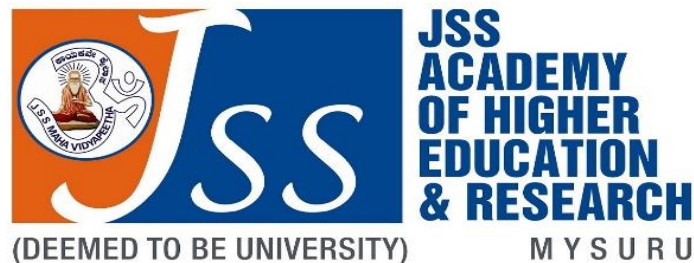




Education for

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-5- Gender Equality

**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



# 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-5](#)

[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 5 JSS MEDICAL COLLEGE & HOSPITAL

## SDG - 5 Gender Equality



Achieve gender equality and empower all women and girls  
**Teaching & Learning objectives for SDG 5 “Gender Equality”**

Subject/ topic/ course in regular curriculum relating to SDG 5	Pharmacology, Community Medicine, Psychiatry, Forensic Medicine, Obstetrics and gynecology
Cognitive Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> professional year, the learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Enumerate and describe the causes of declining sex ratio and its social and health implications</li> <li>2. Describe and discuss on gender issues at various stages of life</li> <li>3. Discuss in detail about women empowerment and benefits for the society</li> <li>4. Describe local customs and practices during pregnancy, childbirth and lactation</li> </ol> <p><b>At the end of 3<sup>rd</sup> professional year, part 1 the learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Enumerate and describe the magnitude and etiology of gender identity disorders</li> <li>2. Describe the indications for laboratory tests in gender identity disorders</li> <li>3. Describe different types of sexual offenses, various sections of IPC regarding rape including definition of rape (Section 375 IPC), Punishment for Rape (Section 376 IPC) and recent amendments notified till date</li> <li>4. Enumerate and discuss the objectives of antenatal care, assessment of period of gestation, screening for high-risk factor</li> <li>5. List and explain the components, plans, outcomes of Reproductive child health (RCH) program</li> <li>6. Discuss Pre-conception and Prenatal-Diagnostic Techniques (PCPNDT)- Prohibition of Sex Selection Act 2003 and Domestic Violence Act 2005</li> <li>7. Enumerate the goals, strategies and plan of action of NHM and other important national programs pertaining to maternal and child health including RMNCH A+, RBSK, RKSK, JSSK mission Indra Dhanush and ICDS</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 the community on gender issues and debate the benefits of full empowerment of gender</li> <li>2. Can reflect on their own gender identity and gender roles.</li> <li>3. Can feel empathy for community with gender inequalities and gender discrimination</li> <li>4. Identify and defend medico-legal, socioeconomic and ethical issues as it pertains to abortion / medical termination of pregnancy and reproductive rights</li> </ol>
Behavioral Teaching & learning objectives	<p><b>At the end of final year learner should be able to</b></p> <ol style="list-style-type: none"> <li>1. Document clinical features in patients with magnitude and etiology of gender identity disorder</li> <li>2. Interpret laboratory and other tests used in gender identity Disorder</li> <li>3. Provide family education in a patient with gender identity disorders in a simulated environment</li> <li>4. Observe the implementation of reproductive child health program by Visiting the Rural Health Centre</li> <li>5. Provide education and create awareness on prevention, prohibition, and redressal of sexual harassment</li> <li>6. Conduct health education on antenatal, postnatal, well-baby and family welfare clinics</li> </ol>

### Topics for SDG 5 “Gender Equality”

- Gender as a social and cultural construct
- Gender equality and participation in decision-making
- Women empowerment and its advantages
- Declining sex ratio, gender preferences and gender discrimination in health, education, social participation and decision making
- Exploitation and trafficking of women and girls
- Gender identity disorders, their diagnosis and management
- Prevention, prohibition and redressal of sexual/gender harassment at all places
- Gender specific national health programs and policies (RNMCH+A, RBSK, RSK, JSSK etc.)
- Pre-conception and Prenatal-Diagnostic Techniques (PCPNDT)- Prohibition of Sex Selection Act 2003 and Domestic Violence Act 2005
- Sexual offenses, various sections of IPC regarding rape including definition of rape (Section 375 IPC),
- Punishment for Rape (Section 376 IPC) and recent amendments notified till date

