Food, Nutrition & Dietetics

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• AECC 02: Indian Constitution, DSC 09: Public Health &amp; Community Nutrition</li> </ul>
Cognitive Teaching & learning objectives	<p><b>At the end of 1st &amp; 2<sup>nd</sup> year earner should be able to</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of food and health for all towards reducing gender inequality.</li> <li>• Knows the opportunities and benefits provided by full gender equality and capacity development among women.</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of 3<sup>rd</sup> &amp; 4<sup>th</sup> year learner should be able to</b></p> <ul style="list-style-type: none"> <li>• Understand about fundamental rights, duties and directive principles of constitution</li> <li>• Identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</li> <li>• Reflect on their own gender identity and gender roles.</li> </ul>
Behavioural Teaching & learning objectives	<p><b>At the end of the program earner should be able to</b></p> <ul style="list-style-type: none"> <li>• Take the measure of their surroundings to empower themselves.</li> <li>• Evaluate, participate disseminate the information of gender equality importance</li> <li>• Support others in developing empathy across genders and breaking down gender discrimination and violence.</li> </ul>

### Examples of learning approaches and methods for SDG 16 "Peace, Justice and Strong Institutions"

Perform a role-play about different people from around the world who are victims of

injustice. Have interfaith dialogues in schools and college campuses about justice and equality. Organize an excursion to a local court or police station.

Design a poster "What is fair/just" at school.

Design a poster "What is fair/just" at school.

Debate issues of justice of historical and cultural context, e.g. the disappeared in Argentina, Apartheid in South Africa, etc. and how these justice issues have developed.

Celebrate the International Day of Peace (September 21).

Develop an enquiry-based project: "What would a peaceful world look like?"

## Suggested topics for SDG 16 "Peace, Justice and Strong Institutions"

Definitions of justice: retributive and rehabilitative

Crime and punishment, comparing laws and punishments

across the globe Climate Justice

Trade Justice

Child labour and exploitation of children

Global treaties and agreements related to war, peace and

refugees Corruption and how to measure it

## DIVISION OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY

<p>Subject/ topic/ course in regular curriculum relating to SDG 16</p>	<ul style="list-style-type: none"> <li>• <b>Social Psychology &amp; Social Cognition Social Psychology</b></li> <li>• Definition, Overview: Scientific in Nature-Causes of Social Behavior. Multi-cultural and evolutionary perspectives of social psychology. Social Cognition: Definition, Heuristics; Schemas. Counterfactual Thinking-Magical thinking; Affect &amp; Cognition. Potential sources of error in social cognition and affect.</li> <li>• <b>Positive Psychology</b></li> <li>• Historical background- Happiness – Hedonic and Eudemonic happiness - Happiness across the life span. Authentic Happiness. Positive Emotion and wellbeing.</li> <li>• <b>Positive Beliefs</b></li> <li>• Hope theory – Optimism- Positive illusions - Compassion – Forgiveness – Gratitude – Empathy – Altruism – Humility- Mindfulness- Flow- Flourishing- Grit. Character Strengths and Virtues: Classification– Integration of mindfulness and character strengths</li> <li>• <b>Applications of Counseling</b></li> <li>• Counseling Girls and Women – Counselor’s Attitude, Implication of Gender Bias, and Specific Counseling Skills, Working with Children and Parents, How Children differ from Adults, L T P C 3 0 2 5 Communicating Confidentiality, Use of Play, and Assessing. Working with Older Adults - Characteristics, Experiences and Counseling Agendas, Counseling Procedure, Working with Families of Older Clients</li> <li>• <b>Understanding communities</b> What is a community? Types of communities Levels of communities. Who defines communities? The importance of community: Social capital Stress and coping: An ecological contextual model Mutual help groups</li> <li>• <b>Preventing problem behavior and promoting social competence</b> Introduction to prevention and promotion: Concepts for understanding prevention and promotion. Prevention and promotion: Issues in implementing programs. Community and social change: Elements of effective community change Initiatives</li> </ul>
<p>Cognitive Teaching &amp; learning objectives</p>	<ul style="list-style-type: none"> <li>• The learner understands concepts of justice, inclusion and peace and their relationship to law.</li> <li>• The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</li> <li>• The learner is able to compare their system of justice with those of other countries.</li> <li>• The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</li> <li>• The learner understands the importance of the international human rights framework.</li> </ul>

