

Education for

Education
2030 

Sustainable Development Goals

Teaching & Learning Objective Handbook





SUSTAINABLE DEVELOPMENT GOALS

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](#)

FOREWORD



The Sustainable Development Goals (SDGs) introduced in the year 2015 is a follow up of the Millennium Development Goals (MDGs) implemented in 2000. It is a vital framework, which calls attention to meet the challenges towards creating a sustainable future with an impressive target of “**Leaving No One Behind**”. Achievement of SDGs calls for collective efforts of stakeholders from Government, Non-governmental organizations, Higher Educational Institutions, Multi-national agencies, Civilian organizations, and Public.

While the countries around the globe are seriously addressing several issues on the way towards achieving the SDGs, it is becoming evident that these goals cannot be achieved in complete if the younger generation are not made aware of the goals. The best possible means of reaching the youth is through the curriculum, either in schools or in universities. The United Nations has called upon the countries to incorporate the SGDs into the existing curriculum, aligning the teaching and learning aspects in line with the goals. JSS Academy of Higher Education & Research has emerged as a renowned institute in the country by providing quality education of highest standards through innovation in academic and research activities even during the most difficult times, for instance, the recent pandemic. JSS AHER has initiated the task of educating students and staff on the SDGs by incorporating the goals into the existing curriculum. Under the able guidance of the HEI, School of Life Sciences is committed to contribute towards achieving the SDGs through its multi-disciplinary academic excellence, research, innovation, environmental protection, and inclusiveness. Since its inception, the School of Life Sciences has seen an exponential growth in a short span of time due to the unique programs, which are being offered in five departments and eight divisions, keeping in mind the problems of the society. The School sees that most of the activities are closely aligned with the vision of sustainable development goals. The programs are designed to address the issues of the society pertaining to water, health, food and environment. The school stands today as a unique institution in the country known for multidisciplinary and interdisciplinary teaching and research in Life Sciences. We have attempted to identify potential courses that can be aligned to the tune of SDGs in the curriculum across the syllabi, which were recently revised according to the NEP 2020.

I take this opportunity to express my sincere gratitude to the leadership of JSS Academy of Higher Education & Research for their constant support and cooperation towards all our initiatives. I thank all the faculty members both teaching and non-teaching for having contributed towards a noble cause of achieving the SDGs through Education.

Dr. K.A. Raveesha
Professor & Head
School of Life Sciences

PREFACE



The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. Today, the Division for Sustainable Development Goals (DSDG), Department of Economic and Social Affairs (UNDESA) in the United Nations provides substantive support and capacity building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. The SDGs also have strong relevance to universities and the tertiary and academic sectors more broadly. The SDGs cover a wide range of complex social, economic, and environmental challenges and addressing them will require transformations in how societies and economies function and how we interact with our planet. Education, research, innovation and leadership will be essential in helping society address these challenges. Universities, with their broad approaches to the creation and dissemination of knowledge and their unique position within society, have a critical role to play in the achievement of the SDGs. In an ever-changing world, global awareness and interconnectedness through the internationalization of higher education have a significant role to play in shaping the next generations of learners. JSS Academy of Higher Education & Research, Mysuru has recently introduced the NEP curriculum, which has been effectively implemented and envisions attaining the highest global standards in the quality of higher education. Along with NEP-2020, it is expected that concerted national efforts and interwoven relationships between the government's policies and Higher Education Institution's approaches towards attaining the sustainable development goals (SDGs) will make our young generation of learners truly global citizens. The Division of cognitive neuroscience and Psychology proposes to incorporate SDGs into the existing curriculum as Psychology plays an important role in the good health and well being that applies biological systems, living organisms. While it is evident that psychologists and psychological researchers can make substantial contributions to support the achievement of these goals, it has not yet been made substantively visible and prominent in scientific research and academic literature. Therefore, increasing students access to high-quality learning materials and maintaining highest standards of academic rigor is the major objective of the division. Conceptual analyses of the Sustainable Development Goals and its relation to Psychology and implications for psychological research and practices and progress towards the goals; innovative, solution-focused, context-sensitive initiatives, that may support the attainment of the goals. The Division has proposed to incorporate topics/courses that can be added into existing curriculum and create awareness among the upcoming learner generations.

Division Coordinator

Division of Cognitive Neuroscience and
Psychology,
JSS Academy of Higher Education &
Research, Mysuru

FACULTIES IN THE DIVISION OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY



Ms. Patteswari.D
Assistant Professor
Division Coordinator
Division of Cognitive
Neuroscience &
Psychology
JSS AHER, Mysuru.



Ms. Sangeetha Joji
Assistant Professor
UG Coordinator and
OEP Coordinator
Division of Cognitive
Neuroscience &
Psychology
JSS AHER, Mysuru.



Dr. Deepa
Assistant Professor
Division of Cognitive
Neuroscience &
Psychology
JSS AHER, Mysuru.



Ms. Rita
Assistant Professor
Division of Cognitive
Neuroscience &
Psychology
JSS AHER, Mysuru.

