Education for Sustainable Development Goals

JSS ACADEMY OF HIGHER EDUCATION & RESEARCH

Teaching & Learning of Activities in Achieving UN Sustainable Development Goals

Teaching & Learning Objective Handbook SDG-17- Partnerships for the Goals

2024

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PREFACE

The United Nations' 2030 Agenda for Sustainable Development was adopted Globally in September 2015. It is underpinned by 17 Sustainable Development Goals (SDGs) and 169 targets and applies to every country. It helps people from various counties to work together to promote sustained and inclusive economic growth, social development and environmental protection and to benefit all, including future generations. The 2030 Agenda for Sustainable Development sets forth "a plan of action for people, planet and prosperity " and "seeks to strengthen universal peace in larger freedom".

This universal agenda requires an integrated approach to sustainable development and collective action, at all levels, to address the challenges of our time, with an overarching imperative of 'leaving no one behind' and addressing inequalities and discrimination as the central defining feature. Many countries , institutions and organisations have already started to translate the new agenda into their development plans, strategies and visions.

JSSAHER'S Social Responsibility is an approach of ethical and intelligent management, which involves both its impact on its human, social and natural context and its active role on the promotion of Sustainable Human Development of the country. Within this approach, "Sustainable Campus" is a strategy that strives to reduce the ecological footprint of the Institution via a rational use of resources and to educate the JSSAHER community on the ethics of sustainability.

Supporting the JSSAHER'S Social Responsibility, the SDG Hand Book explains the SDGs and their connection between the various goals and targets of JSSAHER . It provides a blueprint to help, identify, implement and achieve the Sustainable Development Goals (SDGs) at JSS AHER.

As the process moves towards implementation, there is a need to address the scope and systemic nature of the 2030 Agenda and the urgency of the challenges. This requires a wide range of tools and science-based analysis to navigate that complexity and to realise the ambition. JSSAHER having in place effective governance systems, institutions, partnerships, and intellectual and financial resources favouring effective, efficient and coherent approach for implementation of SDGs.

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https://www.jssuni.edu.in/JSSWeb/WebShowFromDB.aspx?MID=11011&CID=0&PID=10001

PREAMBLE

Education for

Sustainable Development Goals

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

Souíce: **l'he Sustainable Development Goals Repoít 2022**

http://www.un.org/sustainabledevelopment/sustainable- development-goals

Access to Learning objectives for SDG-17

Education for Sustainable Development Goals: learning objectives - UNESCO Digital Library

United Nations, n.d.

OBJECTIVE OF JSS ACADEMY OF HIGHER EDUCATION & RESEARCH TO PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS OF THE UNITED NATION IS TO MATCH THE TEACHING & LEARNING ACTIVITIES WITH SUSTAINABLE DEVELOPMENT GOALS THROUGH CURRICULUM DEVELOPMENT, ENHANCED RESEARCH AND EXTENDED OUTREACH ACTIVITIES.

INTRODUCTION

The Sustainable Development Goals – an ambitious and universal agenda to transform our world

On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development (UN, 2015). This new global framework to redirect humanity towards a sustainable path was developed following the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil in June 2012, in a three-year process involving UN Member States, national surveys engaging millions of people and thousands of actors from all over the world.

At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous, and equitable life on earth for everyone now and in the future. The goals cover global challenges that are crucial for the survival of humanity. They set environmental limits and set critical thresholds for the use of natural resources. The goals recognize that ending poverty must go together with strategies that build economic development. They address a range of social needs including education, health, social protection, and job opportunities while tackling climate change and environmental protection. The SDGs address key systemic barriers to sustainable development such as inequality, unsustainable consumption patterns, weak institutional capacity, and environmental degradation.

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and every human being across the world. Governments are expected to take ownership and establish national frameworks, policies, and measures for the implementation of the 2030 Agenda.

A key feature of the 2030 Agenda for Sustainable Development is its universality and indivisibility. It addresses all countries – from the Global South and the Global North – as target countries. All countries subscribing to the 2030 Agenda are to align their own development efforts with the aim of promoting prosperity while protecting the planet to achieve sustainable development. Thus, with respect to the SDGs, all countries can be considered as developing and all countries need to take urgent action.

