Education for

Education 2030

Sustainable Development Goals

JSS ACADEMY OF HIGHER EDUCATION & RESEARCH

Teaching & Learning of Activities in Achieving UN Sustainable Development Goals

Teaching & Learning Objective Handbook
SDG-4- Quality Education

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 counties 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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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-4

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

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

TEACHING & LEARNING OBJECTIVES FOR SDG 4
JSS MEDICAL COLLEGE & HOSPITAL
SDG 4 - Quality Education

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

Teaching & Learning objectives for SDG 4 "Quality Education"

Subject/ topic/ course in regular curriculum relating to SDG -4	Anatomy, Physiology, Biochemistry, Community Medicine, General Medicine, Geriatrics Paediatrics and OBG
Cognitive Teaching & learning objectives	**At the end of 1st Professional year, the learner should be able to,** • Understand the importance of self-directed learning • The learner understands the importance of foundation course program • The learner understands the importance of family adoption program • Learning communication skills and inspire confidence amongst families • Understand the dynamics of rural set-up of the region • Screening programs and education about ongoing government sponsored health related programs • Learn to analyse the data collected from their families • Identify diseases/ ill-health/ malnutrition of allotted families and try to improve the standards **At the end of 2nd professional year, the learner should be able to,** • Inspire active participation of community through families allotted • Continue active involvement to become the first doctor/ reference point of the family through continued active interaction • Start compiling the outcome targets achieved **At the end of final year the learner should be able to,** • Analysis of their involvement and impact on existing socio-politico-economic dynamics in addition to improvement in health conditions

	- The learner understands the importance of early clinical exposure - Recognize the relevance of basic sciences in diagnosis, patient care and Treatment - Provide a context that will enhance basic science learning - Relate to experience of patients as a motivation to learn. - Recognize attitude, ethics and professionalism as integral to the doctor patient relationship - The learner understands that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional Teaching & learning objectives	**At the end of final year, the learner should be able to,** - The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. - The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. - The learner can recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. - The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship. - Field visit to community health centres
Behavioural Teaching & learning objectives	**At the end of final year, the learner should be able to,** - To describe Health Policy planning, Medical Education technology, Information Technology and integration of alternative Health system including AYUSH. - Develop appropriate IEC Material, assessment of community communication needs, training skills, counseling skills, conduct Health Education Programs in urban and rural settings - Devise appropriate health education messages for public health awareness using various health communications strategies - The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. - The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. - The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.

	• The learner understands the important role of culture in achieving sustainability. • The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. • The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. • The learner understands the important role of culture in achieving sustainability.

Topics for SDG 4 "Quality Education"

- Foundation course
- Self-Directed Learning
- Reflective writing and reflective practices
- Planting trees and family adoption program
- Formal, non-formal and informal learning, including the use of ICT
- Poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization
- Basic skills and competencies needed in the 21st century education
- Knowledge, values, skills and behaviors needed to promote sustainable development
- Youth empowerment and empowerment of marginalized groups
- Inculcating the attributes of lifelong learning

Learning approaches and methods for SDG 4 "Quality Education"

- Field visits to orient the medical education with community needs and demands
- Seminars and guest lectures on various advancements in health science to update the student's knowledge in par with scientific advances
- Project work to enhance the knowledge and skills
- Health education and awareness programs
- School health appraisal programme
- Organizing and attending international and national conferences in advancements in the field of medicine
- Quiz competitions and other literary events to enhance the learning capabilities
- Workshops on skill development in various aspects of medical education
- Organize student research fair, academic fests, symposiums in various specialties to enhance the research and academic credentials of students
- Celebrate international literacy day & education day

TEACHING & LEARNING OBJECTIVES FOR SDG 4
JSS DENTAL COLLEGE & HOSPITAL

Subject/ topic/ course in regular curriculum relating to SDG 4	● Fundamentals in Research methodology ● Aesthetic dentistry and Implantology ● Health Education ● Insight into advanced imaging modalities ● Management of Medical Emergencies in Dental Practice	● All specialties in Dentistry ● All undergraduate and post graduate students
Cognitive Teaching & learning objectives	● The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. ● The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. ● The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. ● The learner understands the important role of culture in achieving sustainability. ● The learner understands that education can help create a more sustainable, equitable and peaceful world.	
Socio-emotional Teaching & learning objectives	● The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, and related approaches. ● The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. ● The learner can recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. ● The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship. ● The learner can engage personally with ESD.	
Behavioural Teaching & learning objectives	● The learner can contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. ● The learner can promote gender equality in education. ● The learner can publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and inclusive educational facilities. ● The learner can promote the empowerment of young people. ● The learner can use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.	

