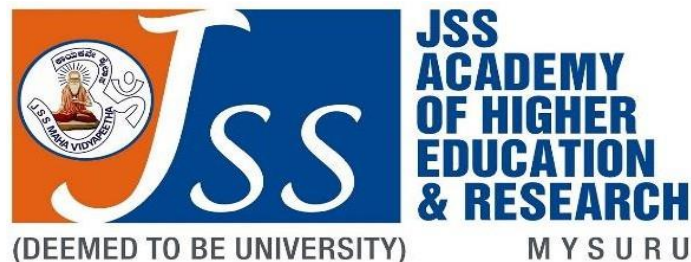




Education for **Education**
2030 | 

Sustainable Development Goals



JSS ACADEMY OF HIGHER EDUCATION & RESEARCH
Teaching & Learning of Activities in Achieving UN
Sustainable Development Goals

Teaching & Learning Objective Handbook
SDG-8- Decent Work and Economic
Growth

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 countries to work together to promote sustained and inclusive economic growth, social development and environmental protection and to benefit all, including future generations. The 2030 Agenda for Sustainable Development sets forth “a plan of action for people, planet and prosperity ” and “seeks to strengthen universal peace in larger freedom”. This universal agenda requires an integrated approach to sustainable development and collective action, at all levels, to address the challenges of our time, with an overarching imperative of ‘leaving no one behind’ and addressing inequalities and discrimination as the central defining feature. Many countries , institutions and organisations have already started to translate the new agenda into their development plans, strategies and visions.

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

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

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

Dr.B.Suresh
Pro Chancellor
JSS Academy of Higher Education & Research, Mysuru &
President, Pharmacy Council of India
New Delhi

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

PREAMBLE



Education for

Sustainable Development Goals

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

Source: [Pkc Sustainable Development Goals Report 2022](#)

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

[Access to Learning objectives for SDG-8](#)

[Education for Sustainable Development Goals: learning objectives - UNESCO Digital Library](#)

[United Nations, n.d.](#)

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

INTRODUCTION

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

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

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

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

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

The 17 Sustainable Development Goals (SDGs)

No Poverty – End poverty in all its forms everywhere

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

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

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

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

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

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

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

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

Reduced Inequalities – Reduce inequality within and among countries

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

Responsible Consumption and Production – Ensure sustainable consumption and production patterns

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

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

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

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

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

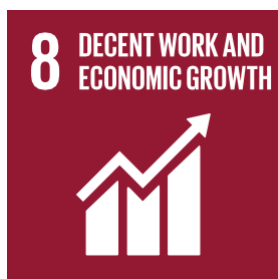
Source: <http://www.un.org/sustainabledevelopment/sustainable-development-goals>



TEACHING & LEARNING OBJECTIVES FOR SDG 8

JSS MEDICAL COLLEGE & HOSPITAL

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	Community Medicine, Forensic Medicine, Surgery, Physical and Rehabilitation Medicine
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • At the end of first professional year the learner should be able to, • Foundation course during beginning of MBBS shall align them for carrier, professionalism, time management, study skills • Understand the socio-economic determinants of health and well-being • At the end of final year the learner should be able to, • Describe the role, benefits and functioning of the employees state insurance scheme • Describe toxic pollution of environment, its medico-legal aspects & toxic hazards of occupation and industry • Describe the health hazards of air, water, noise, radiation and pollution • Enumerate and describe specific occupational health hazards, their risk factors and preventive measures • Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status • Describe the method of assessing socioeconomic status of the family, micro financing • Understand the concepts of health economics including planning, programming, budgeting • Understand the concepts of GDP, GNP, poverty line, budget allocation for health etc • Describe various social security, social assistance, government programs and schemes for economically backward people • Describe the importance of health insurance in preventing catastrophic expenditure and economic instability at family level. • Describe and discuss the epidemiology and pathogenesis and risk factors economic impact and clinical evolution of type 2 diabetes • Define and describe the concept of Disaster management, • Describe man-made disasters in the world and in India • Describe the details of the National Disaster management Authority

