

Education for

Education
2030 

Sustainable Development Goals

Teaching & Learning Objective Handbook





Education for Sustainable Development Goals

Teaching & Learning Objective Handbook

By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

[Source: United Nations, 2015](#)

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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>



SDG 1 – NO POVERTY



End poverty in all its forms everywhere

Teaching & Learning objectives for SDG 1 “No Poverty”

<p>Subject/ topic/ course in regular curriculum relating to SDG 1</p>	<ul style="list-style-type: none"> • Business Economics/Managerial and Health Economics/Analysis of Demand and Supply/Semester-2-BBAHHSMS/Semester-1-MBAHA and MBAPA • Epidemiology/ National health schemes/ Semester3- MBA-Hospital Administration • Medical Insurance/ Topic/ Semester4-MBA-Hospital Administration • Business Communication/Communication/Semester-1-MBAHA and MBAPA/Semester-2-BBAHHSMS • Business Law/Consumer Law/Semester-3-BBAHHSMS/Semester-4-MBAPA • Strategic Management/The concept of environment/ Semester-3-BBAHHSMS/Semester-2-MBAHA and MBAPA. • Organizational Behavior/Semester-4-BBAHHSMS/Semester-1-MBAHA and MBAPA • Corporate social Responsibility and governance/Importance and role of CSR/Semester-5-BBAHHSMS. • HRM/Introduction to HRM/Semester-5-6-BBAHHSMS/Semester-2-MBAHA and MBAPA. • Marketing Management/Consumer Decision Making/Semester-5-6-BBAHHSMS/Semester-1-MBAHA and MBAPA • Medical Insurance/Introduction to Insurance/Semester-5-BBAHHSMS/Semester-4-MBAHA • Entrepreneurship development in BBAHHSMS / MBA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner understands the concepts of national demographics, various global organizations and funding institutions which assist for the flourishing of various business activities • Learner knows about various laws pertaining to the governance of law and basic rights. The compensation Act, Consumer Protection Act, Right to Education Act and Right to Information Act. • The learner identifies various factors that might lead to poverty conditions such as high health care costs, deprivation of basic needs, sanitation, and ill health • Learner also understands on various healthcare schemes currently available from the government and consumer protection acts • The learner inculcates entrepreneurial skills for starting own ventures or projects

- The learner will be able to identify sources of funding for ventures
Hospital Postings



Socio-emotional
Teaching & learning
objectives

- The learner can get sensitized with the concepts of poverty, unequal distribution of wealth, vulnerable situations with respect to health
- Learners can be aware on issues such as inaccessibility and unaffordability to healthcare among individuals with low Socio-Economic Conditions (SEC)
- Learners can help the eligible in understanding various existing healthcare programs, enrolment, and benefits.

Health Camps at local slum areas



Behavioural
Teaching & learning
objectives

- Upon identifying few of the underlying conditions for addressing the poverty, learner can plan to develop feasible strategies for addressing poverty issues
- Learner can identify the existing system deficits in terms of poor infrastructure, various laws for refining socio economic conditions of the people and make people aware of those
- Learner also will be confident in planning and recruitment of human resources for an organization, demonstrate good communication skills, identify, and understand various personalities and explore various learning possibilities

Soft Skills Training Program



SDG 2 - Zero Hunger

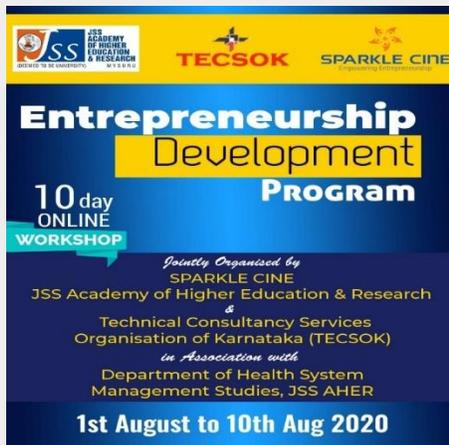


End hunger, achieve food security and improved Nutrition and promote sustainable agriculture

Teaching & Learning objectives for SDG 2 “Zero Hunger”

<p>Subject/ topic/ course in regular curriculum relating to SDG 2</p>	<ul style="list-style-type: none"> • Environmental studies/Ecosystem/Semester-1-BBAHSM • Business Economics/Managerial and Health Economics/Analysis of Demand and Supply/Semester- 2-BBAHSM/ Semester-1- MBAHA and PA • HRM/Introduction to HRM/Semester-5-6-BBAHSM/Semester-2-MBAHA and MBAPA • Constitution of India/semester-4-BBAHSM • Basic Health Sciences/ Organ Systems/ Semester6-BBAHSM • Epidemiology/ National programs/ Semester3- MBAHA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner acquires basic knowledge about environment and its allied problems. • The learner understands about fundamental concepts of human organ system functioning and importance of organ health • Learners also learn about various acts pertaining to wages, compensation and gratuity • The learner learns about various macro and micro environmental factors that impact economic health of societies