Examples of learning approaches and methods for SDG 4 "Quality Education"

Develop partnerships between schools, universities and other institutions offering education in different regions of the world

Plan and run a quality education awareness campaign

Conduct a case study on the education system and access to education (e.g. enrolment in primary education) in selected communities or countries

Plan and run a project at a school or university, or for the local community on quality education

Celebrate UN World Youth Skills Day, International Literacy Day or World Teachers'Day; or take part in Global Action Week for Education

Organize ESD days at local, regional, and national level

Develop an enquiry-based project: "What is a sustainable school?"

Suggested topics for SDG 4 "Quality Education"

The Education 2030 agenda, and innovative and successful case studies from across the globe

The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development

Reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)

Global attainment of literacy, numeracy and basic skillsDiversity

and inclusive education

Basic skills and competencies needed in the 21st century

Knowledge, values, skills and behaviours needed to promote sustainable development

The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies

Youth empowerment and empowerment of marginalized groups

TEACHING & LEARNING OBJECTIVES FOR SDG 4 JSS COLLEGE OF PHARMACY, MYSORE

Subject/ topic/ course in regular curriculum relating to SDG 4	Pharmaceutics, Pharmacology, Pharmaceutical chemistry, Pharmaceutical Analysis, Pharmacy Practice, Pharmacognosy
Cognitive Teaching & learning objectives	**At the end of final year, the learner should be able to,** • Differentiate between the foundational and advanced courses • Describe the importance of primary education at the rural settings • Identify themselves whether they are the first-generation graduates • List out the barriers/lacunas in achieving 100% literacy • Gender inequalities in obtaining higher education in rural setup
Socio-emotional Teaching & learning objectives	**At the end of final year, the learner should be able to,** • Understand the role of education in imparting emotional self-awareness, emotional self-regulation, social awareness and interpersonal relationships • Recognize the importance of psychosocial well-being of the individual at university education irrespective of gender. • Investigate the association of socio-economic status with students' social emotional competence, strengths and difficulties. • Learn to self-monitor their feelings and develop strategies to change their emotional state • Apply decision-making skills to deal with daily academic and social responsibilities • Understand the need for learning systems to match to rapidly changing world with technological shifts, global integration and climate pressures
Behavioural Teaching & learning objectives	**At the end of final year, the learner should be able to,** • Correlate the importance of providing appropriate learning environment at educational institute (for those seeking special needs, gender sensitive, safer) on the learning outcomes. • Appraise the effects of rapid technological advancements on the opportunities and challenges in quality of education especially in rural population and vulnerable population. • Appreciate the need for ensuring safe, gender separated accessible sanitation facilities on percentage of women opting for higher education • Respond to technology revolution in educational and learning systems as today's skills will not match the jobs of tomorrow and newly acquired skills may quickly become obsolete • Ensure the importance of right to safe, quality education and learning throughout life, based on the principles of non-discrimination, gender equality and equal opportunity for all

Suggested topics for SDG 4 "Quality Education"

- Eradication of illiteracy through formal and non-formal education
- Technology integration in teaching-learning
- Safer learning environment for all
- Life-long learning and continuous skill upgradation
- Gender equality at work place
- Vocational education and training
- Governments, private sector and philanthropic organizations support schemes

  related to quality education

Examples of learning approaches and methods for SDG 4 "Quality Education"

- Awareness programs on the challenges in achieving 100% literacy
- Workshops on the integration of technology to match the global standards
- Encouragement in overall personality development of students
- Ensuring safer and non-discriminative learning environments
- Scholarship schemes for facilitating economic challenges
- Participating in national and international conferences related to quality education and health
- Integration of SDGs into curriculum
- Direct and indirect correlation of research outcomes to achieve quality education

TEACHING & LEARNING OBJECTIVES FOR SDG 4 JSS COLLEGE OF PHARMACY, OOTY

Subject/ topic/ course in regular curriculum relating to SDG 4	**III Pharm D** **Subject: PHARMACEUTICAL JURISPRUDENCE** **Topic:** Code of Pharmaceutical ethics **Cognitive Teaching & learning objectives:** ● The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. ● The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. **Socio-emotional Teaching & learning objectives:** ● The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, and related approaches. ● The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. ● The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship. **Behavioural Teaching & learning objectives:** ● The learner can contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels.