## Learning approaches and methods for SDG 5 “Gender Equality”

- Guest lectures on declining sex ratio and its impact on society
- Interdisciplinary teaching sessions on legal aspects related to gender equality
- Case based discussion on gender identity disorders
- Observation of International women day
- Visit to health centers at various levels to understand the implementation of gender specific national health programs and policies
- Role plays on sexual and gender harassment and ways to overcome them
- Celebrate the International Day for the Elimination of Violence Against Women
- Explore how natural hazards and disasters affect women, girls, men and boys differently
- Project works on domestic violence, gender discrimination and gender equality
- Student driven debates, panel discussion and symposium on various aspects of gender equality.

## TEACHING & LEARNING OBJECTIVES FOR SDG 5

### JSS DENTAL COLLEGE & HOSPITAL

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>● Child abuse and Neglect</li> <li>● Domestic violence</li> <li>● Oral Health for pregnant and Lactating Mothers</li> <li>● Demographics and Family Planning</li> </ul>	<ul style="list-style-type: none"> <li>● All specialties in Dentistry</li> <li>● All undergraduate and post graduate students</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>● The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality and understands the current and historical causes of gender inequality.</li> <li>● The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights.</li> <li>● The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.</li> <li>● The learner knows the opportunities and benefits provided by full gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making.</li> <li>● The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders</li> </ul>	
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>● The learner can recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity.</li> <li>● The learner can identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</li> <li>● The learner can connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels.</li> <li>● The learner can reflect on their own gender identity and gender roles.</li> <li>● The learner can feel empathy and solidarity with those who differ from personal or community gender expectations and roles.</li> </ul>	
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>● The learner can take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender.</li> <li>● The learner can evaluate, participate in and influence decision-making about gender equality and participation.</li> <li>● The learner can support others in developing empathy across genders and breaking down gender discrimination and violence.</li> <li>● The learner can observe and identify gender discrimination.</li> <li>● The learner can plan, implement, support and evaluate strategies for gender equality.</li> </ul>	

## Suggested topics for SDG 5 “Gender Equality”

Gender as a social and cultural construct

Gender inequality, traditional gender roles and structural discrimination

Gender equality and participation in decision-making

Gender and labour, including pay disparity and recognition of unpaid work

Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education

Gender and poverty, including food security and financial dependence

Gender in community dynamics (decision-making, governance, child care, education, conflict resolution, disaster risk reduction and climate change adaptation)

Exploitation and trafficking of women and girls

The intersectionality of gender with other social categories such as ability, religion and race

## Examples of learning approaches and methods for SDG 5 “Gender Equality”

Celebrate the International Day for the Elimination of Violence Against Women

Invite speakers who have experienced violence based on gender identity or orientation

Perform role-play games that explore inclusion and identity based on gender roles

Partner with groups from other parts of the world where the approach to gender may be different

Spend a day working in traditional women’s or men’s work (swap work)

Explore how natural hazards and disasters affect women, girls, men and boys differently

Develop an enquiry-based project: “What is the difference between equality and equity and how does it apply to the world of work?”