Socio-emotional Teaching & learning objectives	<p>At the end of final year the learner should be able to,</p> <ul style="list-style-type: none"> • Enumerate the rights and entitlements of differently abelled persons • Counsel an economically backward family on the utilization of government programs and schemes • Communicate the importance of health insurance to the individuals and families • Reflect on economic growth, GDP allocation on health at national level • Reflect on how the out of pocket expenditure, economic impact of various illnesses on health seeking behavior of the people
Behavioural Teaching & learning objectives	<p>At the end of final year the learner should be able to,</p> <ul style="list-style-type: none"> • Calculate the socioeconomic status of the family using suitable scales • Assess the impact of illness on the socioeconomic status of the family and vice versa • Conduct awareness sessions on government programme, schemes for economically backward sections of the society • Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment • Identify, discuss and defend medico legal, sociocultural, economic and ethical issues as it pertains to rights, equity and justice in access to health care • Identify, discuss and defend medico legal, sociocultural, economic and ethical issues as they pertain to in vitro fertilization donor insemination and surrogate motherhood • Demonstrate adequate knowledge and use of information technology that permits appropriate patient care and continued learning • Demonstrate ability to use local resources whenever required like in mass disaster situations

Topics for SDG 8 “Decent Work and Economic Growth”

1. Socio economic determinants of health and well-being
2. Principles and practice of health economics
3. Assessment of socioeconomic status of families
4. Public spending on health sector and health care budgeting
5. Economic impact of various communicable and non-communicable diseases
6. National programs, schemes and provisions for economically backward sections of society
7. Social security and assistance measures
8. Concepts and economic impacts of disasters
9. Career opportunities for the students after under graduation and post graduation in various fields

Learning approaches and methods for SDG 8 “Decent Work and Economic Growth”

1. Family health advisory survey at rural and urban communities to understand overall health and economic status of families
2. Family adoption programme to horizontally follow up the socioeconomic status factors influencing health and disease
3. Problem base learning and case based learning sessions on socioeconomic status assessment and impact of economic status on health and well being of families
4. Role plays and videos on health insurance, social security and social assistance schemes
5. Visit to health centers to understand the national programs and schemes for economically backward people and budgeting for health programs

TEACHING & LEARNING OBJECTIVES FOR SDG 8

JSS DENTAL COLLEGE & HOSPITAL

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> ● Health Policies and management ● Dental Practice management ● Health Administration ● Ergonomics in Dentistry ● Dental Ethics ● Webinars on career guidance 	<ul style="list-style-type: none"> ● All specialties in Dentistry ● All undergraduate and post graduate students
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

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?”

TEACHING & LEARNING OBJECTIVES FOR SDG 8

JSS COLLEGE OF PHARMACY, MYSORE

Subject/ topic/ course in regular curriculum relating to SDG 8	Pharmaceutical Chemistry, Pharmacy Practice, Pharmacology, Pharmacognosy, Pharmaceutics.
Cognitive Teaching & learning objectives	<p>At the end of course the learner should be able to,</p> <ul style="list-style-type: none"> • Understand the concepts of innovator and generic drugs, drug development process. • Practice experiential learning • Understand how innovation and entrepreneurship can contribute to decent work. • Know scheduled activities in a pharmaceutical firm. • Understand the role of enterprise in national and global economy • Understand the regulatory Requirements for nutraceuticals • Develop soft skills for effective communication (Verbal and Non-Verbal) • Have a critical way of thinking based on current healthcare development.
Socio-emotional Teaching & learning objectives	<p>At the end of final year, the student should be able to</p> <ul style="list-style-type: none"> • Educate the general public regarding entrepreneurship development • Spread awareness about the gender equality at the work place. • Provide quality pharmaceutical care and comprehensive patient care services • Implement Good Regulatory Practices in the Healthcare and related Industries • Discuss the clinical controversies in drug therapy and evidence-based medicine
Behavioural Teaching & learning objectives	<p>At the end of final year, the learner should be able to</p> <ul style="list-style-type: none"> • The learner can plan and implement entrepreneurial projects • Provide integrated, critically analysed medicine and poison information to enable healthcare professionals in the efficient patient management • Appreciate and conduct the clinical trials activities • Promote entrepreneurship in students to create job opportunities • Improve training and placements at the college level.