The 17 Sustainable Development Goals (SDGs)

No Poverty – End poverty in all its forms everywhere

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

Good Health and Well-Being – Ensure healthy lives and promote well-being for all at all ages

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

Gender Equality – Achieve gender equality and empower all women and girls

Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and clean energy for all

Decent Work and Economic Growth – Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all

Industry, Innovation and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Reduced Inequalities – Reduce inequality within and among countries

Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient and sustainable

Responsible Consumption and Production – Ensure sustainable consumption and production patterns

Climate Action – Take urgent action to combat climate change and its impacts

Life below Water – Conserve and sustainably use the oceans, seas and marine resources for sustainable development

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

Peace, Justice and Strong Institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development

Source: http://www.un.org/sustainabledevelopment/sustainable- development-goals

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS

TEACHING & LEARNING OBJECTIVES FOR SDG 17
JSS MEDICAL COLLEGE & HOSPITAL

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	Community Medicine
Cognitive Teaching & learning objectives	At the end of 3rd Professional Year-Part 1, the learner should be able to; 1. Define and describe the concept of international health 2. Describe roles of various international health agencies (World Health Organisation, United Nations International Children's Emergency Fund, United Nations Development Program, Food and Agriculture Organisation, International Labour Organisation, World Bank, Sweden International Development Agency) 3. Describe the role of various voluntary health agencies (Rockefeller Foundation, Ford Foundation, Co-operative for Assistance and Relief Everywhere, Red Cross) 4. Describe in detail various National programs (National Health Mission, National Tuberculosis Elimination program, National AIDS Control Program, National Vector Borne Disease Control Program, National programs for prevention of Anemia, Reproductive, Maternal, Neonatal, Child and Adolescent Health program, National Programme for Control of Blindness, National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke) 5. Describe in detail various Health related policies (National Nutrition Policy, National Population Policy, National Policy for Children)
Socio-emotional Teaching & learning objectives	At the end of final year, the learner should be able to 1. Appreciate the role of voluntary health agencies in providing health care 2. Reflect on the importance of partnerships and collaboration in health care.
Behavioural Teaching & learning objectives	At the end of 3rd Professional Year-Part 1, the learner should be able to; 1. Collaborative research work through electives

Topics for SDG 17 "Partnerships for the Goals"

1. International Health Regulations and its roles in disease control and prevention
2. Role of globalization in health
3. Medical tourism
4. Public private partnerships in health care
5. International health agencies and their role in health and social welfare

Learning approaches and methods for SDG 17 "Partnerships forthe Goals"

1. Field visits to Primary Health Centres to learn about various National Health Programs
2. Participation in World Health Day and other health days
3. Volunteering to be members of Red Cross society and other voluntary health agencies.
4. Visit to voluntary health agencies and NGOs
5. Participate in WHO, UNICEF or other international agencies driven activities like pulse polio programme, NCD survey etc.

Learning objectives for the teachers to promote SDGs

1. Know about sustainable development, the different SDGs and related topics and challenges
2. Understand how each of their specialty and sub-specialty fits into various aspects of the sustainable development goals
3. Understand how the preventive, promotive, curative and rehabilitative services can be aligned with SDGs and their targets
4. Undertake research projects and write meaningful publications in line with the SDGs
5. Link their specific learning objectives, teaching learning strategies and assessment techniques with the sustainable development goals wherever they are relevant.
6. 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 inter-generational and global justice
7. Take disciplinary, interdisciplinary and trans-disciplinary perspectives on issues of global change and their local manifestations
8. Update their knowledge and skills towards recent advances and developments in the local and global context in relation to SDGs and communicate the same to the students in appropriate situations
9. Organize and attend regional, national and international conferences on sustainable development goals
10. Understand how cultural diversity, gender equality, social justice, environmental protection and personal
11. development are integral elements of ESD and how to make them a part of educational processes
12. 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.
13. Identify local learning opportunities related to sustainable development and build cooperative relationships

Key elements for whole-institution approaches

1. Align the vision, mission, strategic directions with the sustainable development goals
2. Empower the leaders, faculty members, administrators, students, communities on the importance and strategies for sustainable development goals
3. 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.
4. To develop annual action plan and targets to act on the sustainable development goals, implement the strategies and review the progress in their achievement on regular basis.
5. Implement the SDG oriented pedagogical strategies and to assess its impact on regular basis
6. To encourage faculty members and students to undertake the research projects and dissertations aligned with SDGs and showcase their research outcomes as impactful publications

7. Organize and attend CMEs, conferences, workshops, symposia at regional, national and international levels to update their knowledge and skills towards SDGs