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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”

Subject/ topic/ course in regular curriculum relating to SDG 1	<ul style="list-style-type: none"> • Health and Wellness <ul style="list-style-type: none"> • The concept of health, food, nutrition and diet and their role in Malnutrition.
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the concepts of extreme and relative poverty and can critically reflect on their underlying cultural and normative assumptions and practices. • The learner knows about the local, national and global distribution of extreme poverty and extreme wealth. • The learner knows about causes and impacts of poverty such as unequal distribution of resources and power, colonization, conflicts, disasters caused by natural hazards and other climate change-induced impacts, environmental degradation and technological disasters, and the lack of social protection systems and measures. • The learner understands how extremes of poverty and extremes of wealth affect basic human rights and needs.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can collaborate with others to empower individuals and communities to affect change in the distribution of power and resources in the community and beyond. • The learner can raise awareness about extremes of poverty and wealth and encourage dialogue about solutions. • The learner can show sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations.
Behavioural Teaching & learning	<ul style="list-style-type: none"> • The learner can plan, implement, evaluate, and replicate activities that contribute to poverty reduction.

objectives	<ul style="list-style-type: none"> • The learner can evaluate, participate in and influence decision-making concerning poverty generation and eradication. • The learner can include poverty reduction, social justice and anti-corruption considerations in their consumption activities. • The learner can propose solutions to address systemic problems related to poverty.
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Examples of learning approaches and methods for SDG 1 “No Poverty”

Develop partnerships between schools and universities in different regions of the country/ world

Plan and run an awareness campaign about poverty locally and globally
Plan and run a student company selling fair trade products

Plan and implement local service-learning and/or engagement opportunities for empowering poor people, reducing their vulnerability to different hazards and increasing their resilience – in collaboration with NGOs, the private sector and/or community groups, etc.

Conduct a case study on poverty and wealth in selected countries (through desktop research) or at the local level (through excursions, doing interviews, etc.)

Provide internships within organizations addressing poverty

Develop an enquiry-based project around: “Is poverty increasing or decreasing?”

Suggested topics for SDG 1 “No Poverty” for students workshop

- Definitions of poverty – Learning exercise
- Reason for Global, national and local distribution of extreme poverty and extreme wealth Case study
- The interrelation of poverty, natural hazards, climate change and other economic, social and environmental shocks and stresses – Group exercise, debate, skits
- Work conditions related to poverty such as , child labour and modern slavery – Case study
- Consequences of poverty such as malnutrition, mortality, and violence - Essay & assignments
- Policy frameworks at the local, national and international levels, based on pro-poor and gender-sensitive development strategies – Reading and understanding

SDG 2 - Zero Hunger



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

Teaching & Learning objectives for SDG 2 “Zero Hunger”

Subject/ topic/ course in regular curriculum relating to SDG 2	<ul style="list-style-type: none"> • Nutrition and Health Psychology <ul style="list-style-type: none"> • Nutritional needs for growth, development and life development. • Dietary approaches in Mental Health • Explores the bi-directional impact of nutrition on brain functions. • Dietary challenges and intervention effects on mental illness.
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows about hunger and malnutrition and their main physical and psychological effects on human life, and about specific vulnerable groups. • The learner knows about the amount and distribution of hunger and malnutrition locally, nationally and globally, currently as well as historically. • The learner knows the main drivers and root causes for hunger at the individual, local, national and global level. • The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition. • The learner can create a vision for a world without hunger and malnutrition. • The learner can reflect on their own values and deal with diverging values, attitudes, and strategies in relation to combating hunger and malnutrition and promoting sustainable agriculture. • The learner can feel empathy, responsibility, and solidarity for and with people suffering from hunger and malnutrition.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can evaluate and implement actions personally to combat hunger and to promote sustainable agriculture. • The learner can evaluate, participate in and influence decision-making related to hunger and malnutrition and the promotion of sustainable agriculture. • The learner can take on critically their role as an active global citizen in the challenge of combating hunger. • The learner can change their production and consumption practices in order to contribute to the combat against hunger and the promotion of sustainable

Suggested topics for SDG 2 “Zero Hunger”

Definition of the concept of hunger and malnutrition

Groups that are particularly vulnerable to hunger and malnutrition

Main drivers and root causes of hunger and malnutrition, including the relation between climate change and food security and the depletion of soil quality

Consequences of hunger and malnutrition on the health and well-being of people, including practices like migration as adaptation

Physical, emotional and socio-cultural functions of food Hunger in relation to food abundance, obesity and food waste

Global food – import, export, cash crops, international taxes, subsidies, trading systems, merits, risks and challenges of utilising genetically modified organisms

Institutions and movements related to hunger and sustainable agriculture like the UN’s Food and Agriculture Organization (FAO), Foodwatch, Slow Food, community-based agriculture, the international movement Via Campesina, etc.