# TEACHING & LEARNING OBJECTIVES FOR SDG 5

## JSS COLLEGE OF PHARMACY, MYSORE

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• Pharmaceutical Chemistry, Pharmacy Practice, Pharmacology, Pharmacognosy, Pharmaceutics</li> </ul>
Cognitive Teaching & learning objectives	<p><b>At the end of the course, the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Classify and describe the functions of biomolecules and micronutrients required for women’s health</li> <li>• Enlist the common diseases affecting women</li> <li>• Recommended dietary requirements for women during pregnancy and lactation</li> <li>• Describe the myths, beliefs, local customs and practices during menstruation</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of the final year, the student should be able to</b></p> <ul style="list-style-type: none"> <li>• Educate women regarding proper menstrual hygiene.</li> <li>• Spread awareness about the government assistances available to the women of the society for their financial betterment and improvement of health and hygiene.</li> <li>• Can feel empathy for the community with gender inequality and discrimination</li> <li>• Counsel the community on gender issues and the stigma associated, which can reflect on gender identity and gender issues.</li> </ul>
Behavioural 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>• Provide education and create awareness on prevention and redressal of sexual harassment</li> <li>• Promote female faculty to conduct camps in backward areas to educate public regarding the women empowerment.</li> <li>• Conduct outreach activities to address the social stigma of gender identity disorders and their inclusion in society.</li> <li>• Educate the families on family planning and the imbalance in sex ratio</li> <li>• Counsel women regarding the disease, drugs and lifestyle modifications in women.</li> <li>• Ensure equal representation of women in all committees of the institution.</li> </ul>

### Suggested topics for SDG 5 “Gender Equality”

- Gender as a social and cultural construct
- Gender equality and participation in decision-making
- Women empowerment and its advantages
- Declining sex ratio, gender preferences and gender discrimination in health, education, social participation and decision making
- Exploitation and trafficking of women and girls
- Gender identity disorders, their diagnosis and management
- Prevention, prohibition and redressal of sexual/gender harassment at all places
- Gender specific national health programs and policies (RNMCH+A, RBSK, RSSK, etc.)
- Sexual offenses, various sections of Indian Penal Code

### Examples of learning approaches and methods for SDG 5 “Gender Equality”

- Observation of International women day
- Case based discussion on gender identity disorders
- Awareness programme on declining sex ratio and its impact on society
- Interdisciplinary teaching sessions on legal aspects related to gender equality
- Visit to health centers at various levels to understand the implementation of gender specific national health programs and policies
- Role plays/extracurricular (Competitions) activities on sexual and gender harassment and ways to overcome them
- Project works on women/girls’ health, domestic violence, gender discrimination and gender equality
- Student driven debates, panel discussion and symposium on various aspects of gender equality.


# TEACHING & LEARNING OBJECTIVES FOR SDG 5

## JSS COLLEGE OF PHARMACY, OOTY

<p>Subject/ topic/ course in regular curriculum relating to SDG 5</p>	<p>• <b>II D Pharm</b>  <b>Subject:</b> Pharmacy Ethics &amp; Law  <b>Topic :</b> Medical termination of Pregnancy Act  <b>Cognitive Teaching &amp; learning objective:</b></p> <ul style="list-style-type: none"> <li>• The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights.</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 concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality and understands the current and historical causes of gender inequality.</p> <p>The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders,</p> <p><b>Behavioral Teaching &amp; learning objectives:</b></p> <p>The learner can evaluate, participate in and influence decision-making about gender equality and participation.</p>
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# TEACHING & LEARNING OBJECTIVES FOR SDG 5

## FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES

<p>Subject/ topic/ course in regular curriculum relating to SDG 5</p>	<ol style="list-style-type: none"> <li>1. Human Resource Management / Labor laws, Employee incentives and Benefits /Semester2-BBA,</li> <li>2. Human Resource Management / Labor laws, Employee incentives and Benefits / Semester1- MBA Hospital Administration &amp; MBA- Pharmacy Administration</li> <li>3. Business communication/ Theories on Effective Communication (7Cs), theories/ Semester 2 BBAHHSM</li> <li>4. Business communication/ Effective Communication Skills/ Semester1 MBAHA &amp; PA</li> <li>5. Business Law / Contract Laws, Information Laws and RTE / Semester 3- BBAHHSM</li> <li>6. Organizational Behavior / Organizational Culture / Semester4 – BBAHHSM</li> <li>7. Organizational Behavior / Organizational Culture / Semester1 –MBAHA &amp; PA</li> <li>8. Biostatistics/ Vital Statistics/ Semester4 – MBA HA</li> </ol>
<p>Cognitive Teaching &amp; learning objectives</p>	<ol style="list-style-type: none"> <li>9. The learner understands various acts and laws pertaining to gender equality and identifies the importance of the same</li> <li>10. The Learner knows about diverse workforce concepts and various ways to create a harmonious workplace environment</li> <li>11. The Learner also identifies various benefits that support the upliftment of the individuals with respect to their health, education, and employment</li> <li>12. The learner also realizes the opportunities of working in teams from varied backgrounds for innovative strategies and for better decision making</li> </ol> <div style="text-align: center;">  </div>