Training Programs- Entrepreneurship Development





Socio-emotional Teaching & learning objectives

- The learner will be able to create awareness on natural resources preservation.
 - The learner can understand the problems of underprivileged societies and health issues
 - The learner appreciates the concept of health and its importance in building up the nation
- Awareness Programs on Environmental Issues & Solutions**



Behavioural Teaching & learning objectives

- With the understanding of the concepts, the learner can demonstrate individual responsibility in addressing the environmental issues.
 - The learner can exhibit behavioral changes in terms of purchase and consumption of food components
 - After identifying the importance of food that we consume, learner also demonstrates responsible behavior to teach others in terms of food conservation
- Environmental Outreach Programs**



SDG 3 - Good Health and Well-being



Ensure healthy lives and promote well-being for all at all ages

Teaching & Learning objectives for SDG 3 “Good Health & Wellbeing”

<p>Subject/ topic/ course in regular curriculum relating to SDG 3</p>	<ul style="list-style-type: none"> • Introduction to Healthcare System/concept of Health/Semester-5-BBAHSM • Epidemiology/Health Education/ Semester-3-MBAHA • Pharmacoepidemiology/Occupational Health/Semester-3-MBAPA • Hospital Planning/ Various clinical departments/ Semester-3-MBAHA • Hospital Support Service/Various support & utility services of the hospital /Semester-3-MBAHA • Basic Health Sciences/ Body structure and organizations/Semester-3-MBAHA and MBAPA • Patient Safety & Risk Management/ Occupational hazards/ Semester4 MBAHA • Medical Insurance Management/ Various health insurance schemes/ Semester4 MBAHA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learners can understand the basic concepts of health and disease • The learner will be able to understand the overview of various components of health and healthcare systems • The learners know about hospital and various clinical, support and utility services of the hospital. • The learners will learn about various organ systems that make up human body, their structure, and their significant functioning • Learners will also understand about various occupational hazards and methods for prevention of those hazards at workplace <p style="text-align: center;">Hand Hygiene Day Celebrations</p> 

Socio-emotional
Teaching & learning
objectives

- The **learners** can gain the knowledge about national health programs and population policy
- Learning of these concepts empower the learner with the knowledge required on various public health schemes funded by national and international organizations
- Learners can play an active role in offering health care services at various cadres/ levels in the healthcare system

Community Health Awareness Program



Behavioural
Teaching & learning
objectives

- The **learners** can understand various health care policies, epidemiologic terminologies and measurement of health and disease.
- Upon understanding the concepts and terminologies of healthcare, learner can demonstrate the knowledge to help others in gaining access to healthcare
- The learner can aid the communities and societies in awareness about various healthcare programs, promotes the healthcare services of a facility and plays his/ her actively role in the spread of health and wellbeing.

NSS activities



Sports Events



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”

<p>Subject/ topic/ course in regular curriculum relating to SDG 4</p>	<ul style="list-style-type: none"> • 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
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • 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 <div data-bbox="548 1234 1058 1591" style="text-align: center;"> </div> <div data-bbox="1101 1226 1529 1583" style="text-align: center;"> </div>



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.



SDG - 5 Gender Equality



Achieve gender equality and empower all women and girls

Teaching & Learning objectives for SDG 5 “Gender Equality”

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



SDG 6 - Clean Water and Sanitation



Ensure availability and sustainable management of water and sanitation for all

Teaching & Learning objectives for SDG 6 “Clean Water and Sanitation”

<p>Subject/ topic/ course in regular curriculum relating to SDG 6</p>	<ul style="list-style-type: none"> • Environmental studies/ Ecosystems, Water pollution / Semester1- BBAHSM • Business economics/ Macro Economics/ Semester2- BBAHSM • Business law / Economic and Environmental Laws / Semester3- BBAHSM SEM) • Management principles and practices/ Concepts of Organizing/ Semester1- MBAHA & PA • Strategic management/ strategy Formulation / Semester2- MBAHA & PA • Hospital support services/ Various Hospital Support Services / Semester3 – MBAHA & PA • Epidemiology/ Communicable Diseases and Transmission / Semester3- MBAHA • Basic Health Sciences/Different Organ Systems in the Human Body/ Semester3 – MBAHA • Public health/ Principles and Practices of Public Health/ Semester4 - MBAHA • Safety and Risk Management / Hospital Related Infections / Semester4- MBAHA • Medical Ethics/ Laws Governing the Commissioning of Hospital & Patient Safety / Semester4 - MBAHA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner also identifies the importance of infrastructural requirements in organizations for providing basic amenities to their employees • The learner will understand the importance of the proper planning and designing of the organization to provide clean water and sanitation. • The learner will know the different business laws that an organization should abide for efficient functioning • Learner knows the importance of clean water and sanitation on health, epidemiology, and its effects on public health • The learner will also learn the contribution of clean water and sanitation towards management of various health risks • The learner also identifies the fundamental ethical practices of organizations in providing basic amenities to their employees • The learner learns the vital role of sanitation and waste disposal practices