Concepts and principles of sustainable agriculture, including climate-resilient practices, organic farming, biodynamic farming, permaculture and agro-forestry

Biodiversity of seeds, plants and animals, particularly in relation to wild species

Examples of learning approaches and methods for SDG 2 “Zero Hunger”

Perform role-plays with small-scale producers versus big enterprises in a global market

Carry out scenario development and analysis of local or national food production and consumption systems and/or about the impact of natural hazards and disasters in the food production systems

Carry out case study analyses of adequate and non-adequate public policies or management strategies of enterprises to combat hunger, reduce food waste and promote sustainable agriculture

Organize excursions and field trips to places where sustainable agriculture is practiced

Follow food from farm to fork – growing, harvesting and preparing food, e.g. in urban or school gardening projects

Engage students in efforts to connect leftover food with people in need Conduct a Life

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 & Well being”

Subject/ topic/ course in regular curriculum relating to SDG 3	<ul style="list-style-type: none"> • Health Psychology <ul style="list-style-type: none"> • To make awareness about the scope of health psychology, stress, and coping behavior and the role of Psychology in general health and chronic health problems. • Familiarize with the Rehabilitation on Bio Psychosocial model implement psychological intervention for the illness.
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being. • The learner knows facts and figures about the most severe communicable and non- communicable diseases, and the most vulnerable groups and regions concerning illness, disease, and premature death. • The learner understands the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination and bullying on mental health and emotional well-being and how addictions to alcohol, tobacco or other drugs cause harm to health and well-being. • The learner knows relevant prevention strategies to foster positive physical and mental health and well-being, including reproductive health and information as well as early warning and risk reduction.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can interact with people suffering from illnesses and feel empathy for their situation and feelings. • The learner can communicate about issues of health, including reproductive health, and well-being • The learner can encourage others to decide and act in favour of promoting health and well-being for all. • The learner can create a holistic understanding of a life of health and well-being, and to clarify related values, beliefs, and attitudes. • The learner can develop a personal commitment to promoting health and well-being for themselves, their family, and others, including considering volunteer or professional work in health and social care.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can include health promoting behaviours in their daily routines. • The learner can plan, implement, evaluate, and replicate strategies that promote health, including reproductive health, and well-being for themselves, their families, and others. • The learner has the capacity to perceive when others need help and to seek help for themselves and others.

Suggested topics for SDG 3 “Good Health and Well-being”

Define : Severe communicable and non-communicable diseases

Health problems of vulnerable groups and in the most vulnerable regions, and an understanding of how gender inequalities may affect health and well-being

Direct strategies to promote health and well-being, e.g. vaccines, healthy food, physical activity, mental health, medical consultation, education, reproductive health education including education about pregnancy and safer sex and family planning . (FOR HIGHER CLASSES ABOVE 8TH GRADE – Depending on the country’s cultural and religious interest)

Indirect strategies (public health) to promote health and well-being: e.g. political programs for health insurances, affordable prices of medicine, health services including reproductive health care services, drug prevention, transfer of knowledge and technology, reduction of pollution and contamination, early warning and risk reduction

Philosophical and ethical conceptions of life quality, well-being, and happiness

Discriminatory attitudes towards people living with HIV, other illnesses, or mental disorders
Road traffic accidents

Overweight and obesity, insufficient physical activity, and unhealthy food

Chemicals, greenhouse gases, pollution and contamination of air, water, and soil

Examples of learning approaches and methods for SDG 3 “Good Health and Well-Being”

Set up an information stand in the city, e.g. on “World AIDS Day” (December 1)

Watch videos that show health promoting behaviours (e.g. saying “No” to drug offers)

Participate in ethical, reflective essay writing and/or discussions about what a life of health and well-being means

Engage with storytelling by people with severe diseases, drug addictions, etc.

Organize training on health promotion and illness prevention strategies (e.g. participating in physical activities, preparing healthy food, installing a mosquito net, detecting and managing sources of waterborne diseases)

Conduct projects epidemic and endemic disease – success vs. challenges (Corona , Malaria, Zika, Ebola, etc.)

Develop an enquiry-based project, ‘Is living longer a good thing?’

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"> • Educational Psychology <ul style="list-style-type: none"> • Explain the nature of Educational Psychology. • List out the functions of Educational Psychology. • Identify the characteristics of physical development according to developmental period • Analyzes personality development in the framework of various theories • Discusses learning in terms of different theories
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs. • The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. • The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. • The learner understands the important role of culture in achieving sustainability. • The learner understands that education can help create a more sustainable, equitable and peaceful world.
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, and related approaches. • The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. • The learner can recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. • The learner can recognize the importance of their own skills for improving their life, for employment and entrepreneurship. • The learner can engage personally with ESD.
<p>Behavioural Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. • The learner can promote gender equality in education. • The learner can publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible, and inclusive educational facilities. • The learner can promote the empowerment of young people. • The learner can use all opportunities for their own education throughout their

life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

Suggested topics for SDG 4 “Quality Education”