### Workshops & Conferences



Socio-emotional  
Teaching & learning  
objectives

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

### Award Ceremony for Women's Day



Behavioural  
Teaching & learning  
objectives

- The learner can appreciate the importance of having gender equality in the workplace and support themselves and the people working with them.
- The learner can exhibit behaviors to break the Glass ceiling and grow beyond it.
- The learner can be an active team member extending support to team

members and contributing towards team success

- The learner can have a wholistic personality with inclusiveness and wellbeing for all the individuals

**Training on Self-Defense**



**Women Achievers**



**Women in Leadership Positions**



## TEACHING & LEARNING OBJECTIVES FOR SDG 5 JSS SCHOOL OF LIFE SCIENCES, OOTY

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• Course: DSE 03b - Biosafety and Bioethics               <ul style="list-style-type: none"> <li>○ Equality, justice, and equity; Social responsibility and health</li> </ul> </li> <li>• Course: BSc Microbiology               <ul style="list-style-type: none"> <li>○ Food and Dairy Microbiology</li> </ul> </li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality and understands the current and historical causes of gender inequality.</li> <li>• The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights.</li> <li>• The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.</li> <li>• The learner knows the opportunities and benefits provided by full gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making.</li> <li>• The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity.</li> <li>• The learner can identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</li> <li>• The learner can connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels.</li> <li>• The learner can reflect on their own gender identity and gender roles.</li> <li>• The learner can feel empathy and solidarity with those who differ from personal or community gender expectations and roles.</li> </ul>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender.</li> <li>• The learner can evaluate, participate in and influence decision-making about gender equality and participation.</li> <li>• The learner can support others in developing empathy across genders and breaking down gender discrimination and violence.</li> <li>• The learner can observe and identify gender discrimination.</li> <li>• The learner can plan, implement, support and evaluate strategies for gender equality.</li> </ul>

## Suggested topics for SDG 5 “Gender Equality”

Gender as a social and cultural construct

Gender inequality, traditional gender roles and structural discrimination

Gender equality and participation in decision-making

Gender and labour, including pay disparity and recognition of unpaid work

Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education

Gender and poverty, including food security and financial dependence

Gender in community dynamics (decision-making, governance, child care, education, conflict resolution, disaster risk reduction and climate change adaptation)

Exploitation and trafficking of women and girls

The intersectionality of gender with other social categories such as ability, religion and race

## Examples of learning approaches and methods for SDG 5 “Gender Equality”

Celebrate the International Day for the Elimination of Violence Against Women

Invite speakers who have experienced violence based on gender identity or orientation

Perform role-play games that explore inclusion and identity based on gender roles

Partner with groups from other parts of the world where the approach to gender may be different

Spend a day working in traditional women’s or men’s work (swap work)

Explore how natural hazards and disasters affect women, girls, men and boys differently

Develop an enquiry-based project: “What is the difference between equality and equity and how does it apply to the world of work?”