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

- Develop institution and industry partnership to increase placement.
- Generic drugs, drug development process.
- Career opportunities for the students after under graduation and post-graduation in various fields
- Role plays on alcohol abuse and dependence on economy.
- Develop Leadership qualities and essentials

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
- Engage with employers to nourish budding entrepreneurs at college level.
- Develop an enquiry-based project


TEACHING & LEARNING OBJECTIVES FOR SDG 8

JSS COLLEGE OF PHARMACY, OOTY

Subject/ topic/ course in regular curriculum relating to SDG 8	<p>III Pharm D Subject: PHARMACEUTICAL JURISPRUDENCE Topic: Narcotic Drugs and Psychotropic substances Act-1985 Behavioural Teaching & learning objectives:</p> <ul style="list-style-type: none"> ● 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. <p>I D Pharm Subject: PHARMACOGNOSY Topic: Medicinal & Aromatic plants export from India for better economic improvement.</p> <ul style="list-style-type: none"> ● The learner understands the value of the Indian economy and its importance. ● The learner can improve the skills on import and export ● The learner can understand criteria and make responsible products for export towards the enhancement of India economy growth. <p>Learners can improve decent working conditions</p> <p>M.Pharm, First Year, I Sem, Advanced Pharmaceutical biotechnology, Biodegradation of xenobiotics, chemical and industrial wastes. B.Pharm, Third Year, VI Sem, Pharmaceutical Biotechnology Large scale production fermenter design and its various controls, Study of the production of - penicillins, citric acid, Vitamin B12, Glutamic acid, Griseofulvin M.Pharm, First year, I Sem, Bioprocess engineering and Technology Bioprocessing of the industrially important microbial metabolites</p> <p>a) Organic solvents – Alcohol and Glycerol b) Organic acids - Citric acids, Lactic acids, c) Amino acids - Glutamic acids, Lysine, Cyclic AMP and GMP</p> <p>d) Antibiotics - Penicillin, Streptomycin, Griseofulvin, e) Vitamins - B12, Riboflavin and Vitamin C</p> <p>Behavioural Teaching & learning objectives</p> <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. <p>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.</p>
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TEACHING & LEARNING OBJECTIVES FOR SDG 8

FACULTY OF HEALTH SYSTEM MANAGEMENT STUDIES

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



Socio-emotional
Teaching & learning
objectives

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

Faculty and Curriculum Development Programs





Behavioural
Teaching & learning
objectives

- The learner can be a better team member for executive shared goals, by contributing to the fullest of his/ her ability; thus, contributing for a decent workplace
- The learner can support fair working conditions with moralistic and ethical workplace practices
- The learner can have a self-sustainable life by implementing entrepreneur projects and can provide employment opportunities for others in the society.
- By being responsible and accountable for his/ her own actions, the learner also contributes towards sustainable development of the societies.

Skill Enhancement for Self-Employment



TEACHING & LEARNING OBJECTIVES FOR SDG 8

JSS SCHOOL OF LIFE SCIENCES, OOTY

<p>Cognitive Teaching & learning objectives</p>	<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.
<p>Socio-emotional Teaching & learning objectives</p>	<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.
<p>Behavioural Teaching & learning objectives</p>	<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?”

DEPARTMENT OF YOGA

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Lifestyle disorder & Yoga management, Business management, Yoga deputation , Dissertation / Summer projects. • The course content directly / indirectly helps in professional development skills in learners, employment and economic growth through Yoga & health support for individuals and communities.
Cognitive Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Msc Yoga course shall align them for carrier, professionalism, time management, study skills. • Understands the relationship between health and yoga • Support employment and economic growth, imperative for full productive employment creating decent work environment. • Understand the ethical issues involved in healthcare setup and safeguarding the confidentiality of patient/client details, creating decent work environment. • Understands subject specific research, innovation and entrepreneurship contributing to decent work and a sustainable economy.
Socio-emotional Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Develop innovative thinking and collaborate with other sectors contributing towards self and employment opportunities for others. • The learner can develop plans for improving workplace physical and psychological health of people through yoga, a lifestyle intervention and disease management.
Behavioural Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Implement appropriate guidelines for good physical and mental health at working area, increasing work capacity and outcomes needed for economic models. • Work on model systems for economic transformation. • Can develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • Can plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.

Topics for SDG 8 “Decent Work and Economic Growth”

- Individual roles & responsibilities to maintain determinants of health and well-being contributing towards economic growth.
- Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development.
- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.

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

- Encouraging student internships in healthcare setups, hospitals, NGO and related sectors.
- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.
- Engage with employers, resource persons in classroom activities, motivating students to develop work ethics & contributing in economy at individual, family and national levels.
 - Strategies to reduce disease related economic burden and promote sustainable health, thus improving work performance and economy.