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

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

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

Global attainment of literacy, numeracy and basic skills

Diversity and inclusive education

Basic skills and competencies needed in the 21st century

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

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

Youth empowerment and empowerment of marginalized groups

Examples of learning approaches and methods for SDG 4 “Quality Education”

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

Plan and run a quality education awareness campaign

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

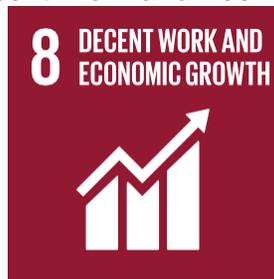
Plan and run a project at a school or university, or for the local community on quality education

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

Organize ESD days at local, regional and national level

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

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	<ol style="list-style-type: none"> 1. <i>Motivation and Job Satisfaction</i> <ul style="list-style-type: none"> • Motivation: Motivation at work-Types –Motivating factors • Job Satisfaction-Definition-Organizational factors causing job satisfaction-Measuring Job satisfaction. • Engineering Psychology-Definition-Scope and goal-Ergonomic Process.
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	<p>Boredom-Fatigue-Accident</p> <p>2. <i>Training and Performance Management</i></p> <ul style="list-style-type: none"> • Training- Objectives-Importance. Methods -Designing the training. Evaluating the training outcomes. • Performance Management-Meaning-Scope-Tools of performance management. Competency mapping <p>3. Consumer Behaviour: consumer behaviour and society.</p> <p>Marketing Environment: Micro-environment – MIS – marketing research – analyzing marketing information – effective marketing segmentation – Macro-environment – suppliers</p>
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the concepts of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work, including the advancement of gender parity and equality, and knows about alternative economic models and indicators. • The learner has knowledge about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations, and which social groups are especially affected by unemployment. • The learner understands the relation between employment and economic growth and knows about other moderating factors like a growing labour force or new technologies that substitute jobs. • The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can discuss economic models and future visions of economy and society critically and to communicate them in public spheres. • The learner can collaborate with others to demand fair wages, equal pay for equal work and labour rights from politicians and from their employer. • The learner can understand how one’s own consumption affects working conditions of others in the global economy. • The learner can identify their individual rights and clarify their needs and values related to work. • The learner can develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can engage with new visions and models of a sustainable, inclusive economy and decent work. • The learner can facilitate improvements related to unfair wages, unequal pay for equal work and bad working conditions. • The learner can develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • The learner can plan and implement entrepreneurial projects. • The learner can develop criteria and make responsible consumption choices to support fair working conditions and efforts to decouple production from the impact of natural hazards and environmental degradation.

Suggested topics for SDG 8 “Decent Work and Economic Growth”

The contributions of economies to human well-being, and the social and individual effects of unemployment

Economic ethics

Theoretical assumptions, models and indicators of economic growth (GDP, GNI, HDI)

Alternative economic models and indicators: steady-state economies, common-welfare economies, de-growth, subsistence economies, Inclusive Wealth Index⁶, Global Hunger Index⁷

Concepts and phenomena in financial systems and their influence on economic development (investments, credits, interests, banks, speculations on the stock exchange, inflation, etc.)

Labour force (increase in population through birth rates, migration, etc.)

Gender equality in the economy and the (economic) value of care work

Inequalities in the labour market: representation and participation of different social groups, and different income/wages and weekly worktime between countries, sectors, social groups, genders

Formal and informal labour, labour rights, especially for migrants and refugees, forced labour, slavery and human trafficking

Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development

Examples of learning approaches and methods for SDG 8 “Decent Work and Economic Growth”

Plan and implement entrepreneurial and social entrepreneurial projects

Run student internships in conjunction with local businesses

Explore needs and perspectives of employers and employees through interviews

Map out multiple life and career paths

Engage with employers in classroom activities

Develop an enquiry-based project: “What can my career contribute to sustainable development?”

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”

Subject/ topic/ course in regular curriculum relating to SDG 9	<ul style="list-style-type: none"> • Industrial Psychology <ul style="list-style-type: none"> • Motivation and job satisfaction • Performance management • Fundamentals of Marketing and Consumer Behaviour <ul style="list-style-type: none"> • Promotion and advertising • Effective marketing segmentation
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the concepts of sustainable infrastructure and industrialization and society’s needs for a systemic approach to their development. • The learner understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization. • The learner knows the pitfalls of unsustainable industrialization and in contrast knows examples of resilient, inclusive, sustainable industrial development and the need for contingency planning. • The learner is aware of new opportunities and markets for sustainability innovation, resilient infrastructure and industrial development.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can argue for sustainable, resilient and inclusive infrastructure in their local area. • The learner can encourage their communities to shift their infrastructure and industrial development toward more resilient and sustainable forms. • The learner can find collaborators to develop sustainable and contextual industries that respond to our shifting challenges and to reach new markets. • The learner can recognize and reflect on their own personal demands on the local infrastructure such as their carbon and water footprints and food miles. • The learner can understand that with changing resource availability and other external shocks and stresses (e. g. natural hazards, conflicts) their own perspective and demands on infrastructure may need to shift radically regarding availability of renewable energy for ICT, transport options, sanitation options, etc.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can identify opportunities in their own culture and nation for greener and more resilient approaches to infrastructure, understanding their overall benefits for societies, especially with regard to disaster risk reduction. • The learner can evaluate various forms of industrialization and compare their resilience. • The learner is able to access financial services such as loans or microfinance to support their own enterprises. • The learner can work with decision-makers to improve the uptake of sustainable infrastructure (including internet access).