## DEPARTMENT OF YOGA

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• The Course MSc in Yoga.</li> <li>• Topic – Fundamental of Yoga</li> <li>• The course aims at providing education / employment opportunity for both genders.</li> </ul>
Cognitive Teaching & learning objectives	<p><b>At the end of 1<sup>st</sup> year the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of Yoga for both genders.</li> <li>• Understand the importance of Yoga for woman health.</li> </ul> <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>• Provide yoga education and maintain the physical, mental and psychological health and empowerment of woman.</li> <li>• Understands about the vicious cycle of malnutrition in woman, and importance of nutrition to tackle the problem.</li> <li>• Enumerate and discuss the objectives of prenatal, antenatal care, assessment of period of gestation, screening for high-risk factor</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of 2<sup>nd</sup> year the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Counsel the community on gender issues and debate the benefits of full empowerment of gender</li> <li>• Can feel empathy for community with gender inequalities and gender discrimination .</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>• Can educate and create awareness about gender</li> </ul> <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>• Can evaluate, participate in and influence through counseling process, enabling woman for implementing Yoga as lifestyle intervention, which will positively impact on their health and well being.</li> </ul>

## Topics for SDG 5 “Gender Equality”

- Women empowerment and its advantages.
- Gender equality and participation in decision-making.
- Reducing gender inequality, discrimination and promoting participation of all health related decision-making process.

## Examples of learning approaches and methods for SDG 5 “Gender Equality”

- Observation of International women day
- Guest lectures on declining sex ratio and its impact on society
- Interdisciplinary teaching sessions on gender equality
- Visit to PHC to understand the implementation of gender specific national health programs.
- Project works on gender discrimination, domestic violence and gender equality.
- Student debates, panel discussion and symposium on various aspects of gender equality

## BSC Yoga

Subject/ topic/ course in regular curriculum relating to SDG 5	Principles of Yoga, Yogic Psychology , Rehabilitation Psychology, Yoga and Mental Health
Cognitive Teaching & learning objectives	<p><b>At the end of 1<sup>st</sup> &amp; 2<sup>nd</sup> year the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of Yoga for woman health.</li> <li>• Understand the concept of Yoga for both genders.</li> </ul> <p><b>At the end of final year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Enumerate and discuss the objectives of prenatal, antenatal care, assessment of period of gestation, screening for high-risk factor</li> <li>• Provide yoga education and maintain the physical, mental and psychological health and empowerment of woman.</li> <li>• Understands about the vicious cycle of malnutrition in woman, and importance of nutrition to tackle the problem.</li> </ul>
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>• Can feel empathy for community with gender inequalities and gender discrimination.</li> <li>• Counsel the community on gender issues and debate the benefits of full empowerment of gender</li> </ul>
Behavioural Teaching & learning objectives	<p><b>At the end of 1<sup>st</sup> &amp; 2<sup>nd</sup> year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Can educate and create awareness about gender equality and importance of nutrition in woman, which in-turn improves nutrition and health at household level.</li> </ul> <p><b>At the end of final year and course the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Enabling woman for implementing Yoga as lifestyle intervention, which</li> </ul>

	will positively impact on their health and well being.
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- Can evaluate, participate in and influence through counseling process.

#### Suggested topics for SDG5 "Gender Equality"

- Gender equality and participation in decision-making.
- Reducing gender inequality, discrimination and promoting participation of all health related decision-making process.
- Women empowerment and its advantages.

#### Examples of learning approaches and methods for SDG5 "Gender Equality"

- Student debates, panel discussion and symposium on various aspects of gender equality
- Interdisciplinary teaching sessions on gender equality
- Guest lectures on declining sex ratio and its impact on society
- Visit to PHC to understand the implementation of gender specific national health programs.
- Project works on gender discrimination, domestic violence and gender equality.
- Observation of International women day

## DEPARTMENT OF MICROBIOLOGY

**Subject/ topic/ course in regular curriculum relating to SDG 5**

- Value Based Course 01 Health & Wellness (BSc I Sem); Cyber Security (BSc III Sem); Food & Dairy Microbiology (BSc V Sem); Agriculture Microbiology (BSc V Sem); Value Based Course 01 Ethics & Self awareness (BSc V Sem)

**Cognitive Teaching & learning objectives**

- The learner understands about the gender discrimination and how to overcome through skill development, technology and entrepreneurship; understands the basic rights of women, their right to freedom from exploitation and violence; knows the opportunities and benefits provided by full gender equality through participation in all fields, public and private decision-making.