BSC Yoga

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Application of Yoga for society, Yogic psychology, Yoga for mental health, Yoga for oncology, Introduction to Physiotherapy & Exercise Therapy , Hatha yoga, Environmental psychology
Cognitive Teaching & learning objectives	<p>At the end of final year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Msc Yoga course shall align them for carrier, professionalism, time management, study skills. • Support employment and economic growth, imperative for full productive employment creating decent work environment. • Understand the ethical issues involved in healthcare setup and safeguarding the confidentiality of patient/client details, creating decent work environment. • Understands subject specific research, innovation and entrepreneurship contributing to decent work and a sustainable economy. • Understands the relationship between health and yoga
Socio-emotional Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> • The learner can develop plans for improving workplace physical and psychological health of people through yoga, a lifestyle intervention and disease management. • Develop innovative thinking and collaborate with other sectors contributing towards self and employment opportunities for others.

Behavioural Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> • Work on model systems for economic transformation. • Can develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • Implement appropriate guidelines for good physical and mental health at working area, increasing work capacity and outcomes needed for economic models. • Can plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.
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Topics for SDG8 “Decent Work and Economic Growth”

- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Individual roles & responsibilities to maintain determinants of health and well-being contributing towards economic growth.
- Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development.

Learning approaches and methods for SDG8 “Decent Work and Economic Growth”

- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Encouraging student internships in healthcare setups, hospitals, NGO and related sectors.
- Plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.
- Strategies to reduce disease related economic burden and promote sustainable health, thus improving work performance and economy.
- Engage with employers, resource persons in classroom activities, motivating students to develop work ethics & contributing in economy at individual, family and national levels.

DEPARTMENT OF MICROBIOLOGY

Subject/ topic/ course in regular curriculum relating to SDG 8

- Biosafety and Bioethics (BSc V Sem); Instrumentation and Bioanalytical Techniques (BSc II Sem); Bioremediation and Microbial Technology (BSc V Sem); Intellectual Property Rights, Biosafety and Bioethics (MSc II Sem); Bioinstrumentation and Bioanalytical Techniques (MSc II Sem)

Cognitive Teaching & learning objectives

- Explain about patents, patent laws, agreements, concepts of patents; Understand the treaties, agreements, and amendments in IPR; Critically analyze the patent applications for novelty and utility; Describe biosafety levels, regulations of biosafety and bioethics; knowledge on construction and working principle of various instruments; Imparts skills in handling and operations of various instruments.

Socio-emotional Teaching & learning objectives

- Provides the knowledge on the types of bioremediations, bioleaching and extraction of metals from ores using microbes; provides with sound theoretical knowledge on intellectual property rights, biosafety and bioethics; Imparts the knowledge on patent filing and types of patents

Behaviorial Teaching & Learning objectives

- Visiting the industries to know and get the knowledge of biosafety principles; Visiting the different laboratories and get the knowledge of different instruments and their application

Learning approaches and methods for SDG 8

- Microbial bio-technology for sustaining economic development, industry, innovation and facilitating workforce growth.

Suggested topics for students workshop

- Workshop on innovation and entrepreneurship.
- Internship in food, pharma and life sciences industries

DEPARTMENT OF ENVIRONMENTAL SCIENCES

Course Name in curriculum relating to SDG 8	<ul style="list-style-type: none"> • Ecotourism (OEC 03) • Environmental Economics and Management (DSC 05)
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the concepts of environmental economics, role of EMS in 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 labor 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 the 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 labor 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.
Behavioral 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

	<p>sustainability-driven innovation, EMS and entrepreneurship.</p> <ul style="list-style-type: none"> • 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.
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Suggested topics for SDG 8 “Decent Work and Economic Growth”

- The contributions of environment to economies and the social and individual effects of unemployment
- Environmental economic and management
- Theoretical assumptions, cost-benefit models, and indicators of economic growth
- Alternative economic models and indicators: circular economy, recycled economy
- Concepts and phenomena in financial systems and their influence on economic development.
- Environmental economics and green
- Inequalities in the labor market: representation and participation of different social groups, and different income/wages and weekly worktime between countries, sectors, social groups, genders
- Formal and informal labor, labor rights, especially for migrants and refugees, forced labor, 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 environmental projects for promoting economic activities
- Student internships in connection with environmental strategies to improve businesses and economic developments
- Explore possibility for green practices and conservation of resources
- Engage with employers in classroom activities that promote green practices.