Suggested topics for SDG 9 “Industry, Innovation and Infrastructure”

Relevance of an intimate consideration of positive, productive, and healthy working arrangements and conditions.

The need for promoting freedom, equity, security, and human dignity by promoting positive working arrangements (e.g., voluntary versus forced labor) and working conditions (e.g., safe working conditions).

The relation of promotion of worker wellbeing and effectiveness in the private sector to productivity and working conditions.

Range of issues that are of particularly great importance to private-sector workers and organizations involved in international development.

The sustainability of the internet – from green chat groups to the ecological footprint of search-engine servers

Alternative currencies as investment in local infrastructure

Examples of learning approaches and methods for SDG 9 “Industry, Innovation and Infrastructure”

Research into the connections between worker motivation and aspects of psychological well-being at work including job satisfaction and satisfaction with life.

The integration of tools, theories, and perspectives from I-O psychology into international development work.

Engage students and young people in developing spaces for community get-togethers

Develop an enquiry-based project: “Is all innovation good?”

SDG 10 - Reduced Inequalities



Reduce inequality within and among countries

Teaching & Learning objectives for SDG 10 “Reduced Inequalities”

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

Suggested topics for SDG 10 “Reduced Inequalities”

Preventing problem Behaviour and promoting social competence

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

Different indicators to measure inequality

The aims of community research

Global trade systems and regulations (including tax regimes)

Labour standards

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

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

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

Analyse the share of different social categories in the own institution

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

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

Conduct interviews with people in vulnerability

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

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

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"> • Community Psychology • Importance of community • An ecological- contextual model • Environmental Studies
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands basic physical, social and psychological human needs and is able to identify how these needs are 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 food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction. • The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems. • The learner knows the basic principles of sustainable planning and building, and can identify opportunities for making their own area more sustainable and inclusive. • 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 area.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can connect with and help community groups locally and online in developing a sustainable future vision of their community. • The learner can reflect on their region in the development of their own identity, understanding the roles that the natural, social and technical environments have had in building their identity and culture. • The learner can contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements. • The learner can feel responsible for the environmental and social impacts of their own individual lifestyle.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can plan & participate in community-based sustainability projects. • The learner can participate in decision processes about their community. • The learner can co-create an inclusive, safe, resilient and sustainable community. • The learner can promote low carbon approaches at the local level.

Suggested topics for SDG 11 “Sustainable Cities and Communities”

Environmental pollution and policies

Management and use of natural resources (renewables and non-renewables)

Sustainable energy (residential energy use, renewable energies, community energy schemes) and transportation

Sustainable food (agriculture, organic agriculture and permaculture, community supported agriculture, foodshed⁸, food processing, dietary choices and habits, waste generation)

Urban ecology and how wildlife is adapting to humanity’s settlements

Wildlife protection and forest conservation

Communities and their dynamics (decision-making, governance, planning, conflict resolution, alternative communities, healthy communities, inclusive communities, ecovillages, transition towns)

Human Communities and the environment

Resettlement and rehabilitation project

Examples of learning approaches and methods for SDG 11 “Sustainable Cities and Communities”

Excursions to collages and other “living laboratories”, to waste water treatment plants and other service centres to show current and best practice

Develop and run a (youth) action project on sustainable cities and communities

Invite older generations in to talk about how the settlement has changed over time. Ask them about their connection to the bioregion. Use art, literature and history to explore the settlement area and its changes

Build a community garden

Mapping projects: map the area to note where there is good use of public open space, human scale planning, areas where the needs of the community are addressed, green spaces, etc. This can also map the areas that need to be improved, such as areas most exposed to natural hazards

Develop a two-minute video clip on an example of a sustainable urban community

Develop an enquiry-based project: “Would it be more sustainable if we all lived in cities?”

SDG 12 - Responsible Consumption and Production



Ensure sustainable consumption and production patterns

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

Subject/ topic/ course in regular curriculum relating to SDG 12	<ul style="list-style-type: none"> • Fundamentals of marketing and consumer behaviour
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands how individual lifestyle choices influence social, economic and environmental development. • The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc.). • The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc.). • The learner knows about strategies and practices of sustainable production and consumption. • The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can communicate the need for sustainable practices in production and consumption. • The learner can encourage others to engage in sustainable practices in consumption and production. • The learner can differentiate between needs and wants and to reflect on their own individual consumer behaviour 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 behaviour as a producer or consumer.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can plan, implement and evaluate 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. • The learner is able take on critically on their role as an active stakeholder in the market. • The learner can challenge cultural and societal orientations in consumption and production.