Key methods for learning for the SDGs

1. Problem based, team based, case-based learning exercises across various specialties
2. Community oriented teaching through family health advisory survey, family adaption programs
3. Academic field visits to various places and organizations which play a major role in contributing towards sustainable development goals
4. Undertaking research projects addressing the SDGs
5. Arranging guest lectures, seminar, symposia, conferences by involving experts in the respective fields on various aspects of SDGs
6. Conducting community based and hospital based heath awareness sessions, role plays, rallies on different components of SDGs
7. Critical thinking and Reflective writing on the challenges associated with achievement of SDGs and the ways to overcome them
8. Developing professional networks and communities of practice to update the knowledge and skills pertaining to SDGs

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TEACHING & LEARNING OBJECTIVES FOR SDG 17
JSS DENTAL COLLEGE & HOSPITAL

S

Subject/ topic/ course in regular curriculum relating to SDG 17	• Importance of industry academia collaboration • Research, Engage and Enrich	• All specialties in Dentistry • All undergraduate and post graduate students
Cognitive Teaching & learning objectives	• 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.	
Socio-emotional Teaching & learning objectives	• 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.	
Behavioural Teaching & learning objectives	• 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. • 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.	

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 dilemma[11] 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 forthe 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"

Learning objectives for teachers to promote SDG

Know about sustainable development, the different SDGsand 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 andvalues 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 SGDs, the importance of their own field of expertise for achieving the SDGs and their ownrole in this process

Understand how cultural diversity, gender equality, social justice, environmental protection and personal development are integral elements of ESD and how to makethem 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 oflocal communities and learners' daily lives

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

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-institutionapproaches

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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The following educational strategies will be adopted by the institution to deliver the contents specified under different SDG's.

- Camp/outreach programme
- Excursion / filed visits
- Health talk
- Mind mapping
- Role plays/street play
- Short films / video clips
- Projects
- MCQ's
- Flip class
- Seminars
- Demonstrations
- Pedagogy
- Awareness Campaigns
- Walkathon
- Blogs
- Case study
- Debate
- Lab experiments
- Lectures
- Group Discussion
- ICT based discussion
- Cultural program
- Workshops
- Training programme
- Celebrating days of national importance
- Enquiry based project
- Reflection
- Action plan
- Conference participation

- Scientific deliberation
- Games
- Quiz
- Modeling
- Hand on exercise
- Simulation
- Problem solving
- Soft skill training

TEACHING & LEARNING OBJECTIVES FOR SDG 17
JSS COLLEGE OF PHARMACY, MYSORE

Subject/ topic/ course in regular curriculum relating to SDG 17	**Pharmacy Practice, Community Pharmacy, Regulatory Affairs**
Cognitive Teaching & learning objectives	**At the end of course the learner should be able to,** • Define and describe the concept of Drugs and Pharmaceutical products in the field of international health • Describe roles of various international health agencies (World Health Organization, Food and Agriculture Organization) • Discover, develop, produce and market Pharmaceuticals to be administered to patients across the globe • Protect public health by monitoring and controlling the safety and efficacy of drug • Study the disease, research and invent new drugs / medicines for the prevailing diseases.
Socio-emotional Teaching & learning objectives	**At the end of final year, the student should be able to** • Appreciate the role of pharmaceutical agencies in providing drugs and medical aids in health care • Reflect on the importance of partnerships and collaboration in the field of pharmacy for providing health care
Behavioural Teaching & learning objectives	**At the end of final year, the student should be able to** • Collaborative research work through electives • Communicate accurate information to the healthcare providers • Provide medicinal and clinical expertise to internal and external groups • Provide information on the use of pharmaceuticals, on over-the-counter medications, and prescription.

Suggested topics for SDG 17 "Partnerships for the Goals"

1. International Regulatory authority for drugs and its roles in disease control and prevention
2. Role of globalization in Pharmaceutical Field.
3. Public private partnerships in pharmaceutical agencies.
4. International Pharmaceutical agencies and their role in health and social welfare
5. Develop partnerships between other institutions such as NGO's which are working on health sector.

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

1. Field visits to Pharma companies to learn about various novel drugs and formulations.
2. Participation in National Pharmacy Day and other health days.
3. Volunteering to be members of Pharmacy counsel of India and other voluntary health agencies.
4. Visit to voluntary pharmaceutical agencies and NGOs.
5. Participate in WHO, UNICEF or other international agencies driven activities like pulse polio programme, pharmacy week etc.