Socio-emotional
Teaching & learning
objectives

- The learner can participate in the various camping activities conducted by the organizations and healthcare facilities to save natural resources
- The learner can spread the knowledge demonstrating the importance of clean water and sanitation to have better health
- The learner can appreciate the value of basic needs in terms of clean water and sanitation
- The learner can make societies and communities aware on significance of clean water and sanitation

Societal Activities on Sanitation



Behavioural
Teaching & learning
objectives

- The **learners** can perceive clean water as a life making material and learns to utilize water resources with gratitude
- The learner can share his/ her knowledge with people around on water conservation and importance of sanitation in day-to-day life.
- The learner can play an active role participating in various local, national and international strategies for addressing water pollution
- The learner can help the local agencies in spreading awareness on implementing sanitation measures and contribute towards betterment of health conditions.



SDG 7 - Affordable and Clean Energy



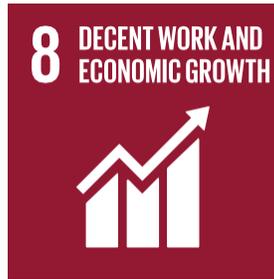
Ensure access to affordable, reliable, sustainable, and clean energy for all

Teaching & Learning objectives for SDG 7 “Affordable and Clean Energy”

Subject/ topic/ course in regular curriculum relating to SDG 7	<ul style="list-style-type: none"> • Environmental studies/ The Multidisciplinary nature of environmental studies, Natural Resources, Renewable and non-renewable resources: Natural resources and associated problems/ Semester1- BBAHSM • Business economics / Macro Economics / Semester2 - BBAHSM • Business law/ Company Formation / Semester3- BBAHSM • Hospital planning and designing/ Hospital Planning –heating and ventilation/ Semester3- MBAHA • Hospital support services/Safe energy supply to all departments/ Semester3- MBAHA • Safety and risk management/Fire and radiation hazards/ Semester4- MBAHA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows about the importance of having proper planning and designing of hospital environment to provide affordable and clean energy • The learner understands the concept of corporate social responsibility to have clean energy to reduce carbon footprint • The learner understands the concept of Go Green and conservation of natural resources • The learner understands the role of individuals and societies in optimum use of energies, their supply and demand concepts • The learner will know the adverse environmental effects of mis-using the energy resources • The learner also knows on various national and international policies for the exchange of energy sources
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can analyze the needs for affordable, reliable, and clean energy resources • The learner can understand the long-term effect of proper infrastructural planning for organizations in having affordable and clean energy • The learner can contribute towards sustainable energy by reducing the carbon footprint • The learner can help communities understand the importance of energy conservation by adopting healthy lifestyle practices
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can initiate activities related to conservation of energy and raising awareness among the community • The learner can contribute towards reducing, reusing and recycling of the energy sources for the better future

- | | |
|--|---|
| | <ul style="list-style-type: none">• The learner can be a responsible individual and demonstrate behavior that led to conservation of energy resources |
|--|---|

SDG 8 - Decent Work and Economic Growth



Promote sustained inclusive and sustainable economic growth, full and productive employment, and decent work for all

Teaching & Learning objectives for SDG 8 “Decent Work and Economic Growth”

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Business law / Contract Laws/ Semester3 - BBAHHSM • CSR and Governance/ Business Ethics / Semester5 – BBAHHSM • Human Resource Management/ Labor laws /Semester1 – MBAHA & PA • Human Resource Management/ Labor laws /Semester6 - BBAHHSM • Financial Management/ concepts on ratios and other financial concepts/ Semester2- MBAHA & PA • Strategic management /strategy implementation/ Semester2 – MBAHA & PA • Hospital operation management/productivity and work study/ Semester3 - MBAHA • Total quality management/ Concepts on Quality Improvement/ Semester2 – MBAHA & PA • Management Information System/ Applications of MIS in workplace/ Semester2 – MBAHA & PA • Management Information System/ Applications of computers in workplace/ Semester3– BBAHHSM • Operation research/ Sequencing, Queuing, PERT & CPM Concepts/ Semester3 – MBAHA & PA • Retail pharmacy/ Fiscal management / Semester3 – MBAPA • Pricing strategies DPCO / Cost Benefit Analysis, Regulatory requirements/ Semester3 – MBAPA
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the role of human resource management to provide safe workplace • The learner knows various strategies required for providing a sustainable work environment with gender equality • The learner understands the importance of being creative and innovative; several financial institutions that support start-up projects • The learner can contribute towards work quality in workplace in terms of workflow processes, implementation, and evaluation; thereby leading to continuous quality improvement leading to productivity. • The learner gains knowledge in providing safe environment at work and ways in which individual contributions leads to overall development.