Suggested topics for SDG 12 “Responsible Consumption and Production”

Understanding consumer needs and marketing management orientation

Production and consumption history, patterns and value chains, and management and use of natural resources (renewables and non-renewables)

Product, price and promotion and advertising

Environmental and social impacts of production and consumption

Energy production and consumption (transport, commercial and residential energy use, renewable energies)

Food production and consumption (agriculture, food processing, dietary choices and habits, waste generation, deforestation, overconsumption of food and hunger)

Consumer decision making process

Waste generation and management (prevention, reduction, recycling, reuse)

Sustainable lifestyles and diverse practices of sustainable production and consumption

Examples of learning approaches and methods for SDG 12 “Responsible Consumption and Production”

Calculate and reflect on one’s individual ecological footprint

Analyse different products (e.g. cell phones, computers, clothes) using Life Cycle Analysis (LCA)

Run a student company producing and selling sustainable products

Perform role plays dealing with different roles in a trading system (producer, advertiser, consumer, waste manager, etc.)

Screening of short films/documentaries to help the learners understand production and consumption patterns (e.g. *Story of Stuff* by Annie Leonard)

Develop and run a (youth) action project related to production and consumption (e.g. fashion, technology, etc.)

Develop an enquiry-based project: “Is sustainability about giving things up?”

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"> • Community psychology • A shift in perspective. Ecological levels of analysis in community psychology. Seven core values in community psychology. • Understanding communities What is a community? Types of communities Levels of communities. Who defines communities? The importance of community: Social capital Stress and coping: An ecological contextual model Mutual help groups • Concept of Nutrition, • Food Groups, RDA Definition of Nutrition, Health, Nutritional status. Factors affecting food choices. Five food group system. Relationship between Nutrition on Health. Food Pyramid. Macronutrients & Micronutrients – Functions, Sources, deficiency. RDA- Definition. Dietary Guidelines for Indians, Reference Man and Reference Woman. • Growth & Development, • Nutrition through life span Growth & Development from infancy to adulthood. Nutritional needs during Different age groups. Advantages of breast feeding, Weaning foods. Galactagogues. Pubertal period (Maturation). Ageing. • Nutrition and Mental Health, • Role of Micronutrients and Macronutrients on psychological development. Nutrition effects on mental functions across the lifespan • Selection and training of military personnel • Assessment of psychomotor, spatial abilities, interest, aptitudes, and personality; Training- training needs analysis, types and methods of training, evaluation, and monitoring. • Introduction to Human Resource Management (HRM) - Meaning, Definition and Scope of HRM, Role and Functions of HRM in the organization, HR Systems, HR Information Systems (HRIS or HRMS), Policies and Procedures- Overview, Changing trends and Challenges in HRM • Social Psychology • Definition, Overview: Scientific in Nature-Causes of Social Behavior. Multi-cultural and evolutionary perspectives of social psychology. Social Cognition: Definition, Heuristics; Schemas. Counterfactual Thinking-Magical thinking; Affect & Cognition. Potential sources of error in social cognition and affect. • Quality Of Life Quality of Life, Emotional responses to chronic Illness, Personal Issues in Chronic Illness, Coping with Chronic Illness, Rehabilitation, Psychological Interventions
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Cognitive Teaching & learning objectives	<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 understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife
Socio-emotional Teaching & learning objectives	<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.
Behavioural Teaching & learning objectives	<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. • The learner can campaign and work for the implementation and development of CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) regulations.

Suggested topics for SDG 15 “Life on Land”

Ecology: competition, predator-prey, community dynamics, energy flow through food webs, dispersal and ranges. Specific ecosystems – local and global native ecosystems and also human-made ones, e.g. managed forestry plantations

Threats to biodiversity: habitat loss, deforestation, fragmentation, invasive species and overexploitation (caused by unsustainable production and consumption practices, unsustainable technologies, etc.)

The dangers of extinction: Individually endangered species, how extinction is forever, the long time needed to form species, and the six mass extinctions

Restoration of wildlife and seeing humans as a healing force

Climate change and biodiversity, ecosystems as carbon sinks, disaster risk reduction and ecosystems (ecosystems as a natural barrier to natural hazards)

Soil and its formation and structure

Desertification, deforestation and efforts to combat them

The human’s connection with nature – the natural self

Ecosystem services (cultural, provisioning, regulatory and supporting)

Evolution and genetics, genetic resources, ethics

Examples of learning approaches and methods for SDG 15 “Life on Land”

Map the local area, mark areas of various wildlife populations as well as barriers, such as dispersal barriers like roads and invasive species populations

Perform an annual day when the community comes together to map as many different species in their area as possible

Run a composting workshop and show organic material formation

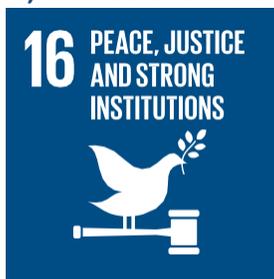
Take an excursion to a nearby parkland for cultural purposes, e.g. recreation, meditation, art

Plant a wildlife garden for wild animals, e.g. bee-friendly flowers, insect hotels, ponds, etc. in urban areas

Celebrate Earth Day and/or World Environment Day

Develop an enquiry-based project: “Why is biodiversity important?”