**Socio-emotional Teaching & learning objectives**

- The learner can recognize and question traditional perception of gender roles in a critical approach; can identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders; can connect with others who work to end gender discrimination and violence; feel empathy with those who differ from personal or community gender expectations.

**Behaviorial Teaching & Learning objectives**

- The learner can take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender; evaluate, participate in and influence decision-making about gender equality and participation; support others in developing empathy across genders and breaking down gender discrimination and violence.



**Learning approaches and methods for SDG 5**

- Sensitizing women about urinary tract infection and STI's
- Focus on infectious diseases to improve maternal and child health

**Suggested topics for students workshop**

- Training Programs for Women to take up Entrepreneurship such as in Mushroom Cultivation and other courses providing financial independence
- Training program on safe hygienic practices for women

## DEPARTMENT OF NUTRITION & DIETETICS

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• The Course MSc in Nutrition &amp; Dietetics.</li> <li>• Topic - Maternal &amp; Child Nutrition</li> <li>• The course aims at providing education / employment opportunity for both genders, as well as nutritional support for all target population, irrespective of gender.</li> </ul>
Cognitive Teaching & learning objectives	<p><b>At the end of 1<sup>st</sup> year the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of good balanced nutrition for both genders.</li> <li>• Understand the importance of normal nutritional needs for woman throughout life span.</li> </ul> <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>• Provide nutrition education and create an opportunity for family participation to support and maintain the nutritional, physical, mental and psychological health and empowerment of woman.</li> <li>• Understands about the vicious cycle of malnutrition in woman, and importance of nutrition to tackle the problem.</li> </ul>
Socio-emotional Teaching & learning objectives	<p><b>At the end of 1<sup>st</sup> year the learner should be able to,</b></p> <ul style="list-style-type: none"> <li>• Can recognize the myths and facts in the traditional perception of health, nutrition and lifestyle approaches followed for girl/woman critically, while respecting cultural sensitivity.</li> </ul> <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>• Can identify the nutritional risks and related health complications, plan for preventive strategies.</li> <li>• Can reflect on their own gender identity and gender roles.</li> <li>• Can feel empathy and solidarity with those who differ from personal or community gender expectations and roles.</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>• Can educate and create awareness about gender equality and importance of nutrition in woman, which in-turn improves nutrition and health at household level.</li> </ul> <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>• Can evaluate, participate in and influence through counseling process, enabling woman for following nutrition intervention strategies, which will positively impact on their health, nutrition and well being, also helps in breaking the vicious cycle of malnutrition.</li> <li>• Can educate and encourage implementation of household strategies ensuring both partners and all family members informed and involved, in decision-making for improved nutrition, such as supporting optimal breastfeeding practices, iron-folic acid supplements for anaemia prevention, promoting long-term advances gender equality.</li> </ul>

### Suggested topics for SDG 5 “Gender Equality”

- Nutrition intervention strategies, which will positively impact on their health, nutrition and wellbeing, also helps in breaking the vicious cycle of malnutrition.
- Reducing gender inequality, discrimination and promoting participation of all in nutrition & health related decision-making process.
- Prevention, prohibition, and redressal of sexual/gender harassment, gender related nutrition insults at all places.

### Examples of learning approaches and methods for SDG 5 “Gender Equality”

- Celebrate the International Day for the Elimination of Violence Against Women.
- Explore & community awareness programs how vicious cycle of malnutrition affect women, girls and men at all stages of life.
- Project works on improving the food, nutrient and lifestyle of vulnerable groups helping reducing the disease burden.