TEACHING & LEARNING OBJECTIVES FOR SDG 4
FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES

Subject/ topic/ course in regular curriculum relating to SDG 4	• Constitution of India/ Rights & Responsibilities/ Semester4- BBAHHSM • Services Management/ Educational services/ Semester2 BBAHHSM • Organizational Behavior/ Learning theories/ Semester2- MBAHA & PA • Business Communication/ Communication concepts/ Semester2 BBAHHSM • Managerial Communication/ Various types of communication/ Semester1 MBAHA & PA
Cognitive Teaching & learning objectives	• The learner knows the rights and responsibilities of the citizens of the country • The learners understands that education helps in overall development of an individual thus leading to the sustainable development of the societies and nations • The learner knows about various ways in which learning can be offered and various modes of learning • The learner is equipped with skills required for effective learning and better communication

Socio-emotional Teaching & learning objectives	• The learner can understand various Acts related to providing quality education for all and raise awareness on the same • Learner can also appreciate the value of education in making an individual understand their own needs for personal development. • Learner can also identify various ways in which individuals can be motivated for learning and development of their personality. • Learners can appreciate the role of education for employability or to be an entrepreneur **Guest Lectures**
Behavioural Teaching & learning objectives	• Learner can identify the components for effective learning and apply them for self-development • Learner can understand the concept for quality education for all irrespective of caste, creed or gender and develops the sense of inclusion • Learner can also demonstrate a responsibility in raising awareness on education and its importance for an individual • The concepts learned and knowledge acquired can be applied by the learner to real life situations in promoting sustainable development.

TEACHING & LEARNING OBJECTIVES FOR SDG 4
JSS SCHOOL OF LIFE SCIENCES, OOTY

Subject/ topic/ course in regular curriculum relating to SDG 4	• Course: BSc Biotechnology
	   ◦ Biotechnological Business Management
	   ◦ Agricultural Biotechnology
	• Course: BSc Food, Nutrition and Diatetics
	   ◦ Food service Management and Culinary Sciences
	   ◦ Personalized Nutrition

Cognitive Teaching & learning objectives	• The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. • The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. • The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. • The learner understands the important role of culture in achieving sustainability. • The learner understands that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional Teaching & learning objectives	• The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, and related approaches. • The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. • The learner can recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. • The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship. • The learner can engage personally with ESD.
Behavioural Teaching & learning objectives	• The learner can contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. • The learner can promote gender equality in education. • The learner can publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and inclusive educational facilities. • The learner can promote the empowerment of young people. • The learner can use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

Suggested topics for SDG 4 "Quality Education"

The Education 2030 agenda, and innovative and successful case studies from across the globe

The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development

Reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)

Global attainment of literacy, numeracy and basic skills

Diversity and inclusive education

Basic skills and competencies needed in the 21st century

Knowledge, values, skills and behaviours needed to promote sustainable development

The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies

Youth empowerment and empowerment of marginalized groups

Examples of learning approaches and methods for SDG 4 "Quality Education"

Develop partnerships between schools, universities and other institutions offering education in different regions of the world

Plan and run a quality education awareness campaign

Conduct a case study on the education system and access to education (e.g. enrolment in primary education) in selected communities or countries

Plan and run a project at a school or university, or for the local community on quality education

Celebrate UN World Youth Skills Day , International Literacy Day or World Teachers' Day; or take part in Global Action Week for Education

Organize ESD days at local, regional and national level

Develop an enquiry-based project: "What is a sustainable school?"

DEPARTMENT OF YOGA

Subject/ topic/ course in regular curriculum relating to SDG 4	Anatomy, Physiology, Biochemistry, Immunology & Yoga, Neuroscience & Yoga, Biomechanics of Yoga, Yoga & Psychology, Lifestyle disorder & Yoga management.
Cognitive Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • Understands the importance of course program • Understand the important role of health, Yoga education and improving individual lives and in achieving the sdgs. • Understand the importance of Yoga education & its relation to health science. **At the end of 2nd year and course the learner should be able to,** • Know about the plans for reaching target people at large for nutrition education such as academic institutions, hospitals, home for underprivileged/disabilities, old age homes through formal / informal access routes. • Know about overcoming gender / social / cultural / regional inequality barriers for providing quality education and lifelong learning opportunities for all.
Socio-emotional Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • Relate basic sciences and Yoga in patient care. • Create awareness on the need and importance of quality Yoga education for society. • The learner is able to establish professional importance through various strategies to identify and motivate people to follow the strategic plan for improving their health condition. • Understands that Yoga education can create a sustainable peaceful world and helps the learner to recognize the value of education • To analyse and identify their learning needs in their own personality development. • The learner can recognize the intrinsic value of education and create target specific learning. • Recognize their own strengths & skills which will help to improve the quality of teaching and learning.
Behavioural Teaching & learning objectives	**At the end of 2nd year the learner should be able to,** • Appropriate health education messages to public about health awareness using various health communications devises. • Contribute to facilitating and implementing quality Yoga education & awareness about Yoga benefits for all. • Support the development of policies which promote free and quality education to society. • The learner understands education is fundamental human right and its for common good for public and • Know that good education can guarantee the realization of other individual rights.