Campus Recruitment Drive



Socio-emotional
Teaching & learning
objectives

- The learner can apply different operational techniques and financial models for enhanced efficiency of workplace activities
- The learner can contribute towards continuous quality improvement in work processes.
- Learner can adopt safe workplace practices addressing the occupational hazards
- Upon understanding the concepts, the learner can have clarity on self-goals, roles and responsibility towards societies.
- The learner can also optimize factors of production thereby increasing the productivity

Faculty and Curriculum Development Programs



Behavioural
Teaching & learning

- The learner can be a better team member for executive shared goals, by contributing to the fullest of his/ her ability; thus, contributing for a decent

objectives

workplace

- The learner can support fair working conditions with moralistic and ethical workplace practices
- The learner can have a self-sustainable life by implementing entrepreneur projects and can provide employment opportunities for others in the society.
- By being responsible and accountable for his/ her own actions, the learner also contributes towards sustainable development of the societies.

Skill Enhancement for Self-Employment



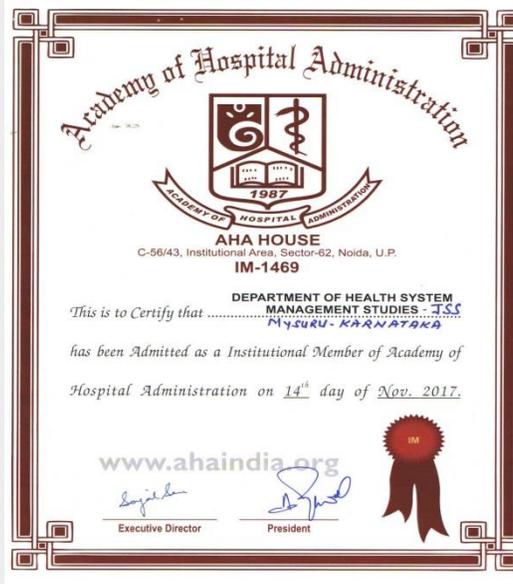
SDG 9 - Industry, Innovation and Infrastructure



Build infrastructure, promote inclusive and sustainable industrialization and foster innovation

Teaching & Learning objectives for SDG 9 “Industry, Innovation and Infrastructure”

<p>Subject/ topic/ course in regular curriculum relating to SDG 9</p>	<ul style="list-style-type: none"> • Strategic management/MBA-HA/PA-Second Semester • Principles and practices of Management/Organization skills /BBA and MBA HA/PA – I Semester • Total Quality Management/MBA-HA/PA-Second Semester • Financial Management/MBA-HA-Second Semester • Drug sales and EXIM/Entrepreneurial opportunity – MBA PA -III Semester • Business Environment/Entrepreneurial opportunity- BBA- I Semester • Business Economics/Market structure- BBA – II Semester • Management Information System-information system and networking- BBA-HHSM III semester • Corporate social responsibility/ BBA HHSM- V Semester • Entrepreneurship Development – IV semester BBA
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner understands the importance of strategy in developing business and its role in economic development • The learners understand the organizing skills to organizing human and material resources for industry • The learner understands the concept of quality and quality management in health care industry this will help to have a better infrastructure and health care industry • Learner learns about various financial management techniques to help to have strong and efficient financial system for the organization • Learner finds out the entrepreneurial opportunity available in drugs industry at national and international level • Learner at UG level understand the business environment and can evaluate the various opportunity to develop industry and infrastructure for the country • At course, learner understand different type of market structure, features and role of them in economic development • Learner understands the role and responsibilities as an organization to work for the betterment of society. <p style="text-align: center;">Membership: DHSMS is member of Academy of Hospital Administration, New Delhi</p>



Socio-emotional Teaching & learning objectives

- Learner can use the knowledge gained in assisting top level management of Hospital to develop infrastructure and other facilities for the society
- Learner can use the knowledge of the same to start career or to become entrepreneur in the health care industry thereby contributes to the societal benefits
- Learner can help the management and society to understand the responsibility of a corporate in developing the society

Roll No: NPTEL19MG06511610107

TO
DEEKSHA M SHETTY
YASHA VISHWAS
B/H-1, 3RD BLOCK KATIPALLA
MANGALORE 575030
KARNATAKA
INDIA
PH. NO. 9487087357

Score	Type of Certificate
>=90	Elite+Gold
75-89	Elite+Silver
>=80	Elite
40-59	Successfully completed the course
<40	No Certificate