<p>Socio-emotional Teaching &amp; learning objectives</p>	<ul style="list-style-type: none"> <li>• The learner can connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.</li> <li>• The learner can debate local and global issues of peace, justice, inclusion and strong institutions.</li> <li>• The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.</li> <li>• The learner can reflect on their role in issues of peace, justice, inclusion and strong institutions.</li> <li>• 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.</li> </ul>
<p>Behavioural Teaching &amp; learning objectives</p>	<ul style="list-style-type: none"> <li>• The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally.</li> <li>• The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions.</li> <li>• The learner can collaborate with groups that are currently experiencing injustice and/or conflicts.</li> <li>• The learner can become an agent of change in local decision-making, speaking up against injustice.</li> <li>• The learner can contribute to conflict resolution at the local and national level.</li> </ul>

## Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

Definitions of justice: retributive and rehabilitative

Crime and punishment, comparing laws and punishments across the globe

Climate Justice

Trade Justice

Child labour and exploitation of children

Global treaties and agreements related to war, peace and refugees

Corruption and how to measure it

The illegal weapons trade

Drug abuse and its trade

The international criminal court and its role

## Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

Perform a role-play about different people from around the world who are victims of injustice

Have interfaith dialogues in schools and college campuses about justice and equality

Organize an excursion to a local court or police station

Design a poster “What is fair/just” at school

Debate issues of justice of historical and cultural context, e.g. the disappeared in Argentina, Apartheid in South Africa, etc. and how these justice issues have developed

Celebrate the International Day of Peace (September 21)

Develop an enquiry-based project: “What would a peaceful world look like?”

## DIVISION OF LANGUAGES

Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner is made aware of the statistics of child labour in India.</li> <li>• 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.</li> <li>• Learner raises broader questions about the plight of refugees in the 21<sup>st</sup> century with reference to their isolation, loneliness, and exile.</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>• Raise awareness about the harsh realities of child exploitation in India.</li> <li>• Volunteer with other learners to work for the welfare of poor children and underprivileged children and their families.</li> <li>• 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.</li> </ul>
Behavioral Teaching & learning objectives	<ul style="list-style-type: none"> <li>• Learners can raise awareness among parents from the socially and economically weaker sections of society about the evils of child labor.</li> <li>• Learners can motivate other learners to support NGO's like Save the Children.</li> <li>• 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.</li> <li>• The learner becomes emotionally sensitive to the fear and desperation of being a refugee.</li> <li>• The learner motivates other learners to support NGO's working to improve the lives of refugees in India and abroad.</li> <li>• 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.</li> </ul>

### **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.

## DIVISION OF MEDICAL PHYSICS

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> <li>Professional aspects and role of Medical Physicist</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>At the end of final year the learner should be able to Communicate with the patient with empathy and ethics on all aspects of Radiation use.</li> <li>Describe and discuss the ethics related to Radiation Therapy.</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>Communicate and counsel patients and families about the Diagnosis, Treatment and Prognosis of shock demonstrating empathy and care.</li> </ul>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>Display empathy in the care of patients with cancer.</li> <li>Demonstrate responsibility and work ethics while working in the health care team.</li> <li>Communicate with the patient with empathy and ethics on all aspects of Radiation use.</li> <li>Demonstrate Professionalism and empathy to the patient undergoing Radiation treatment.</li> </ul>

### Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

We follow and teach AERB and IAEA regulations

Definitions of justice: Following the principles of professional practice

Maintaining patient privacy

Legal aspects like confidentiality and Informed consent

Supporting ethical and cultural issues

And promoting health and safety of the individual( cancer patients).

### Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong

- Maintenance of the treatment data .
- Maintaining the confidentiality of patient data as per the institution regulations.
- Professional should be adhere of Institutional regulations as well as Human rights.



## DIVISION OF MEDICAL STATISTICS

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> <li>• Mathematical Statistics</li> <li>• Multivariate Analysis</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner understands concepts of justice, inclusion and peace and their relationship to law.</li> <li>• The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</li> <li>• The learner is able to compare their system of justice with those of other countries.</li> <li>• The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</li> <li>• The learner understands the importance of the international human rights framework.</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.</li> <li>• The learner can debate local and global issues of peace, justice, inclusion and strong institutions.</li> <li>• The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.</li> <li>• The learner can reflect on their role in issues of peace, justice, inclusion and strong institutions.</li> <li>• 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.</li> </ul>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally.</li> <li>• The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions.</li> <li>• The learner can collaborate with groups that are currently experiencing injustice and/or conflicts.</li> <li>• The learner can become an agent of change in local decision-making, speaking up against injustice.</li> <li>• The learner can contribute to conflict resolution at the local and national level.</li> </ul>

## Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

- ✓ AI Applications
- ✓ Machine Learning

## Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

- ✓ AI Applications for Security, Peace and Justice
- ✓ for Justice – bringing data into the courtroom
- ✓ AI and the Rule of Law: Capacity Building for Judicial Systems
- ✓ AI for Peacebuilding
- ✓ peace education and conflict resolution



### *‘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 Sriksheethra, 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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