- Quality Yoga foundation course.
- Knowledge, values, skills and behaviors needed to promote sustainable development
- Basic skills and competencies needed in the education
- Self-Directed Learning and youth empowerment
- Empowerment of marginalized groups.

Examples of learning approaches and methods for SDG 4 "Quality Education"

- Quality Awareness& Health education programmes.
- School health appraisal programme
- Develop partnerships between universities schools and other institutions.
- Field visits to orient the yoga education with, personalized and community needs /demands.
- Seminars and guest lectures on various advancements in Yoga and allied health sciences to update the student's knowledge.

BSC Yoga

Subject/ topic/ course in regular curriculum relating to SDG 4	Biology of Human Body– (Basics of Anatomy & Physiology), Principles of Yoga,Basics of Biochemistry ,Yogic Psychology Rehabilitation Psychology ,Yoga and Mental Health, Hatha Yoga, Environmental Studies, Patanjali Yoga sutra, Rehabilitation Psychology., Yoga for oncology, Yoga & mental health, Yoga practical.
Cognitive Teaching &learning objectives	**At the end of 1ˢᵗ & 2ⁿᵈ Professional year, the learner should be able to,** - Understand the importance of self-directed learning - understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives - Gain communication skills and inspire confidence amongst individual across - Learn to analyze the data collected from the individual and community - Identify diseases/ ill-health/ malnutrition among individual **At the end of final year the learner should be able to,** - Analyze the impact of Yoga education on existing socio-economic dynamics in addition to improvement in health conditions - Continue active involvement & interaction to become the active Yoga teacher of the society. - Inspire active participation of community through nutrition strategies - The learner understands the importance of Yoga on health - Recognize the relevance of basic sciences in diagnosis, health care and Treatment - Recognize attitude, ethics and professionalism as integral to the Yoga care. - The learner understands that education can help to create more sustainable, equitable and peaceful world.

Socio-emotional Teaching &learning objectives	**At the end of final year, the learner should be able to,** ▪ Gains participatory method skills to motivate and empower others to demand and use educational opportunities. ▪ The learner understands the important role of education and lifelong learning opportunities for all for improving people's lives and in achieving the SDGs. ▪ Recognize the intrinsic value of education and identify their own learning needs in their personal development. ▪ Recognize the importance of their own skills for improving their life, for employment and entrepreneurship. ▪ Gains the importance of community health centres on health development
Behavioural Teaching &learning objectives	**At the end of final year, the learner should be able to,** ▪ Devise appropriate Yoga & health education messages. ▪ Deliver public yoga awareness using various health communications strategies. ▪ The learner understands the important role of Yoga education ▪ The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. ▪ The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. ▪ The learner understands the important role of culture in achieving sustainability. ▪ The learner understands education as a public good, a global common good, a fundamental human right

Topics for SDG 4 "Quality Education"

- Quality Yoga foundation course.
- Knowledge, values, skills and behaviors needed to promote sustainable development
- Basic skills and competencies needed in the education
- Self-Directed Learning and youth empowerment
- Empowerment of marginalized groups.
- Inculcating the attributes of lifelong learning

Examples of learning approaches and methods for SDG4 "QualityEducation"

- Quality Awareness& Health education programmes.
- School health appraisal programme
- Develop partnerships between universities schools and other institutions.
- Field visits to orient the yoga education with, personalized and community needs /demands.
- Seminars and guest lectures on various advancements in Yoga and allied health sciences to update the student's knowledge.
- specialties to enhance the research and academic credentials of students
- Celebrate international literacy day & education day

TEACHING & LEARNING OBJECTIVES FOR SDG 4
JSS SCHOOL OF LIFE SCIENCES, MYSORE
DEPARTMENT OF MICROBIOLOGY

Subject/ topic/ course in regular curriculum relating to SDG 4	• **Implementation of NEP 2020 and Upgradation of PG Syllabus to LOCF Pattern to improve Quality Education**
Cognitive Teaching & learning objectives	• The learner understands the opportunities for all formal, non-formal and informal learning as main drivers of sustainable development, for improving people's lives and in achieving the SDGs; understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other
Socio-emotional Teaching & learning objectives	• The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to education; motivate and empower others to demand and use educational opportunities; recognize the intrinsic value of education and analyse and identify their own learning needs; recognize the importance of their own skills for improving their life, for employment and entrepreneurship
Behaviorial Teaching & Learning objectives	• The learner can contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels; promote gender equality in education; spport the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and inclusive educational facilities

