

## ‘CONTEXT ‘TO ‘TEXT’ – EXPLORING THE ROLE OF EVS CURRICULUM IN PROMOTING THE SUSTAINABLE DEVELOPMENT GOALS

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### **ABSTRACT**

*The Sustainable Development Goals (SDGs) were declared at the United Nations Conference on Sustainable Development in 2015 as part of agenda 2030 with an aim to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing by the planet Earth and humanity. All 17 Goals are interconnected and covers all aspects i.e. socio economic and environmental dimensions of sustainable development. Goal 6-Clean Water and sanitation is one of the important SDGs. Billions of people in the world, mostly in rural areas, still lack the basic facilities of clean water and sanitation leading to a massive global water crisis. The right to health which is widely recognized by UN member states, is dependent on other human rights, including the rights to safe water and sanitation. Education at all levels play a crucial role in realising these goals and an integrated approach is much needed in Education for sustainable development (ESD). EVS curriculum at primary level has been recognised to play a key role to appreciate, adapt, and contribute to the development of a multidisciplinary perspective of the environment in young learners. As per NCF 2005, the EVS curriculum is presented in a thematic manner to develop an integrated and holistic understanding. This paper explores how these Global Goals are contextualized in the Indian curriculum and how the textbooks designed at the national level portrays the SDGs sequencing from local to global for experiential learning. The objectives of this paper are-- to explore the scope of ‘Sustainable Development Goals’ in EVS curriculum in the primary stage, to understand how the role of the Environmental Studies textbook (NCERT) is reflected for achieving the goals of sustainable development and, to explore various scope in the ways textbooks empower the learners to reflect on their actions accounting current and future environmental impacts. And to understand how the textbooks give directions to encourage the children to act in a sustainable manner. The qualitative research focused on exploring the scopes the Environmental curriculum has to offer in regard to promoting learning objectives of UN Sustainable Development Goal-6 ‘Clean Water and Sanitation – ensure availability and sustainable management of water and sanitation for all’. It followed the methodology of document analysis, studying the content given in EVS primary grade textbooks as the secondary data and mapping with the cognitive and affective aspects of SDGs..The study suggests how the UN Sustainability Development Agenda, which is inherently global in nature can be transacted at the micro level and EVS textbooks as the key resource for knowledge transmission can penetrate the child's milieu to sensitize them at their crucial and receptive age of primary grades.*

**KEYWORDS:** Sustainable Development Goals (SDGs), EVS Curriculum