No. of credits recommended by NPTEL2

Elite
NPTEL Online Certification
(Funded by the Ministry of HRD, Govt. of India)

This certificate is awarded to
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for successfully completing the course

Principles Of Human Resource Management

with a consolidated score of **67** %

Online Assignments 21.92/25 | Proctored Exam 45/75

Total number of candidates certified in this course: 2466

Jan-Mar 2019
(8 week course)

A.G. Goswami
Prof. Adrijit Goswami
Dean
Continuing Education, IIT Kharagpur

Indian Institute of Technology Kharagpur

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This certificate is awarded to
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for successfully completing the four-credit course
Continuous Quality Improvement Tools and Techniques
with a consolidated score of 81.6%

(proctored examination held on 10/11/2019)
offered by **Quality Council of India**

Issued On: 25/12/2019
To validate and check scores: <https://swayam.gov.in/>

Dr. Ravi P. Singh
Secretary General
Quality Council of India (QCI)

P. D. Jena
National Coordinator
Indian Institute of Management Bangalore

Behavioural Teaching & learning objectives

- Learner analyses the environment for opportunity available in health care industry
- Learners can start their own business after the course and it will help to create infrastructure and job in economy

- Learner can do EXIM business in pharma – it will contribute to the balance of payment
- Learner can use the knowledge to improve the standards of the industry



SDG 10 - Reduced Inequalities



Reduce inequality within and among countries

Teaching & Learning objectives for SDG 10 “Reduced Inequalities”

<p>Subject/ topic/ course in regular curriculum relating to SDG 10</p>	<ul style="list-style-type: none"> Organizational behavior/ Group level behavior/BBA HHSM IV Semester and MBA HA/PA- First Semester Human Resource Management/Unit 05-labour law/MBA-HA-First Semester Business law and ethics/law or drugs / MBA PA-IV Semester Environmental studies / BBA- First Semester
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> Learner know the concept of personality and contributions of personality development at national and international level and it will help to understand the cultural economic diversification in world Learner understands the workforce diversification at national and international context and it helps to reduce the inequality at organizational level Learner have knowledge about legal aspects of the corporate can reduce the injustice and inequality supportive activates Learner having knowledge of international business appreciate and accept the cultural diversification
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> The learner can raise awareness about inequalities and start to avoids it The learner can maintain a vision of a just and equal world. The learner can create awareness about business practices and its impact on society <div style="display: flex; justify-content: space-around;">   </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> The learner can identify the inequality supportive practices and make decision regarding avoidance of the same The learner can have a good corporate personality with strong legal and moral knowledge The learner with knowledge can influence the society to accept diversification and respect the same.

The department celebrates a weeklong cultural fest as fun week and culminates with ethnic day, where faculty and students dress up in their traditional attires and exchange their views



Award Ceremony for Women's Day



SDG 11 - Sustainable Cities and Communities



Make cities and human settlements inclusive, safe, resilient and sustainable

Teaching & Learning objectives for SDG 11 “Sustainable Cities and Communities”

Subject/ topic/ course in regular curriculum relating to SDG 11	<ul style="list-style-type: none"> • Epidemiology-Health and Importance of public health practices- MBA HA-III Semester • Biostatistics-Vital Statistics-MBA-HA Elective -III Semester • Public Health- MBA HA - IV Semester • Environmental studies- BBA- Ist Semester • Service management- hospital and educational services- BBA- 1st Semester • Business law- Environment Protection Act-1986- V Unit-BBA HHSM-III Semester • Corporate social responsibility- BBA HHSM- V Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands basic health human needs and is able to identify how this need is currently addressed in their own physical urban, peri-urban and rural settlements. • The learner can evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of health indicators. • The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their health care facility • The learner understands the environmental issues of the nation and world and their role in changing environment • The learner understands the legal aspects of business can create awareness on its impact and pros and cons on their society
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can influence their society to practice healthy habits for the betterment of society • The learner can understand the importance of health and public health to have a sustainable society • The learner will create awareness about government and other institutions support and efforts to reduce the public health problems and exploitation of the environment
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can plan & participate in community-based health projects. • The learner can participate in decision processes about their community health. • The learner can co-create an inclusive, safe, resilient and sustainable community.
<u>NSS Activity</u>	



SDG 12 - Responsible Consumption and Production



Ensure sustainable consumption and production patterns

Teaching & Learning objectives for SDG 12 “Responsible Consumption and Production”