DEPARTMENT OF NUTRITION & DIETETICS

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • The course MSc in Nutrition & Dietetics • Topics – Principles of Diet Therapy, Hospital Internship, Dissertation / Summer projects. • The course content directly / indirectly helps in professional development skills in learners, employment and economic growth through nutrition & health support for individuals and communities.
Cognitive Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Understands the relationship between health and nutrition support employment and economic growth, imperative for full productive employment creating decent work environment. • Understand the ethical issues involved in healthcare setup and safeguarding the confidentiality of patient/client details, creating decent work environment. • Understands subject specific research, innovation and entrepreneurship contributing to decent work and a sustainable economy.
Socio-emotional Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Can develop innovative thinking and collaborate with other sectors contributing towards self and employment opportunities for others. • The learner can develop plans for improving workplace physical and psychological health of people through proper nutrition / lifestyle support and disease management.
Behavioural Teaching & learning objectives	<p>At the end of 2nd year and course the learner should be able to,</p> <ul style="list-style-type: none"> • Can help implementation of appropriate guidelines for good physical and mental health at working area, increasing work capacity and outcomes needed for economic models. • The learner can also work on model systems for economic transformation which may provide increased nutrition security and sustainable agriculture. • Can develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • Can plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.

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

- Individual roles & responsibilities to maintain determinants of health and well-being contributing towards economic growth.
- Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development.
- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.

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

- Encouraging student internships in healthcare setups, food industries and related sectors.
- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.
- Engage with employers, resource persons in classroom activities, motivating students to develop work ethics & contributing in economy at individual, family and national levels.
- Strategies to reduce disease related economic burden and promote sustainable health, thus improving work performance and economy.

MSc Sports Nutrition & Management

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Basics of Management; Finance Management; Principles of marketing; Entrepreneurship Development; Internship
Cognitive Teaching & learning objectives	<p>At the end of 1st professional year, the student should be able to</p> <ul style="list-style-type: none"> • understand the concepts of decision making, leadership, employee motivation and quality management and thus contributing towards increasing the profit of an establishment. • understand 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. • understand the relation between employment and economic growth and knows about other moderating factors like a growing labour force or new technologies that substitute jobs. • understand 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	At the end of the program, the student should be able to <ul style="list-style-type: none"> • discuss economic models and future visions of economy and society critically and to communicate them in public spheres. • collaborate with others to demand fair wages, equal pay for equal work and labour rights from politicians and from their employer. • understand how one's own consumption affects working conditions of others in the global economy. • identify their individual rights and clarify their needs and values related to work. • develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.
Behavioural Teaching & learning objectives	At the end of the program, the student should be able to <ul style="list-style-type: none"> • engage with new visions and models of a sustainable, inclusive economy and decent work. • facilitate improvements related to unfair wages, unequal pay for equal work and bad working conditions. • develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • plan and implement entrepreneurial projects. • 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

BSc Food, Nutrition & Dietetics

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

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

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Food processing, Dairy technology, Food chemistry, Community nutrition, Development of value enhanced products, Food preservation and adulteration, Food and Nutrition security, food nanotechnology, Food biotechnology, Food processing and technology industrial/Hospital internship, Food service management
Cognitive Teaching & learning objectives	<p>At the end of 1 & 2nd Professional year, the learner should be able to,</p> <ul style="list-style-type: none"> • Develop value added products development as entrepreneurial approach encouragement • Develop millet based product development as entrepreneurial sustainable approach • Hospital internship programs and menu planning • Food service management related activities • Dairy technology • Research project • Understand about development of value added products from locally available ingredients and their importance • Understands millet based product development as sustainable approach • Concepts of sustained, inclusive and sustainable economic growth, full and productive employment knows about alternative economic models • Understand how innovation, entrepreneurship and new job creation can contribute to decent work as sustainable approach. • Understand about development of different therapeutic food development and menu planning • Understand menu planning importance and budget planning and management in different food service institutes. • Understands the technological aspect of dairy industry • Research projects explore an individual student to get practical exposure in different field of health as well as food industrial sectors
Socio-emotional Teaching & learning objectives	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> • Discuss and disseminate the information on product development and vision of economical development. . • Identify needs of sustainable product development technology

	<ul style="list-style-type: none"> 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	<p>At the end of final year the learner should be able to</p> <ul style="list-style-type: none"> Engage with new product development, inclusive of economy. Facilitate improvements related to new technological development in the field of food industry Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. Plan and implement entrepreneurial projects related with millet Plan and implement entrepreneurial projects.