Learning approaches and methods for SDG 4

- Microbiology literacy in society including key elements of microbiology into basic education
- Include Microbiology in cross disciplinary subject

Suggested topics for students workshop

- Develop partnerships between schools, universities and other institutions offering microbiology education
- Celebrate International Microorganisms Day
- Involve multi-stakeholder such as microbiologist, researchers, educators, science communicators for microbiology literacy among general public

DEPARTMENT OF ENVIRONMENTAL SCIENCES

Course Name in curriculum relating to SDG 4	• Introduction to Environmental Science (DSC 01) • Environmental Issues (OEC 01) • Environmental Studies (ACE 01) • Environmental Awareness/ Educational Program (ABC 01)
Cognitive Teaching & learning objectives	• The learner understands the important role of environmental education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. • The learner understands environmental education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. • The learner knows about inequality in access to and attainment of education, particularly requirement of environmental education and lifelong learning opportunities. • The learner understands the important role of culture in achieving sustainability and environmental conservation. • The learner understands that education can help create a more sustainable, equitable, eco-friendly practices and peaceful world.
Socio-emotional Teaching & learning objectives	• The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to environmental education, and related approaches. • The learner is able through participatory methods to motivate and empower others to demand and use environmental educational opportunities and importance. • The learner can recognize the intrinsic value of education and to analyze and identify their own learning needs in their personal development in environmentally friendly and conservation practices. • The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship.
Behavioral Teaching & learning objectives	• The learner can contribute to facilitating and implementing quality education for all and related approaches at different levels. • The learner can promote environmental conservation in education. • The learner can publicly demand and support the development of environmental policies promoting free, equitable and quality education for all, and related approaches as well as aiming at safe, accessible, and inclusive educational facilities. • The learner can promote the empowerment of young people.

	• The learner can use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote environment and sustainable development.

Suggested topics for SDG 4 "Quality Education"
• The Education 2030 agenda, and innovative and successful case studies from across the globe
• The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development
• Reasons for a lack of access to education (e.g. climate change, poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)
• Global attainment of literacy, numeracy and basic skills
• Diversity and inclusive education
• Basic skills and competencies needed in the 21st century
• Environmental knowledge, values, skills and behaviors needed to promote sustainable development
• The concept of education for sustainable development, whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies
• Youth empowerment and empowerment of marginalized groups

Examples of learning approaches and methods for SDG 4 "Quality Education"
• Develop partnerships between schools, universities and other institutions offering environmental education in different regions of the world
• Plan and run a quality education awareness campaign
• Conduct a case study on the education system and access to education (e.g. enrolment in primary education) in selected communities or countries in connection with climate change and resource distribution
• Plan and run a project at a school or university, or for the local community on quality education
• Celebrate UN World Youth Skills Day, International Literacy Day, or World Teachers' Day; or take part in Global Action Week for Education
• Organize ESD days at local, regional and national level

DEPARTMENT OF NUTRITION & DIETETICS

Subject/ topic/ course in regular curriculum relating to SDG 4	• The Course MSc in Nutrition & Dietetics. • Topics in specific - Life Cycle Nutrition & Physiology, Community Nutrition, Maternal & Child Nutrition, Principles of Diet Therapy, Medical Nutrition Management, • The course content has been designed to provide quality education for dual population, the 'Learners' through the course content and the 'target population' getting educated through nutrition care process and nutrition counseling. • The course ensures quality health / nutrition education for the 'Learners' providing equal opportunity for learning & knowledge dissemination process in 'target' people.
Cognitive Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • Understand the important role of health, nutrition & lifestyle education and the continuum learning opportunities for as main drivers of sustainable development, for improving people's lives and in achieving the sdgs. • Understand the importance of providing nutrition education for all, in particular supporting the vulnerable / underprivileged people. **At the end of 2nd year and course the learner should be able to,** • Know about the plans for reaching target people at large for nutrition education such as academic institutions, hospitals, home for underprivileged/disabilities, old age homes through formal / informal access routes. • Know about overcoming gender / social / cultural / regional inequality barriers for providing quality education and lifelong learning opportunities for all.
Socio-emotional Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • Can create awareness on the importance of quality nutrition education for all • The learner is able to establish professional importance through various strategies to identify and motivate people to follow the strategic plan for improving their health condition. • The learner can recognize the intrinsic value of education and create target specific learning / educational aids. • Recognize their own strengths, skills hence improving the teaching and learning quality lifelong.
Behavioural Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • Contribute to facilitating and implementing quality nutrition education & awareness for all. • Support the development of policies promoting free, equitable and quality education for all. • Make people understand, good nutrition is required to achieve full developmental potential, which increases the

	odds of quality education.
	• Use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

- Quality education for selection of right food at the right price for feeding themselves & their families.