Learning objectives for teachers to promote SDG

1. The teacher needs to know about the sustainable development goals and the challenges in achieving them.
2. Link their specific learning objectives, teaching learning strategies and assessment techniques with the sustainable development goals wherever they are relevant.
3. Take disciplinary, interdisciplinary and transdisciplinary perspectives on issues of global change and their local manifestations
4. Act as a change agent in a process of organizational learning that advances their institution towards sustainabledevelopment
5. Practice an action-oriented transformative pedagogy that help learners in participative, systemic, creative and innovative thinking and acting processes in the context oflocal communities and learners' daily lives.
6. Reflect on the concept of sustainable development, the challenges in achieving the SGDs, the importance of their own field of expertise for achieving the SDGs and their ownrole in this process
7. Evaluate and assess the learners' development of cross-cutting sustainability competencies and specificsustainability-related learning outcomes

Key elements for whole-institutionapproaches

1. Align the vision, mission, strategic directions with the sustainable development goals
2. Empower the faculty members, administrators, students, communities on the importance and strategies for sustainable development goals.
3. Encourage staff to attend international seminars and webinars on SDG's
4. Observe special days at college such as World Environment Day and Woman's Day etc
5. Inter-institutional networks that facilitate mutual support such as peer-to-peer learning on a whole-institution approach

Key methods for learning for the SDGs

1. SDGs as a topic of the National Pharmacy Week celebrations
2. SDGs as a topic for the competitions such as debate, extempore etc., in the Pharma fest celebrations
3. Inclusion of SDGs in the student magazine section with call for articles related to the SDG's
4. Arranging guest lectures, seminar, symposia, conferences by involving experts in the respective fields on various aspects of SDGs
5. Conducting community based and hospital-based health awareness sessions
6. Role plays, rallies on different components of SDGs as part of NSS
7. Undertaking research projects addressing the SDGs
8. Publishing relevant articles in reputed journals with collaboration.

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TEACHING & LEARNING OBJECTIVES FOR SDG 17
JSS COLLEGE OF PHARMACY, OOTY

Subject/ topic/ course in regular curriculum relating to SDG 17	• The professional programs/ Courses of Pharmacy are not technically associated with SDG No. 17

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TEACHING & LEARNING OBJECTIVES FOR SDG 17
FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES

Subject/ topic/ course in regular curriculum relating to SDG 17	• 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- BBAHHSM- VI Semester
Cognitive Teaching & learning objectives	• 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	• 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 **KSDC workshop- Beyond the Syllabus for dental interns**
Behavioural Teaching & learning objectives	• 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.

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TEACHING & LEARNING OBJECTIVES FOR SDG 17
JSS SCHOOL OF LIFE SCIENCES, OOTY

Cognitive Teaching & learning objectives	• 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.
Socio-emotional Teaching & learning objectives	• 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.
Behavioural Teaching & learning objectives	• 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. • 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.

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 dilemma[11] 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 forthe 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"

Learning objectives for teachers to promote SDG

Know about sustainable development, the different SDGsand 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 andvalues 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 SGDs, the importance of their own field of expertise for achieving the SDGs and their ownrole in this process

Understand how cultural diversity, gender equality, social justice, environmental protection and personal development are integral elements of ESD and how to makethem 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 oflocal communities and learners' daily lives

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

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-institutionapproaches

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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DEPARTMENT OF YOGA

Subject/ topic/ course in regular curriculum relating to SDG 17	Lifestyle disorder & Yoga management,Yoga & Psychology
Cognitive Teaching & learning objectives	**At the end of 2nd year the learner should be able to,** • The learner will be able to understands various healthcare issues including accessibility, financing, trade policies for reducing disease burden.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can create awareness and involve students, Yoga teachers and health care professionals about the importance of global partnerships for sustainable health development and achieving SDG effectively.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can take action plans and play their role towards contribution and implementation of achievable targets for sustainable health and nutrition development. • The learner through science, technology and innovation involve in research and development activities, in collaboration with different stake holders, thriving to achieve sustainable, affordable health, nutrition security and food security for all.

Topics for SDG 17 "Partnerships for the Goals"

- Importance of multi-disciplinary approach, partnership goals and shared responsibility for achieving sustainable development in health care setup.
- Recognize the opportunities for collaborative research/work in fields of yoga science.

