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NAVNIKA

A JOURNAL OF EARLY CHILDHOOD CARE AND EDUCATION

By Salwan Education Trust

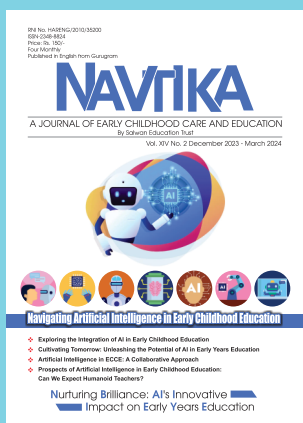
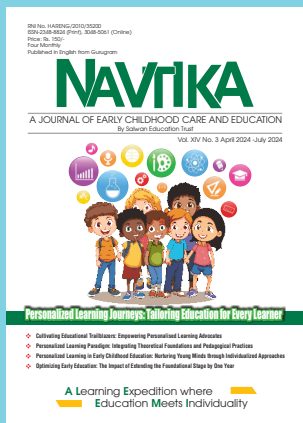
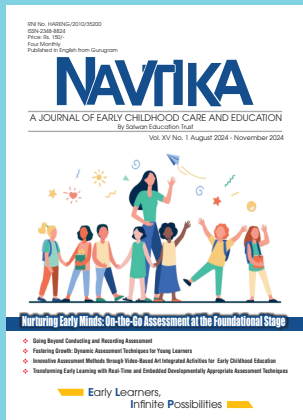
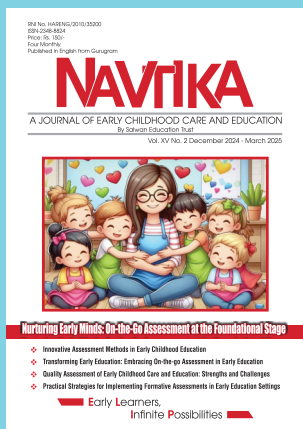
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Building Brighter Futures: Integrating SDGs into Early Learning

- ❖ Strengthening Early Childhood Education in India: NEP 2020, Global Commitments, and the Path to Sustainable Development
- ❖ Building Brighter Futures - Innovative Approaches to Integrating SDGs in Early learners
- ❖ Seeds of Change - Nurturing Global Citizens Through Play and Storytelling in Early Childhood
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Empowering Young Minds,
Shaping Sustainable Futures



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Navtika is a journal that serves as a practical guide for teachers, parents and other caregivers who nurture and monitor children during the foundational years, i.e., three to eight years. It seeks to provide valuable information, deepen knowledge and address parental concerns, empowering teachers and parents to deliver better care. The journal publishes original work based on standards of excellence and expert views.

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FROM THE

EDITOR-IN-CHIEF'S DESK

Building Brighter Futures: Integrating Sustainable Development Goals into Early Learning

Early Childhood Education holds immense potential to influence our collective future. In these early years, children begin to understand their place in the world, form attitudes, and develop a sense of empathy and responsibility. By integrating the United Nations Sustainable Development Goals (SDGs) into early learning, we move beyond traditional pedagogy into a space where education becomes a transformative tool for sustainability, equity, and peace.

This issue of Navtika brings together a diverse collection of voices—educators, researchers, and practitioners—who have reflected deeply on this theme. Through articles, case studies, and field experiences, they offer a rich tapestry of ideas and possibilities on how the Sustainable Development Goals can be woven into the fabric of early childhood education.

As we turn the pages of this issue, we are reminded that theory must translate into action. The real challenge—and opportunity—now lies in implementing these ideas into practice. How do we bring these global goals into the everyday experiences of young learners? How can classrooms, learning environments, and teacher training evolve to nurture not only academic skills but also the values of sustainability, inclusion, and justice?

It is time to take the insights and inspiration offered here and transform them into tangible strategies. Whether it is through curriculum innovation, parent engagement, or community projects, we must now focus on implementation—on making the Sustainable Development Goals visible, relatable, and actionable in our early years' settings.

This edition is both a celebration of thought and a call to purposeful action. Let us commit to building brighter futures, where every child, is empowered to imagine and create a better world.

Warm regards

Dr. (Mrs.) Indu Khetarpal

Editor-in-Chief

*All articles in this issue of Navtika have been peer-reviewed and critically assessed for academic authenticity and accuracy.

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Perspectives from the Guest Editor: Mapping **SUSTAINABLE DEVELOPMENT** Goals into **PRIMARY EDUCATION**

Dr. Subash Chander

In an era where climate anxiety continues to rise and global challenges demand increasingly complex solutions, where the wolf cries feel more real and closer in our backyards, the integration of sustainability principles into education has never been more critical. As educators, parents, and research students, we face a dual responsibility: to prepare children for the realities of environmental challenges while empowering them with the knowledge and mindsets needed to create positive change. I intend here to share the voices emerging from the compilation of articles this edition of Navtika brings forward to its readers. Together, we shall explore how we can meaningfully embed sustainable development goals (SDGs) into primary curriculum frameworks, not as an additional burden on overtaxed educators, but as an engaging, transformative approach to education itself, which blends into our curricula planning. Whether with the aid of technology or through conventional approaches, we will find effective practices. Zhonggen's 2019 meta-analysis in "Educational Technology Research and Development" examined the impact of technology use in mathematics instruction on student learning outcomes. The study found that technology-based interventions generally had a positive effect. **Rieckmann, M.** (2018) also focused on key competencies in education for sustainable development, apart from many other significant studies and shared both sides of using technology as a medium for developing sustainable development goals. We will also investigate how technology and Artificial Intelligence can aid in this iteration, thus achieving the goal of awareness and action.

Sustainability education transcends traditional environmental studies. It represents a holistic framework encompassing social justice, economic viability, cultural preservation, and ecological integrity. Children exposed to sustainability concepts develop stronger systems thinking abilities, enhanced problem-solving skills, and greater empathy. When we introduce sustainability principles early, we're

not simply teaching children about recycling or energy conservation. Rather, we're cultivating a generation that has the capacity to envision alternative futures. There are studies like the one done by Ojala (2012) that share the linkage between hope and climate change among students. These aspects may appear to be minor but have huge implications on students' lives.

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