- Formal, non-formal and informal learning process, following various governmental & NGOs at all levels for improving people's lives and sustainable development

- Critically thinking for access to good nutrition education including the factors affecting food choices & accessibility.

MSc Sports Nutrition & Management

- Develop partnerships between schools, universities and other institutions.

- Plan and run a quality education awareness campaign.
- Field visits to orient the nutrition education with personalized and community needs /demands.
- Seminars and guest lectures on various advancements in nutrition and allied health sciences to update the student's knowledge.

MSc Sports Nutrition & Management

Subject/ topic/ course in regular curriculum relating to SDG 4	• Basics of management; Entrepreneurship development; Internship and Dissertation
Cognitive Teaching & learning objectives	At the end of 1st Professional year, the learner should be able to • Understand the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the sdgs. • Understand education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. • Know about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. • Understand that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional Teaching & learning objectives	At the end of the program, the student should be able to • Raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, and related approaches. • Use participatory methods to motivate and empower others to demand and use educational opportunities. • Recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. • Recognize the importance of their own skills for improving their life, for employment and entrepreneurship. • Engage personally with ESD.
Behavioral Teaching & learning objectives	At the end of the program, the student should be able to • Contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. • Promote gender equality in education. • Publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and inclusive educational facilities. • Promote the empowerment of young people. • Use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

- Studying successful entrepurerial ventures in sports and nutrition

- The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development

- Youth empowerment and empowerment of marginalized groups with entrepreneurship

- Global attainment of literacy,

  numeracy and basic skills

- Knowledge, values, skills and behaviours needed to promote sustainable development

- The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies

Examples of learning approaches and methods for SDG 4 "Quality Education"

Develop partnerships between schools, universities and other institutions offering education in different regions of the world

Plan and run a quality nutrition education awareness campaign

Conduct a case study on the education system and access to education (e.g. enrolment in primary education) in selected communities or countries as part of entrepreneurship

BSc Food, Nutrition & Dietetics

Subject/ topic/ course in regular curriculum relating to SDG 4	Introduction to Food Science/ Basics of Nutrition & Dietetics/ Health & Wellness/ Development of value enhanced products/ Food Biotechnology/ Food Processing & Technology/ Food Preservation & Adulteration/ Nutraceuticals & Functional Foods
Cognitive Teaching &learning objectives	**At the end of 1st & 2nd Professional year, the learner should be able to,** ▪Understand the importance of self-directed learning ▪understands **the important role of education and lifelong learning opportunities for all** (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives ▪understands the importance of foundation course program ▪Gain communication skills and inspire confidence amongst individual across ▪Learn to analyze the data collected from the individual and community ▪Identify diseases/ ill-health/ malnutrition among individual **At the end of 3rd professional year, the learner should be able to,**

	▪Inspire active participation of community through nutrition strategies
	▪Continue active involvement & interaction to become the active nutritionists / reference point of the society
	
	At the end of final year the learner should be able to,
	  ▪Analyze the impact of nutrition on existing socio-economic dynamics in addition to improvement in health conditions
	  ▪The learner understands the importance of early nutrition support
	  ▪Recognize the relevance of basic sciences in diagnosis, health care and Treatment
	  ▪Provide a context that will enhance basic science
	  ▪Recognize attitude, ethics and professionalism as integral to the nutrition-patient relationship
	  ▪The learner understands that education can help to create more sustainable, equitable and peaceful world.

Socio-emotional Teaching &learning objectives	**At the end of final year, the learner should be able to,**
	  ▪ The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs.
	  ▪ Gains participatory method skills to motivate and empower others to demand and use educational opportunities.
	  ▪ Recognize the intrinsic value of education and identify their own learning needs in their personal development.
	  ▪ Recognize the importance of their own skills for improving their life, for employment and entrepreneurship.
	  ▪ Gains the importance of community health centres on health development

Behavioural Teaching &learning objectives	**At the end of final year, the learner should be able to,**
	  ▪ Devise appropriate health education messages for public health awareness using various health communications strategies
	  ▪ The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs.
	  ▪ The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.
	  ▪ The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.
	  ▪ The learner understands the important role of culture in achieving sustainability.
	  ▪ The learner understands education as a public good, a global common good, a fundamental human right