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”

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

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

Definitions of justice: retributive and rehabilitative

Crime and punishment, comparing laws and punishments across the globe

Climate Justice

Trade Justice

Child labour and exploitation of children

Global treaties and agreements related to war, peace and refugees

Corruption and how to measure it

The illegal weapons trade

Drug abuse and its trade

The international criminal court and its role

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

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

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

Organize an excursion to a local court or police station

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

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

Celebrate the International Day of Peace (September 21)

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

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”

<p>Subject/ topic/ course in regular curriculum relating to SDG 17</p>	<ul style="list-style-type: none"> • Interpersonal Relationship • Emotional Quotient- Managing the Boss- Dealing with Subordinates- – Empathy – Self-confidence – Character – Spirituality –Yoga and meditation for professional excellence and stress management. • Interpersonal Attraction, Prosocial behaviour & Aggression Interpersonal Attraction: Internal & External Sources of liking; Sources based on Social Interaction; Close Relationships. Prosocial behaviour: Meaning; Motives for Prosocial Behaviour; Responding to Bystanders. Increase or decrease in tendency to help; Crowd funding. Aggression: Nature- Role of Biological factors; Causes of Human Aggression; Bullying; the prevention and control • Marketing Environment: Meaning – components – Micro-environment – MIS – marketing research – analyzing marketing information – effective marketing segmentation – Macroenvironment – suppliers. • Product – Price – Promotion and Advertising Product: Meaning – definition – levels of products – consumer products and industrial products – new products – development strategy – Price: Meaning – factors to consider when selling prices – designing distribution channels – Promotion: Meaning - nature and purpose – Advertising: Meaning – Principles of advertising.
<p>Cognitive Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner understands global issues, including issues of financing for development, taxation, debt and trade policies, and the interconnectedness and interdependency of different countries and populations. • The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships. • The learner knows the concepts of global governance and global citizenship. • The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing. • The learner knows concepts for measuring progress on sustainable development.
<p>Socio-emotional Teaching & learning objectives</p>	<ul style="list-style-type: none"> • The learner can raise awareness about the importance of global partnerships for sustainable development. • The learner can work with others to promote global partnerships for sustainable development and demand governments’ accountability for the SDGs. • The learner can take ownership of the SDGs. • The learner can create a vision for a sustainable global society. • The learner can experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
<p>Behavioural Teaching & learning</p>	<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.

objectives	<ul style="list-style-type: none">• The learner can contribute to facilitating and implementing local, national and global partnerships for sustainable development.• The learner can publicly demand and support the development of policies promoting global partnerships for sustainable development.• The learner can support development cooperation activities.• The learner can influence companies to become part of global partnerships for sustainable development.
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Suggested topics for SDG 17 “Partnerships for the Goals”

Global partnerships between governments, the private sector and civil society for sustainable development, their shared accountability and possible conflicts between the different actors

Local, national and global systems, structures and power dynamics

Global governance and policies and the global market and trading system in the light of sustainable development

The prisoner’s dilemma¹¹ and tragedy of the commons as challenges for creating global governance and markets promoting sustainable development

Global citizenship and citizens as change agents for sustainable development

Cooperation on and access to science, technology and innovation, and knowledge sharing

Global distribution of access to the internet

Development cooperation, development assistance, and additional financial resources for developing countries from multiple sources

Capacity-building to support national plans to implement all the SDGs

Measurements of progress on sustainable development

Examples of learning approaches and methods for SDG 17 “Partnerships for the Goals”

Develop partnerships or global web-based distance education experiences between schools, universities or other institutions in different regions of the world

Analyse the development and implementation of global policies on climate change, biodiversity, etc.

Analyse the progress in implementing the SDGs globally and at the national level, and determine who is accountable for progress or lack thereof

Plan and implement an SDGs awareness campaign

Perform simulation games related to global conference negotiations (e.g. National Model United Nations)

Plan and run a (youth) action project on the SDGs and their importance

Develop an enquiry-based project: “Together we can....Explore this commonly used phrase and how it applies to the SDGs”

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 particular challenges of each SDG.

To make it possible for everyone around the world to take action 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, policy-makers, educators, curriculum developers and others are called upon to rethink education in order 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 hand book 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 policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs.