## MSc Sports Nutrition & Management

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• M.Sc., Sports Nutrition and Management</li> </ul>
Cognitive Teaching & learning objectives	<p>At the end of 1<sup>st</sup> Professional year, the learner should be able to</p> <ul style="list-style-type: none"> <li>• The learner understands equal opportunity provided for both gender in terms of education given, use of infrastructure and resources available in the process of learning, hands on training and carrying out quality research.</li> <li>• The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence.</li> </ul>
Socio-emotional Teaching & learning objectives	<p>At the end of the program, the student should be able to</p> <ul style="list-style-type: none"> <li>• The learner can recognize and question the unequal distribution of resources among both the gender.</li> <li>• The learner can identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</li> <li>• The learner can reflect on their own gender identity and gender roles.</li> <li>• The learner can feel empathy and solidarity with those who differ from personal or community gender expectations and roles.</li> </ul>
Behavioral Teaching & learning objectives	<p>At the end of the program, the student should be able to</p> <ul style="list-style-type: none"> <li>• The learner can take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender.</li> <li>• The learner can evaluate, participate in and influence decision-making about gender equality and participation.</li> <li>• The learner can support others in developing empathy across genders and breaking down gender discrimination and violence.</li> <li>• The learner can observe and identify gender discrimination.</li> <li>• The learner can plan, implement, support and evaluate strategies for gender equality.</li> </ul>

## Suggested topics for SDG 5 “Gender Equality”

Gender as a social and cultural construct

Gender inequality, traditional gender roles and structural

discrimination  
Gender equality and participation in decision-making

Gender and labour, including pay disparity and recognition of unpaid work

Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education

Gender and poverty, including food security and financial dependence

Gender in community dynamics (decision-making, governance, child care, education, conflict resolution, disaster risk reduction and climate change adaptation)

## Examples of learning approaches and methods for SDG 5 “Gender Equality”

Celebrate the International Day for the Elimination of Violence Against Women

Invite speakers who have experienced violence based on gender identity or orientation

Perform role-play games that explore inclusion and identity based on gender roles

Develop an enquiry-based project: “What is the difference between equality and equity and how does it apply to the world of work?”

## BSc Food, Nutrition & Dietetics

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• DSC 01:Introduction to Food Science/ DSC 02:Basics of Nutrition &amp; Dietetics/ VBC 01: Health &amp; Wellness, AECC 02: Indian Constitution, DSC 09: Public Health &amp; Community Nutrition</li> </ul>
Cognitive Teaching & learning objectives	<p><b>At the end of 1<sup>st</sup> &amp; 2<sup>nd</sup> Professional year, the learner 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>• The learner understands the concept of gender discrimination in relation to food intake, and importance of women empowerment towards the societal and global health</li> <li>• Understand the scope of nutritional status with respect to gender and age specific</li> <li>• Know 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> and 4<sup>th</sup> professional year, the learner should be able to</b></p> <ul style="list-style-type: none"> <li>• Recognize and question traditional perception difference among the gender with respect to food intake, health care facility.</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 &amp; gender roles.</li> <li>• Understand about fundamental rights, duties and directive principles of constitution</li> </ul>
Behavioural 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>• Take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender.</li> <li>• Evaluate, participate disseminate the information of gender equality importance to the public.</li> <li>• Support others in developing empathy across genders and breaking down gender discrimination and violence.</li> <li>• The learner can plan, implement, support and evaluate strategies for gender equality with regard to nutrition support.</li> </ul>

## Suggested topics for SDG5 “Gender Equality”

Gender as a social and cultural construct  
Gender inequality, traditional gender roles and structural discrimination  
Gender equality and participation in decision-making  
Gender and labour, including pay disparity and recognition of unpaid work  
Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education  
Gender and poverty, including food security and financial dependence  
Gender in community dynamics (decision-making, governance, childcare, education, conflict resolution, disaster risk reduction and climate change adaptation)  
Exploitation and trafficking of women and girls  
The intersectionality of gender with other social categories such as ability, religion and race

## Examples of learning approaches and methods for SDG5 “Gender Equality”

Celebrate the International Day for the Elimination of Violence Against Women  
Invite speakers who have experienced violence based on gender identity or orientation  
Perform role-play games that explore inclusion and identity based on gender roles  
Partner with groups from other parts of the world where the approach to gender may be different  
Spend a day working in traditional women’s or men’s work (swap work)  
Explore how natural hazards and disasters affect women, girls, men and boys differently  
Develop an enquiry-based project: “What is the difference between equality and equity and how does it apply to the world of work?”