Topics for SDG8 “Decent Work and Economic Growth”

- The contributions of economies to human well-being, and the social and individual by innovation in the field of new health friendly product development.
- Innovation in new food product development, new technologies and local economies for sustainable development
- Self-entrepreneurial activity development
- Assessment of socioeconomic and nutritional status of an individual, family and community.
- Public spending on health sector and health care budgeting
- Economic impact of various communicable and non-communicable diseases
- National programs, schemes and provisions for economically backward sections of society
- Social security and assistance measures
- Concepts and economic impacts of disasters
- Career opportunities for the students after under graduation and post-graduation in the field of food industries as analyst, product development associates, assistants and in hospitals as dietitian

Learning approaches and methods for SDG8 “Decent Work and Economic Growth”

- Student internship in conjunction with different food industries and other food service sectors like hotel,
- Inviting the eminent entrepreneur for Lecture and talk
- Food industrial visits to explore the knowledge of students
- Family health advisory survey at rural and urban communities to understand overall health and economic status of community
- Community development adoption programmes to horizontally follow up the socioeconomic status factors and to improve community health by nutrition education.
- Problem base learning and case based learning sessions on socioeconomic status
- Assessment and impact of economic status on health and well-being of families
- Visit to health centers to understand the national programs and schemes for economically backward people and budgeting for health programmes
- Developing the enquiry-based project: “What can his/her career contribute to sustainable development?”

DIVISION OF COGNITIVE NEUROSCIENCE AND PSYCHOLOGY

<p>Subject/ topic/ course in regular curriculum relating to SDG 8</p>	<p>Motivation and Job Satisfaction 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. Boredom-Fatigue-Accident Training and Performance Management Training- Objectives-Importance. Methods -Designing the training. Evaluating the training outcomes. Performance Management-Meaning-Scope-Tools of performance management. Competency mapping Consumer Behaviour: consumer behaviour and society. Marketing Environment: Micro-environment – MIS – marketing research – analyzing marketing information – effective marketing segmentation – Macro- environment – suppliers</p>
<p>Cognitive Teaching & learning objectives</p>	<p>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.</p>
<p>Socio-emotional Teaching & learning objectives</p>	<p>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.</p>
<p>Behavioural Teaching & learning objectives</p>	<p>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.</p>

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?”

DIVISION OF MEDICAL PHYSICS

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • Special and Advances Technique of Radiotherapy • Applied Anatomy • Applied Medical Imaging
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • At the end of professional year the learner should be able to align them for carrier, professionalism, time management, study skills. • Describe the health hazards of air, water, noise, radiation and pollution. • Understand the concepts of health economics including planning, programming, budgeting. • Enumerate and describe specific occupational health hazards, their risk factors and preventive measures. • Describe man-made disasters in the world and in India related to Radio-active Isotopes.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • Enumerate the rights and entitlements of differently abelled persons. • Counsel an economically backward family on the utilization of government programs and schemes. • Communicate the importance of health insurance to the individuals and families.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • Assess the impact of illness on the socioeconomic status of the family and vice versa. • Conduct awareness sessions on government programme, schemes for economically backward sections of the society. • Demonstrate adequate knowledge and use of information technology that permits appropriate patient care and continued learning.

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

- Adopting of New technologies in the radiotherapy techniques like IMRT, IGRT,VMAT...
- By the adoption of new technologies in radiotherapy influences the quality of the treatment of cancer patients.

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

Plan and execute the newer technologies in the treatment of cancer leads the quality of the treatment.

By inviting the technical experts to the institution, students and faculties will have the exposure of newer techniques and also visit of sophisticated radiotherapy institutions.