Learning objectives for teachers to promote SDG

Know about sustainable development, the different SDGs and the related topics and challenges

Understand the discourse on and the practice of in local, national and global context

Develop their own integrative view of the issues and challenges of sustainable development by considering the social, ecological, economic and cultural dimensions from the perspective of the principles and values of sustainable development, including that of intergenerational and global justice

Take disciplinary, interdisciplinary and transdisciplinary perspectives on issues of global change and their local manifestations

Reflect on the concept of sustainable development, the challenges in achieving the SDGs, the importance of their own field of expertise for achieving the SDGs and their own role in this process

Understand how cultural diversity, gender equality, social justice, environmental protection and personal development are integral elements of ESD and how to make them a part of educational processes

Practice an action-oriented transformative pedagogy that engages learners in participative, systemic, creative and innovative thinking and acting processes in the context of local communities and learners' daily lives

Act as a change agent in a process of organizational learning that advances their school towards sustainable development

Identify local learning opportunities related to sustainable development and build cooperative relationships

Evaluate and assess the learners' development of cross-cutting sustainability competencies and specific sustainability-related learning outcomes

Key elements for whole-institution approaches

An institution-wide process that enables all stakeholders – leadership, teachers, learners, administration – to jointly develop a vision and plan to implement ESD in the whole institution.

Technical and financial support to the institution to support its reorientation, including for instance the provision of relevant good practice examples, training for leadership and administration, the development of guidelines and associated research.

Inter-institutional networks that facilitate mutual support such as peer-to-peer learning on a whole-institution approach, and increase the visibility of the approach to promote it as a model for adaptation.

Key methods for learning for the SDGs

Collaborative real-world projects, such as service-learning projects and campaigns for different SDGs

Vision-building exercises such as future workshops, scenario analyses, utopian/dystopian story-telling, science-fiction thinking, and forecasting and back casting

Analyses of complex systems through community-based research projects, case studies, stakeholder analysis, actors' analysis, modelling, systems games, etc.

Critical and reflective thinking through fish-bowl discussions, reflective journals, etc.

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23. UNESCO: Good Practices in Teacher Education Institutions <http://unesdoc.unesco.org/images/0015/001524/152452eo.pdf>
24. World's Largest Lesson: Find everything you need to introduce the SDGs to young people, take part and take action <http://worldslargestlesson.globalgoals.org>
25. Young Masters Programme on Sustainable Development: Online courses and international exchange between students on sustainable development <http://www.goymp.org/en/frontpage>

26. YUNGA Challenge Badges: Developed in collaboration with UN agencies, civil society and other organizations, YUNGA Challenge Badges aim to raise learners' awareness, educate and motivate them to change their behaviour and become active agents
27. of change in their local community. The series can be used by teachers in school classes as well as by youth leaders. <http://www.fao.org/yunga/resources/challenge-badges/en/>
28. Organizations and initiatives
29. Eco-Schools Networks <http://www.ecoschools.global>
30. Food and Agriculture Organization of the United Nations (FAO) <http://www.fao.org/home/en/>
31. GAIA Education <http://www.gaiamedia.org>
32. Global Ecovillage Network <http://www.gen.ecovillage.org> Global Footprint Network <http://www.footprintnetwork.org/en/index.php/GFN/>
33. [index.php/GFN/](http://www.footprintnetwork.org/en/index.php/GFN/)
34. Higher Education Sustainability Initiative (HESI) <https://sustainabledevelopment.un.org/sdinaction/hesi>
35. ICLEI: Local Governments for Sustainability <http://www.iclei.org> International Institute for Sustainable Development
36. <http://www.iisd.org>
37. Sustainable Development Solutions Network <http://unsdsn.org> UNESCO ASPnet schools <http://www.unesco.org/new/en/education/networks/global-networks/aspnet>
38. [networks/global-networks/aspnet](http://www.unesco.org/new/en/education/networks/global-networks/aspnet)
39. United Nations Development Programme <http://www.undp.org/> United Nations Environment Programme <http://www.unep.org> World Federation of UNESCO Clubs, Centres and Associations
40. (WFUCA) <http://wfuca.org/>
41. World Health Organization <http://www.who.int/en/>
42. Education for Sustainability Starter Kit <http://www.sustainableschoolsproject.org/tools-resources/starter-kit>
43. Education for Sustainable Development Toolkit <http://www.esdtoolkit.org/>
44. German Curriculum Framework Education for Sustainable Development <http://ensi.org/global/downloads/Publications/418/Curriculum%20Framework%20ESD%20final%201.pdf>
45. Guide to Education for Sustainability <http://sustainableschoolsproject.org/sites/default/files/EFSGuide2015b.pdf>
46. Guide to Quality and Education for Sustainability in Higher Education <http://efsandquality.glos.ac.uk/>
47. Shaping the future, we want. UN Decade of ESD. Final report <http://unesdoc.unesco.org/images/0023/002303/230302e.pdf>
48. UNESCO's Roadmap to ESD. Implementing the Global Action Programme <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>
49. UNESCO's Teaching and Learning for a Sustainable Future <http://www.unesco.org/education/tlsf/>
50. Vanderbilt University's Guide for Teaching Sustainability <https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability>
51. Whole-school approaches to sustainability: A review of models for professional development in pre-service teacher education
52. (Australian Research Institute in Education for Sustainability) <http://aries.mq.edu.au/projects/preservice/files/TeacherEduDec06.pdf>
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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.