## DIVISION OF LANGUAGES

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

### Suggested topics for student workshops/training

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



## DIVISION OF MEDICAL PHYSICS

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• Radiation protection safety and standards</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>• Describe and discuss on gender issues at various stages of life.</li> <li>• Discuss in detail about women empowerment and benefits for the society.</li> <li>• Discuss Pre-conception and Prenatal-Diagnostic Techniques (PCPNDT)- Prohibition of Sex Selection Act 2003 and Domestic Violence Act 2005.</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>• Identify and defend medico-legal, socioeconomic and ethical issues.</li> <li>• Can reflect on their own gender identity and gender roles.</li> </ul>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>• Provide family education in a patient with gender identity disorders in a simulated environment.</li> </ul>

### Examples of learning approaches and methods for SDG 5 “Gender Equality”

- Celebration of “**Breast Cancer day**” awareness among the women
- Invite speakers who have defeated breast cancer
- Perform role-play games that explore all types of cancer awareness
- Explore how natural hazards and disasters affect women, girls, men and boys differently

### Suggested topics for SDG 5 “Gender Equality”

- No Gender discrimination in providing the cancer treatment.
- Equal opportunity in work place for both men and women depending upon ability and eligibility
- Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education
- Gender and poverty, including food security and financial dependence

## DIVISION OF MEDICAL STATISTICS

Subject/ topic/ course in regular curriculum relating to SDG 5	<ul style="list-style-type: none"> <li>• Basic Medical Statistics</li> </ul>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner understands the different ways in which Statistics is used in medical discipline.</li> <li>• The learner understands the importance of statistics in research and career in health care.</li> <li>• The learner understands to apply different statistical methods such as Chi-Square Test of Association, which is a nonparametric test of significance for categorical variables.</li> <li>• The learner knows the descriptive and inferential statistics where and when to apply it.</li> <li>• The learners learn Gender-specific statistics which is presented in a form of graphs and tables that allows easy access to a wide range of users</li> </ul>
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can recognize, how labor is divided to express gender difference symbolically, and how diverse social structures, rather than families – incorporate gender values and convey gender advantages..</li> <li>• The learner can identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</li> <li>• The learner can connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels.</li> </ul>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> <li>• The learner can take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender.</li> <li>• The learner can evaluate, participate in and influence decision-making about gender equality and participation.</li> <li>• The learner can support others in developing empathy across genders and breaking down gender discrimination and violence.</li> <li>• The learner can observe and identify gender discrimination.</li> <li>• The learner can plan, implement, support, and evaluate strategies for gender equality.</li> </ul>

### Suggested topics for SDG 5 “Gender Equality”

- ✓ The national statistical bureau responsible for the production and dissemination of official data considers gender-specific data collection, compilation, analysis, and presentation as an integral part of their work, not a separate task.
- ✓ Gender equality and participation in decision-making
- ✓ Gender statistics and indicators are an integral part of gender mainstreaming throughout the entire policy cycle.
- ✓ Statistics obtained from the sources inform the policymaking process and ensure that interventions respond to the different needs and priorities of women and men.

### Examples of learning approaches and methods for SDG 5 “Gender Equality”

- ✓ Celebrate the International Day for the Elimination of Violence Against Women
- ✓ Invite speakers who have experienced violence based on gender identity or orientation
- ✓ Perform role-play games that explore inclusion and identity based on gender roles
- ✓ Explore how natural hazards and disasters affect women, girls, men and boys differently
- ✓ Develop an enquiry-based project: “What is the difference between equality and equity and how does it apply to the world of work?”



### *‘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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