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**EDUCATORS OF PRIMARY SCHOOL TEACHERS' VIEWS AND  
ACTIVITIES REGARDING EDUCATION FOR SUSTAINABLE  
DEVELOPMENT**

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**ABSTRACT**

The purpose of this research is to examine how primary school teacher educators perceive and implement ESD in their classrooms. The study's overarching goal is to provide light on how teachers understand and implement sustainability ideas into their lesson plans by surveying their perspectives. Personal views, institutional support, and perceived relevance to the primary school curriculum are some of the elements that impact the attitudes towards ESD, which may range from enthusiastic acceptance to ambivalence, according to the research. Educators have recorded a variety of actions, such as integrating sustainability themes into lessons, encouraging students to think critically about environmental challenges, and encouraging group projects that bring people together in meaningful ways. To make sure that primary school teachers of the future are prepared to teach their students about sustainable development, the study points out the pros and cons of incorporating ESD into teacher education programs and stresses the importance of thorough training programs, sufficient funding, and a supportive policy framework.

Keywords: School, Teacher, Education, Students.