Examples of learning approaches and methods for SDG 17 "Partnerships forthe Goals"

- Invited lectures & visits to health Care set ups to learn about various National & international Health Programs
- Participation with research institutes, hospitals, industries to celebrate World Health Day and other health days.
- Visit to voluntary health agencies and NGOs
- Participate in WHO, UNICEF or other international agencies driven activities

BSC Yoga

Subject/ topic/ course in regular curriculum relating to SDG 17	• Environmental Psychology, Application of Yoga for society

Cognitive Teaching & learning objectives	**At the end of 1st & 2nd year learner should be able to** • The learner will be able to understands various healthcare issues including accessibility, financing, trade policies for reducing disease burden.
Socio-emotional Teaching & learning objectives	**At the end of the final year learner should be able to** • The learner can create awareness and involve students, Yoga teachers and health care professionals about the importance of global partnerships for sustainable health development and achieving SDG effectively.
Behavioral Teaching & learning objectives	**At the end of the course year learner should be able to** • The learner through science, technology and innovation involve in research and development activities, in collaboration with different stake holders, thriving to achieve sustainable, affordable health, nutrition security and food security for all. • The learner can take action plans and play their role towards contribution and implementation of achievable targets for sustainable health and nutrition development.

Suggested topics for SDG 17 "Partnerships for the Goals"

- Recognize the opportunities for collaborative research/work in fields of yoga science
- Importance of multi-disciplinary approach, partnership goals and shared responsibility for achieving sustainable development in health care setup.

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Examples of learning approaches and methods for SDG 17 "Partnerships forthe Goals"

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- Participation with research institutes, hospitals, industries to celebrate World Health Day and other health days.

Key elements for whole-institutionapproaches

- An institution-wide process that enables all stakeholders– leadership, teachers, learners, administration – to jointlydevelop a vision and plan to implement ESD in the whole institution.
- Technical and financial support to the institution to supportits 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 supportsuch 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.

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 SGDs, 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 personaldevelopment 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

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DEPARTMENT OF ENVIRONMENTAL SCIENCES

Course Name in curriculum relating to SDG 17	• Biodiversity conservation and Management (DSC 02) • Environmental Issues (OEC 01) • Sustainable Development (OEC 07) • Wildlife Sciences (OEC 2) • Wildlife Conservation and Management (DSC 14)
Cognitive Teaching & learning objectives	• The learner understands global environmental issues, including issues of financing for development, taxation, environmental and economics, 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.
Socio-emotional Teaching & learning objectives	• 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.
Behavioral Teaching & learning objectives	• 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. • 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.

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 dilemma and tragedy of the commons as challenges for creating global governance, climate change 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 forthe Goals"

- Develop partnerships or global web-based distance education experiences between schools, universities, or other institutions in different regions of the world
- Analyze the development and implementation of global policies on climate change, biodiversity, etc.
- Analyze 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 (climate change mitigation, carbon footprint, etc.) 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"

DEPARTMENT OF NUTRITION & DIETETICS

Subject/ topic/ course in regular curriculum relating to SDG 17	• The course MSc in Nutrition & Dietetics involves multi-disciplinary approaches supporting building strategies and that helps in developing, maintaining and enhancing partnerships with different stakeholders.
Cognitive Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • The learner will be able to understands various healthcare issues including accessibility, financing, trade policies for ending malnutrition or reducing disease burden. **At the end of 2nd year and course the learner should be able to,** • The learner understands the importance of multi-disciplinary approach, partnership goals and shared responsibility for achieving sustainable development in nutrition health care setup. • The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can create awareness and involve students, nutritionists/dieticians, food scientists and health care professionals about the importance of global partnerships for sustainable health development and achieving SDG effectively.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can take action plans and play their role towards contribution and implementation of achievable targets for sustainable health and nutrition development. • The learner through science, technology and innovation involve in research and development activities, in collaboration with different stake holders, thriving to achieve sustainable, affordable health, nutrition security and food security for all.

Suggested topics for SDG 17 "Partnerships for the Goals"

- Importance of multi-disciplinary approach, partnership goals and shared responsibility for achieving sustainable development in nutrition health care setup.
- Recognize the opportunities for collaborative research/work in fields of nutrition science, technology and innovation.