<p>Subject/ topic/ course in regular curriculum relating to SDG 12</p>	<ul style="list-style-type: none"> • Intellectual property (IP) rights- IPs in pharmacy- MBA PA- IV Semester • Environmental studies / BBA- First Semester • Business Law- Consumer protection Act 1986-IV Unit- BBAHSM-III Semester • Cost accounting / inventory and labor management / BBA HHSM-III Semester • Quality Management / Quality control techniques / BBA HHSM- IV Semester • Corporate social responsibility/ BBA HHSM- V Semester
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner knows the importance and use of intellectual properties in pharmacy • The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption of drugs. • The learner knows the consumer rights in present competitive market • The learner knows about techniques of proper allocation of resources in organizational level • The learner knows about the role and responsibilities of corporate in utilizing the natural resources. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can communicate the need for sustainable practices in production and consumption of drugs. • The learner can differentiate between needs and wants and to reflect on their own individual consumer behavior considering the needs of the natural world, other people, cultures and countries, and future generations. • The learner can envision sustainable lifestyles. • The learner can feel responsible for the environmental and social impacts of their own individual behavior as a producer or consumer.



Behavioural
Teaching & learning
objectives

- The learner can plan, implement and evaluate drugs consumption-related activities using existing sustainability criteria.
- The learner can evaluate, participate in and influence decision-making processes about acquisitions in the public sector.
- The learner can promote sustainable production patterns at organizational level
- The learner is able take on critically on their role as an active stakeholder in quality control at organizational level.



SDG 13 - Climate Action



Take urgent action to combat climate change and its impacts
Teaching & Learning objectives for SDG 13 “Climate Action”

Subject/ topic/ course in regular curriculum relating to SDG 13	<ul style="list-style-type: none"> • Environmental studies- BBA- 1st Semester • Business Law- Environmental Protection Act 1986-Unit 05-III Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the current climate change as an anthropogenic phenomenon resulting from the increased greenhouse gas emissions. • The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change. • The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change. • The learner understands the role of corporates in reduce the exploitation on environment
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change. • The learner can encourage others to protect the climate. • The learner can collaborate with others and to develop commonly agreed-upon strategies to deal with climate change. • The learner can understand their personal impact on the world’s climate, from a local to a global perspective. <div data-bbox="548 1367 1533 1703" data-label="Image"> </div>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can evaluate whether their private and job activities are climate friendly and – where not – to revise them. • The learner can act in favour of people threatened by climate change. • The learner can anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions.

- The learner can promote climate-protecting public policies.
- The learner can support climate-friendly economic activities.

Cleaning Drive and awareness program



National Integration Camp 2020



SDG 14 - Life below Water



Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Teaching & Learning objectives for SDG 14 “Life below Water”

Subject/ topic/ course in regular curriculum relating to SDG 14	<ul style="list-style-type: none"> Environmental studies- BBA- First Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> The learner understands basic marine ecology, ecosystems, predator-prey relationships, etc. The learner understands the connection of many people to the sea and the life it holds, including the sea’s role as a provider of food, jobs and exciting opportunities.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> The learner can speak for sustainable fishing practices. The learner can show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans. The learner can influence groups that engage in unsustainable production and consumption of ocean products.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> The learner can debate sustainable methods such as strict fishing quotas and moratoriums on species in danger of extinction. The learner is able to identify, access and buy sustainably harvested marine life, e.g. ecolabel certified products. The learner can contact their representatives to discuss overfishing as a threat to local livelihoods.

SDG 15 - Life on Land



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Teaching & Learning objectives for SDG 15 “Life on Land”

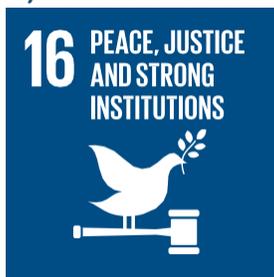
<p>Subject/ topic/ course in regular curriculum relating to SDG 15</p>	<ul style="list-style-type: none"> • Safety and Risk Management- Biomedical waste management- MBA HA-IV Semester • Environmental studies- BBA- Ist Semester • Corporate social responsibility- BBA HHSM- V Semester
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner understands basic ecology with reference to local and global ecosystems, identifying local species and understanding the measure of biodiversity. • The learner understands the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation, and invasive species, and can relate these threats to their local biodiversity. • The learner understands the slow regeneration of soil and the multiple threats that are destroying and removing it much faster than it can replenish itself, such as poor farming or forestry practice. • The learner understand the responsibility of corporates towards society and environment
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can argue against destructive environmental practices that cause biodiversity loss. • The learner can connect with their local natural areas and feel empathy with non- human life on Earth. • The learner can question the dualism of human/nature and realizes that we are a part of nature and not apart from nature. • The learner can create a vision of a life in harmony with nature. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can connect with local groups working toward biodiversity conservation in their area. • The learner can effectively speak on topics related to permeable to wildlife through the establishment of wildlife corridors, agro-environmental schemes,

restoration ecology and more.