DIVISION OF MEDICAL STATISTICS

Subject/ topic/ course in regular curriculum relating to SDG 8	<ul style="list-style-type: none"> • -Regression and Generalized Linear Models
Cognitive Teaching & learning objectives	<ul style="list-style-type: none"> • The learner understands the concepts of multi variable linear regression model to predict the GDP growth rate using inflation, price of crude oil, interest rates, services, and manufacturing PMI as predictors. • The learner has knowledge about the modeling of nonlinear regression, diagnostics and their plots, variable selection, and model selection. • The learner understands to apply logistic regression for categorical variables. • The learner understands how OLS Regression model for GDP Growth and economic growth analysis can be applied.
Socio-emotional Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can discuss how the regression which is a statistical technique for summarizing the empirical relationship between a variable and one or more other variables. • The learner can develop the growth econometrics. • The learner can understand the analysis of regression to find whether the chosen factors impact GDP per capita. • The learner can develop a vision and plans for their own economic life based on an analysis of their competencies and contexts based on regression models.
Behavioural Teaching & learning objectives	<ul style="list-style-type: none"> • The learner can know the class of generalized linear models (GLM) as regression models with responses from the exponential family of distributions. • The learner can familiar with the exponential family of distributions and know that the normal, the binomial, the Poisson, and the gamma distributions belong to this family • The learner can develop the modeling of nonlinear regression, diagnostics and their plots, variable selection and model selection.

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

- ✓ The contributions of multi variable linear regression model to predict the GDP growth.
- ✓ Comparison between different types of polynomials
- ✓ regression, in the direction of the best determination, both in terms of least square and maximum absolute error between the actual and forecasted data.
- ✓ Polynomial Regression Model of Monetary Policy Rate

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

- ✓ Discussion on the application of different regression models
- ✓ Seminars on the application of logistic regression for categorical variables.
- ✓ Engage with employers in classroom activities
- ✓ Develop an enquiry-based project: “What can my career contribute to sustainable development?”

DIVISION OF GEOINFORMATICS

Subject/ topic/ course in regular curriculum relating to SDG 1	<ul style="list-style-type: none"> • Spatial and temporal analysis of the population parameters, Economic indicators and spatial correlation.
Cognitive Teaching & learning objectives	<p>At the end of 2nd year the learner should be able to</p> <ul style="list-style-type: none"> • Understands the concepts of sustained, inclusive and sustainable economic growth. • Use GIS for visualization, modelling, analysis, and collaboration. • Understand recording and presenting ecological and global geographical data that helps government and private professionals to make better decisions regarding the cities. • Compare Multiple Locations for Faster Decision Making.
Socio-emotional Teaching & learning objectives	<p>At the end of final year the student should be able to</p> <ul style="list-style-type: none"> • The learner can discuss economic models and future visions of the economy and society critically and 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 employers. • The learner can understand how one's own consumption affects the working conditions of others in the global economy. • The learner can identify their individual rights and clarify their needs and values related to work.
Behavioural Teaching & learning objectives	<p>At the end of the program the learner should be able to</p> <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 using GIS. • The learner can develop and evaluate the economic condition and its spatial variation using GIS.

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

- Principles of Economic Gardening Help Local Businesses Thrive using GIS.
- The Right Location for business, Location-Based Problem.
- Reforming Economic Development and Fighting Sprawl with Effective Maps.
- Using Esri Business Analyst for planning project.
- Compare Multiple Locations for Faster Decision Making.
- Mapping Urban Inequalities with GIS.

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 the 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?”



‘Touching the lives of Millions’

Focusing on a purpose as expansive and yet as specific as improving quality of life through Human Development, the JSS Mahavidyapeetha has grown from strength to strength. A long and healthy life, Education for all and a decent standard of living, the indicators of Human development, have been the underlying philosophy of Jagadguru Sri Veerasimhasana Mahasamsthana Math, Suttur Sriksheethra, for centuries. This is also the philosophy for which the Mahavidyapeetha today stands for.

Under the untiring efforts of Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji, the Mahavidyapeetha has witnessed enormous growth in the field of education and today has over 300 institutions under its fold, from kindergartens to postgraduate centres and postdoctoral research catering to the educational needs of more than 1,00,000 students.

The Mahavidyapeetha continues to play an important role in expanding the scope of its activities to several branches of knowledge, welfare, and culture. Its educational efforts span crèches for toddlers of working rural women, schools to impart primary and secondary education in both Kannada and English medium, Colleges, Polytechnics, Technical, Medicine, etc. For realizing its mission, it has equipped itself with an extensive infrastructure and an army of dedicated and highly qualified human resource. These institutions, located in strategic areas, serve a broad spectrum of society, from virtually remote tribal villages to metropolitan cities such as Bengaluru, Noida, New Delhi, Ooty, and Coimbatore, besides their presence in United States, Mauritius, and Dubai.

Apart from formal education, the initiatives stretch to integrated rural development through training and empowering of rural folk, reaching out healthcare to people through modern and traditional Indian systems of medicine, patronizing literary activities, visual arts, performing arts, restoration of temples and historical monuments.

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