Examples of learning approaches and methods for SDG 17 "Partnerships forthe Goals"

- Invited lectures & visits to health Care set ups to learn about various National & international Health Programs
- Participation with research institutes, hospitals, industries to celebrate National nutrition week, World Health Day and other health days.
- Visit to voluntary health agencies and NGOs
- Participate in WHO, UNICEF or other international agencies driven activities like pulse polio programme, NCD survey etc.

MSc Sports Nutrition & Management

Subject/ topic/ course in regular curriculum relating to SDG 17	• Entrepreneurship development, principles of marketing/internship/dissertation work
Cognitive Teaching & learning objectives	At the end of 1st professional year, the student should be able to • understands the importance of entrepreneurship which is dependent on partnership with both private and public stakeholders. • The learner is made aware of cooperation rather than competition to achieve goals and sustained success. • Dissertation work gives scope for the learner to explore research institutions, academies where networking, cooperation, knowledge exchange, is key for undertaking work.

Socio-emotional Teaching & learning objectives	At the end of the program, the student should be able to • raise awareness about the importance of intradepartmental, collaboration, partnerships for sustainable work and development. • The learner experiences the importance of sharing, collaborative work, the value of taking responsibilities which leads to common good and belongingness.
Behavioural Teaching & learning objectives	At the end of the program, the student should be able to • be an active partner in collaborative and knowledge exchange program the learner can become a facilitator for local, regional, national and global associations. • be source of new ideas, critical thinking, leading to sustained cooperation.

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
- Inter departmental, institutional, global partnership in dissertation
- 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
- Cooperation on and access to science, technology and innovation, and knowledge

  sharing Global distribution of access to the internet

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.

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

BSc Food, Nutrition & Dietetics

Subject/ topic/ course in regular curriculum relating to SDG 17	• Food Packaging and food informatics, Food processing & technology, Public Health and Community Nutrition, Food and Nutrition Security, Food Nanotechnology, Food Packaging and Food Informatics, Professional & Societal Communication
Cognitive Teaching & learning objectives	**At the end of 1st & 2nd year learner should be able to** • Provide quality education opportunities are provided for the learners to participate in national and international workshops, conferences, and seminars. • Widen their intellectual capacity the learners are permitted to do internship in reputed research institutes like CFTRI & DFRL by having a memorandum of understanding. • Understand the significance of food and nutrition security • Understand and analyzes the global policies in relation to Food Nutrition & Dietetics. • State-of-the-art technologies and tools to be in par with the global technologies and tools in the field of nutrition
Socio-emotional Teaching & learning objectives	**At the end of the 3rd & 4th year learner should be able to** • Developed research skills & learners will be able to innovate and involve in translational research thereby finding solutions for the community problems which directly connects to sustainable development goals. • Educate people on the food and nutrition security and help them make informed choices • Raise awareness about the importance of global partnerships for sustainable development. • Implement the knowledge to build the sustainable communities • Experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
Behavioral Teaching & learning objectives	**At the end of the course year learner should be able to** • Become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen. • Analyze global policies and take up efforts to implement changes in the local community to work in par with the global policies • Contribute to facilitating and implementing local, national and global partnerships for sustainable development. • Publicly demand and support the development of policies promoting global partnerships for sustainable development. • Influence companies to become part of global partnerships for sustainable development.

Suggested topics for SDG 17 "Partnerships for the Goals"
Local, national and global systems, structures and power dynamics
The prisoner's dilemma[11] 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
Advertisements on SDG and small steps to achieve SDG
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
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"

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41. Higher Education Sustainability Initiative (HESI) https:// sustainabledevelopment.un.org/sdinaction/hesi
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43. http://www.iisd.org
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DIVISION OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY

Subject/ topic/ course in regular curriculum relating to SDG 17	• **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.
Cognitive Teaching & learning objectives	• 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.
Socio-emotional Teaching & learning objectives	• 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.
Behavioural Teaching & learning objectives	• 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. • 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.

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 dilemma[11] 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"

DIVISION OF MEDICAL PHYSICS

Subject/ topic/ course in regular curriculum relating to SDG 17	• Radiation Therapy
Cognitive Teaching & learning objectives	• Describe roles of various international health agencies WHO (World Health Organization), IAEA (International Atomic Energy Agency), National health organizations, AERB (Atomic Energy Regulatory Board)and BARC (Bhabha Atomic Research Centre) related Radiation Diagnosis and Radiation Therapy • Describe in detail various National programs (National Health Mission, National Programme for Prevention and Control of Cancer).
Socio-emotional Teaching & learning objectives	• At the end of final year, the learner should be able to Appreciate the role of voluntary health agencies in providing health care. • Reflect on the importance of partnerships and collaboration in health care..
Behavioural Teaching & learning objectives	• The learner can Perform Collaborative research work through electives. • The learner can support development cooperation activities. • The learner can influence companies to become part of global partnerships for sustainable development.