Topics for SDG 4 "Quality Education"

1. Foundation course
2. Self-Directed Learning
3. Reflective writing and reflective practices
4. Planting trees and family adoption program
5. Formal, non-formal and informal learning, including the use of ICT
6. Poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization
7. Basic skills and competencies needed in the 21st century education
8. Knowledge, values, skills and behaviors needed to promote sustainable development
9. Youth empowerment and empowerment of marginalized groups

Examples of learning approaches and methods for SDG4 "QualityEducation"

- Field visits to orient the medical education with community needs and demands
- Seminars and guest lectures on various advancements in health science to update the student's
  knowledge in par with scientific advances
- Project work to enhance the knowledge and skills
- Health education and awareness programs
- School health appraisal programme
- Organizing and attending international and national conferences in advancements in the field of
  nutrition
- Quiz competitions and other literary events to enhance the learning capabilities
- Workshops on skill development in various aspects of medical education
- Organize student research fair, academic fests, symposiums in various

DEPARTMENT OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY

Subject/ topic/ course in regular curriculum relating to SDG 4	• Educational Psychology
	    • Explain the nature of Educational Psychology.
	    • List out the functions of Educational Psychology.
	    • Identify the characteristics of physical development according to developmental period
	    • Analyzes personality development in the framework of various theories
	    • Discusses learning in terms of different theories

Cognitive Teaching & learning objectives	• The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. • The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. • The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. • The learner understands the important role of culture in achieving sustainability. • The learner understands that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional Teaching & learning objectives	• The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, and related approaches. • The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. • The learner can recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. • The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship. • The learner can engage personally with ESD.
Behavioural Teaching & learning objectives	• The learner can contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. • The learner can promote gender equality in education. • The learner can publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and inclusive educational facilities. • The learner can promote the empowerment of young people. • The learner can use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

Suggested topics for SDG 4 "Quality Education"

The Education 2030 agenda, and innovative and successful case studies from across the globe

The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development

Reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)

Global attainment of literacy, numeracy and basic skills

Diversity and inclusive education

Basic skills and competencies needed in the 21st century

Knowledge, values, skills and behaviours needed to promote sustainable development

The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies

Youth empowerment and empowerment of marginalized groups

Examples of learning approaches and methods for SDG 4 "Quality Education"

Develop partnerships between schools, universities and other institutions offering education in different regions of the world

Plan and run a quality education awareness campaign

Conduct a case study on the education system and access to education (e.g. enrolment in primary education) in selected communities or countries

Plan and run a project at a school or university, or for the local community on quality education

Celebrate UN World Youth Skills Day , International Literacy Day or World Teachers'Day; or take part in Global Action Week for Education

Organize ESD days at local, regional and national level

Develop an enquiry-based project: "What is a sustainable school?"

DEPARTMENT OF LANGUAGES

Cognitive Teaching & learning objectives	• The learner understands that the ability to speak a foreign language like French and Spanish is an advantage on the international job market. • The learner understands that speaking French and Spanish opens up opportunities to study at renowned institutions ranked among the top higher education institutions in Europe, North America and Francophone countries.
Socio-emotional Teaching & learning objectives	• An ability to understand French or Spanish provides access to an alternative view of the world. • Learners can follow international thinkers and leaders from all over the world and news from the leading international media.
Behavioral Teaching & learning objectives	• The learner understands that learning French is a good base for learning other languages, like Spanish, Italian and Portuguese as well as English, since a significant percentage of English vocabulary is derived from French. • The learners can apply foreign languages like French, Spanish and German as an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions, negotiations, and maintaining international relations.

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

DEPARTMENT OF MEDICAL PHYSICS

Subject/ topic/ course in regular curriculum relating to SDG 4	• Radiation physics and Radiation biology
Cognitive Teaching & learning objectives	• The learner understands the importance of early clinical exposure(Radiation exposure). • Recognize the relevance of basic sciences in diagnosis, patient care and Treatment (Radiation therapy).
Socio-emotional Teaching & learning objectives	• The learner can recognize the importance of their own skills for improving their life, for employment. • The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities.
Behavioural Teaching & learning objectives	• The learner understands the important role of culture in achieving sustainability. • The learner understands the important role of education and lifelong learning opportunities for all (formal, nonformal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs

Suggested topics for SDG 4 "Quality Education"

• The relevance of inclusive and equitable quality education and lifelong learning opportunities for formal and nonformal topics like radiation biology anatomy and physiology and radiation protection and safety standards in order to educate about and radiation benefits and its harm

• Lack of access to education with respect to radiation usage and its harmful effects can lead to decrease in quality education

• Knowledge, values, skills and behaviors in concept of radiation needed to promote sustainable development.