- The learner is able to highlight the importance of soil as our growing material for all food and the importance of remediating or stopping the erosion of our soils



SDG 16 - Peace, Justice and Strong Institutions



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Teaching & Learning objectives for SDG 16 “Peace, Justice and Strong Institutions”

Subject/ topic/ course in regular curriculum relating to SDG 16	<ul style="list-style-type: none"> • Quality Management-MBA-HA-First Semester • Safety and Risk Management- Fire hazard- MBA HA IV Semester • Medical Ethics and law MBA-HA- IV Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understand the rights of patients and responsibilities of health care institutions towards society • The learner understands concepts of justice, inclusion and peace and their relationship to law. • The learner is able to compare their system of justice with those of other countries. • The learner understands the ethical practices in healthcare sector
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can debate local and global issues of peace, justice, inclusion and strong health care institutions. • The learner can show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries. • The learner can reflect on their role in issues of peace, justice, inclusion and strong health care institutions. • The learner can reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally. • The learner can publicly demand and support the development of policies promoting peace, justice, inclusion and strong health care institutions. <p style="text-align: center;"><u>Supportive Activities at department</u></p> <p style="text-align: center;"><i>The Handbook on sexual harassment of women at workplace (Prevention, Prohibition and Redressal) is uploaded on website and same is being circulated among faculty and stake holders</i></p>



Jagadguru Sri Shivarathreeshwara University
 JSS MEDICAL INSTITUTIONS CAMPUS & HOSTELS
 65, Shivaramaiah Road, Mysore - 570 015

**The following constitute Sexual Harassment-
 The list is only indicative and not exhaustive.**

- Demand or request for sexual favours
- Sexually coloured remarks
- Showing pornography
- Other unwelcome physical, verbal or non verbal conduct of a sexual nature
- Eve-teasing
- Unsavoury remarks
- Jokes causing or likely to cause awkwardness or embarrassment
- Innuendos and taunts
- Gender based insults or sexist remarks
- Unwelcome sexual overtone in any manner such as over telephone (obnoxious telephone calls) and the like
- Touching or brushing against any part of the body and the like
- Displaying pornographic or other offensive or derogatory pictures, cartoons, pamphlets or sayings
- Forcible physical touch or molestation
- Physical confinement against one's will and any other act likely to violate one's privacy.

CONTACT :

1. Dr. M.B. Bharathi	Chairperson	E-mail: drmbharathi@yahoo.co.in	Mob: 9448275887
2. Dr. Vijay C.S.	Member Secretary	vijaycs26@rediffmail.com	9448679386
3. Prof. J.C. Suresh	Member	pradipdas@knowlege.in	9586677804
4. S.K. K.E. Shivakumar	Member	shivks55@gmail.com	9880442338
5. Smt. Subbapahaneswari	Member	subbapahaneswari@gmail.com	9480818713
6. Dr. M.N. Suresh	Member	sureshmn@gmail.com	8129587799
7. Smt. Sandhya H.	Member	sandhyahh@gmail.com	9851417862
8. Ms. Kavali Nagal	Member	nagal.kavali30@gmail.com	9382489772

Principal : 9845115962 Registrar : 9448208944

PUNISHMENTS FOR SEXUAL HARASSMENT

Section of IPC	Details	Punishment
326A	Voluntarily causing grievous hurt by use of acid, etc.	Two years or less imprisonment fine of 10 lakhs rupees.
326B	Voluntarily throwing or attempting to throw acid.	Five to seven years imprisonment with fine.
354	Assault or use of criminal force to woman with intent to outrage her modesty.	1 to 5 years imprisonment with fine.
354A	(1) Sexual harassment of the nature of making sexually coloured remarks or showing pornography or any other insulting physical, verbal or non-verbal conduct of sexual nature.	Up to 2 years imprisonment or with fine or with both.
354B	(2) Sexual harassment of the nature of making sexually coloured remarks or showing pornography or any other insulting physical, verbal or non-verbal conduct of sexual nature.	Up to 1 year imprisonment or with fine or with both.
354B	Assault or use of criminal force to woman with intent to outrage her modesty.	3 to 7 years imprisonment with fine.
354C	Stalking	1 to 3 years imprisonment with fine for first conviction, 3 to 7 years imprisonment with fine for second or subsequent conviction.
354D	Stalking (Whoever follows a person and contacts, or attempts to contact such person to foster personal interaction, especially despite a clear indication of disinterest by such person, or whoever monitors the use by a person of the internet, email or any other form of electronic communication, or watches or spies on a person in a manner that results in a fear of violence or serious alarm or distress in the mind of such person or impedes with the mental peace of such person.)	1 to 3 years imprisonment with fine.
376	(1) Sexual assault	7 years to life rigorous imprisonment with fine.
376	(2) Sexual assault by a person on the management or on the staff of a hospital, and sexual assault committed by a person in a position of trust or authority towards the person assaulted.	10 years to life rigorous imprisonment with fine.
376A	Person committing an offence of sexual assault and inflicting injury which causes death or causes the person to be in a permanent vegetative state.	20 years to life rigorous imprisonment.
376C	Sexual intercourse by a person in authority	3 to 10 years rigorous imprisonment with fine.
376D	Sexual assault by gang.	20 years to life rigorous imprisonment.
376E	Repeat offenders.	imprisonment for life.