Suggested topics for SDG 17 "Partnerships for the Goals"

- Our Institution having the MoA and MoU's with reputed cancer institutions ,Kidwai Memorial Institute of Oncology, Bengaluru , M.S. Ramaiah Medical College, Bengaluru, Homi Bhabha Cancer Hospital and Research Centre , Vishakapatnam, HCG Bharath cancer hospital and Oncology Institute, Mysuru, Narayana Hrudalaya Multispeciality Hospital ,Mysuru.

Examples of learning approaches and methods for SDG 17 "Partnerships forthe Goals"

- By having the MoU's and MoA our Medical Physics students are undergoing routine practical's, project works /dissertation , Internship programs.

DIVISION OF MEDICAL STATISTICS

Subject/ topic/ course in regular curriculum relating to SDG 17	• Big Data Analytics • Spatial Statistics
Cognitive Teaching & learning objectives	• 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.
Socio-emotional Teaching & learning objectives	• 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.
Behavioural Teaching & learning objectives	• 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. • 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.

Suggested topics for SDG 17 "Partnerships for the Goals"

- ✓ Earth Observation and Statistical Communities
- ✓ Spatial statistics and soil mapping
- ✓ Mapping Collaborations and Partnerships

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

- ✓ To Cultivate Data-Driven Partnerships
- ✓ Global Partnership for Sustainable Development Data
- ✓ Evaluating the use of big Earth data
- ✓ A blossoming partnership under pressure

DIVISION OF GEOINFORMATICS

Subject/ topic/ course in regular curriculum relating to SDG 1	• GIS for planning and management • GIS for implementing policies • Utility mapping and urbandevelopement • GIS for spatial discion support system
Cognitive Teaching & learning objectives	At the end of 2nd year the learner should be able to • Understandsglobalissues,includingissuesoffinancingfordevelopment, taxation, debt and trade policies, and the interconnectedness andinterdependency of different countries and populations. • Understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, and campaigns of global partnerships. • Knows the concepts of global governance and global citizenship. • Recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing. • Knows concepts for measuring progress on sustainable
Socio-emotional Teaching & learning objectives	At the end of final year the student should be able to • Raise awareness about the importance of global partnerships for sus- tainable development. • Work with others to promote global partnerships for sustainable de-velopment and demand governments' accountability for the SDGs. • Take ownership of the SDGs. • Create a vision for a sustainable global society. • Experience a sense of belonging to common humanity, sharing
Behavioural Teaching & learning objectives	At the end of the program the learner should be able to • Become a change agent to realize the SDGs and take on their role as an active, critical and global and sustainable citizen. • Contribute to facilitating and implementing local, national and global partnerships for sustainable development. • Publicly demand and support the development of policies pro- moting global partnerships for sustainable development. • Support development cooperation activities. • Influence companies to become part of global partnerships for

Suggested topics for SDG 17 "Partnerships for the Goals."
1. Globalpartnershipsbetweengovernments, theprivatesector and civil society forsustainabledevelopment, their shared accountability and possible conflicts between the different actors 2. Global governance and policies and the global market and trading system in the light of sustainable development 3. Global citizenship and citizens as change agents for sustainable development 4. Cooperation on and access to science, technology and innovation, and knowledge sharing Global distribution of access to the internet 5. Development cooperation, development assistance, and additional financial resources for developing countries from multiple sources 6. Capacity-building to support national plans to implement all the SDGs. Measurements of progress on sustainable development using GIS

Examples of learning approaches and methods for SDG 17 "Partnerships for the Goals."
1. Develop partnerships or global web-based distance education experiences between schools, universities or other institutions in different regions of the world 2. Analyze the development and implementation of global policies on climate change, biodiversity, etc. 3. Analyze the progress in implementing the SDGs globally and at the national level, and determine who is accountable for progress or lack thereof 4. Plan and implement an SDGs awarenesscampaign 5. 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 6. Develop an enquiry-based project: "Together we can….Explore this commonly used phrase and how it applies to theSDGs."\

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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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