DEPARTMENT OF MEDICAL STATISTICS

- Develop partnerships between schools, universities and other institutions offering education in aspects of radiation

- Plan and run a quality education awareness campaign with respect to cancer and radiation awareness

- Plan and run a project at a school or university, or for the local community on cancer awareness

- Celebrate cancer awareness week programs in schools and hospitals.

Subject/ topic/ course in regular curriculum relating to SDG 4	• BSc NEP 2020 implemented syllabus • MSc LOCF pattern syllabus
Cognitive Teaching & learning objectives	• The learner gain knowledge of critical thinking for data driven solution with advanced methodologies, applicable statistical software packages like R, SPSS, MATLAB etc translating into sharp and extensive analytics, pertinent to various domains, aiding students, and organization for scientific decision-making. • The learners understand the theory and practice of statistics with special reference to clinical trials, epidemiology, and Geo Spatial statistics. • The learners use modern statistical theory and methods to provide a good foundation for research in Medical Statistics.
Socio-emotional Teaching & learning objectives	• It helps in preparing the next generation statistician ready for scientific decision-making, aided with advanced statistical software translating into sharp and extensive analytics, pertinent to various domains. • The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. • The learner can recognize the intrinsic value to develop skills for data analysis and the individual project work
Behavioural Teaching & learning objectives	• The learner can contribute varied domains such as Government, Pharma, Insurance, Banking, Finance, Information Technology, and many other sectors that will entail market research, forecasting and predictive analysis. • The learners can be professional in understanding and use of statistical software packages including SPSS, R, MATLAB and Excel. • The learner can publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and

	inclusive educational facilities.
	• The learner can promote the empowerment of young people.
	• The learner can use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

Suggested topics for SDG 4 "Quality Education"

✓ The Education 2030 agenda, and innovative and successful case studies from across the globe

✓ The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development

✓ Reasons for a lack of access to education (e.g., poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)

✓ Global attainment of literacy, numeracy, and

basic skills

Examples of learning approaches and methods for SDG 4 "Quality Education"

✓ Conducting a case study on the education system and access to education (e.g., enrolment in primary education) in selected communities or countries

✓ To conduct Seminars, workshops, projects related to SDG component.

DEPARTMENT OF GEOINFORMATICS

Subject/ topic/ course in regular curriculum relating to SDG 1	• Conduct a case study on the spatial distribution of schools and hotspotareas. • Shortest path distance analysis to study accessibility to the educational institutes.
Cognitive Teaching & learning objectives	At the end of 2nd year the learner should be able to • The learner understands the important role of education and lifelonglearning opportunities for all (formal, non-formal and informallearning) as the main drivers of sustainable development for improving people's lives and achieving the SDGs. • The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing therealization of other rights. • The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for the lack of equitable access to quality education and lifelong learning opportunities. • The learner understands the important role of culture in achievingsustainability. • The learner understands that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional Teaching & learning objectives	At the end of final year the student should be able to • Raise awareness of the importance of quality education for all, a hu- manistic and holistic approach to education, and related approaches. • Analyse through participatory methods, to motivate and empower others to demand and use educational opportunities. • Recognize the intrinsic value of education and analyze and identify their own learning needs in their personal development. • Recognize the importance of their own skills for improving their

Behavioural Teaching & learning objectives	At the end of the program the learner should be able to • Contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. • Promote gender equality in education. • Publicly demand and support the development of policies pro- moting free, equitable and quality education for all, ESD and related approaches, as well as aiming at safe, accessible, and inclusive educational facilities. • Promote the empowerment of young people. Use all opportunities for their own education throughout their life and apply the acquired knowledge in everyday situations to promote sustainable development.

Suggested topics for SDG 4 "Quality Education."

- The Education 2030 agenda and innovative and successful case studies from across the globe
- The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development
- Reasons for lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)
- Global attainment of literacy, numeracy and basic skills diversity and inclusive education
- Basic skills and competencies needed in the 21st century
- Knowledge, values, skills and behaviours needed to promote sustainable development
- The concept of education for sustainable development (ESD), the whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies
- Youth empowerment and empowerment of marginalized groups

Examples of learning approaches and methods for SDG 4 "Quality Education."

- Lecture by use of boards/LCD projectors
- Self- learning such as the use of NPTEL materials and websites, e.g., NRSC, NAASA, USGS

'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 Mahaidyapeetha 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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