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



International Youth Delegation to China

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

NSS volunteers **Deeksha Shetty** and **Iskara Bhavith** are seen with (standing from left) Dr. Raghuram Acharya, NSS Programme Officer, Dr. S. Balakrishnamoorti, Dean (PLS), Dr. K.A. Ramachandra, Professor and Head, Department of Water and Health, Dr. H. Ramaravivarajulu, Vice-Chancellor, Dr. B. Manjunatha, Registrar, Dr. K.L. Kulkarni, NSS Programme Coordinator, Dr. M.K. Manjunath, Coordinator, Department of Health & Management Studies and K. Sushan, Assistant NSS Programme Officer.

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

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

to represent India and also learn from the host country's culture. This year, out of five students selected from Karnataka, two student volunteers from JSS Academy of Higher Education and Research (JSS AHER) — B.M. Iskara Bhavith, M.Sc., Biochemistry student from Department of Water and Health, and Deeksha M. Shetty, MBA, Hospital Administration student from Department of Health System Management Studies — have been selected. Bhavith has won accolades for kick-boxing and martial arts while Deeksha has won accolades in the field of yakshagana and folk dance. The volunteers have been active in National Service Scheme (NSS) and other

an inspirational volunteer service.

Government of India
Ministry of Youth Affairs & Sports
CERTIFICATE
This is to certify that **Deeksha Shetty** and **Iskara Bhavith** have been selected as members of the Indian Youth Delegation to China from July 2 to July 9, 2019, under the Indian Youth Exchange Programme of the Ministry of Youth Affairs and Sports, Government of India.

SDG 17 - Partnerships for the Goals



Strengthen the implementation and revitalize the global partnership for sustainable development

Teaching & Learning objectives for SDG 17 “Partnerships for the Goals”

Subject/ topic/ course in regular curriculum relating to SDG 17	<ul style="list-style-type: none"> • Management information System (MIS)- MIS at hospitals-MBA-HA-First Semester • Safety and Risk Management-Hospital Hazard management- MBA HA-IV Semester • Insurance management- risk management- BBAHSM- VI Semester
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the importance of information and its management to have efficient health care sector • The learner knows the safety measures all healthcare providers have to maintained at organizational level. • The learner understands the measures to take to reduce the impact of bad events in life
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can raise awareness about the importance of global partnerships for sustainable development. • The learner can understand the importance of group and collective work for the sustainable development <p style="text-align: center;"><u>KSDC workshop- Beyond the Syllabus for dental interns</u></p> <div style="display: flex; justify-content: space-around;">   </div>
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen. • The learner can contribute to facilitating and implementing local, national, and global partnerships for sustainable development.



CONCLUSIONS

Institution & individual can contribute to achieving the SDGs by developing cross-cutting sustainability competencies that are needed to deal with many different sustainability challenges and to relate the different SDGs to each other. Institution can equip learners with the specific cognitive, socio-emotional, and behavioural learning outcomes that enable them to deal with the challenges of each SDG.

To make it possible for everyone around the world to act in favour of the SDGs, all educational institutions must consider it their responsibility to deal intensively with sustainable development issues, to foster the development of sustainability competencies and to develop the specific learning outcomes related to all SDGs. Therefore, it is vital not only to include SDG-related contents in the curricula, but also to use action-oriented transformative pedagogy.

Education officials, policymakers, educators, curriculum developers and others are called upon to rethink education to contribute to the achievement of the SDGs within their timeframe, between now and 2030. This guidance provides an orientation to the sustainability competencies and specific cognitive, socio-emotional, and behavioural learning outcomes that are relevant to this goal, and it outlines what is needed to implement learning for the SDGs through Educational Institutions.

Education for Sustainable Development Goals - Teaching & Learning Objectives

To create a more sustainable world and to engage with issues related to sustainability as described in the Sustainable Development Goals (SDGs), individuals must become sustainability change-makers. They require the knowledge, skills, values, and attitudes that empower them to contribute to sustainable development. Education is thus crucial for the achievement of sustainable development, and Education for Sustainable Development is particularly needed because it empowers learners to take informed decisions and act responsibly for environmental integrity, economic viability and a just society, for present and future generations.

This handbook guides readers on how to use education, especially to achieve the SDGs. It identifies teaching & learning objectives, suggests topics and learning activities for each SDG, and describes implementation at different levels from course design to national strategies. The document aims to support policymakers, curriculum developers and educators in designing strategies, curricula, and courses to promote learning for the SDGs.

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‘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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