

PRACTICES AND AWARENESS OF PRIMARY SCHOOL TEACHERS ON SUSTAINABLE DEVELOPMENT GOALS-2030

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ABSTRACT

The Sustainable Development Goals-2030 (SDGs), established by the United Nations, play a crucial role in shaping global development agendas and addressing social, economic, and environmental challenges across the universe. Education systems play a crucial role in developing sustainable practices among children by fostering awareness, knowledge, and skills essential for a sustainable future. Primary school teachers play a key role in preparing children by creating an environment where the child practices sustainability knowingly or unknowingly. Primary school teachers can enhance awareness about sustainability concepts by incorporating contents related to Sustainable Development into the curriculum, and thereby help students to understand the importance of sustainable practices in their day to day life. To handle this situation the primary school teacher should be aware about the various concepts, policies and different dimensions of Sustainable Development and the importance of sustainable life styles to be practiced in daily life to make a more sustainable world. The main objectives of the study were to identify the extent of awareness of primary school primary school teachers about the Sustainable Development Goals-2030, and to analyse lifestyle practices of primary school teachers in their decision making and day to day activities that support sustainable practices. Survey method was adopted for the study. The perception of primary school teachers about Sustainable Development Goals and their classroom practices were identified using a standardised tool prepared by the researcher. The survey was conducted among the primary school teachers of three districts, as a representation of the population, the primary school teachers of Kerala. 50 primary school teachers, each from Kannur, Thrissur, and Thiruvananthapuram were selected for the study.

Primary school education plays a vital role in developing lifestyles through life practices in their daily life situations. For this the awareness regarding the Sustainable Development Goals-2030 and their practicing possibilities in the classrooms must be well familiar to the teachers. The findings of the study will help to identify the level of awareness on the concept of sustainable development in primary school teachers. Also the study will help to identify and include areas where special attention should be paid to develop interventions in primary school teacher training programs to address the importance of Sustainable Development Goals.

INTRODUCTION

Sustainable Development Goals are an agenda for the times that will ensure comfortable living conditions for everyone. The SDGs-2030 aim to address a wide range of interconnected

global challenges, including poverty, inequality, climate change,

environmental degradation, peace, and justice. Encouraging organic and regenerative farming practices, reduces chemical usage, protects biodiversity, enhances soil health, Integrates trees with crops, benefiting ecosystems and improving nutrition through diversified food sources. It also give importance for promoting solar, wind, and hydro energy, reduces reliance on fossil fuels, encouraging decentralized clean energy systems like solar panels etc.SDGs-2030 advocates for compostable alternatives and better waste segregation to maintain clean environments. Sustainable development is about protecting, conserving the planet's natural environment and promoting social enquiry and a degree of economic equality within and between nations. (Grainger, 2004) In the summit of Rio 2012 an immediate task for the future, a set of 17 goals were put forward called Sustainable development goals which in effect superseded Millennium Development Goals. These goals were action oriented, easy to convey, and applicable to all countries. They are actual guidelines for living in the present with concern for the future of earth and coming generations.

NEED AND SIGNIFICANCE

The three pillars of the Sustainable Development Goals (SDGs) for 2030-economic growth, social inclusion, and environmental protection-are crucial for creating a balanced and sustainable future.(Blewitt,2015) Economic growth drives job creation, innovation, and improved living standards, enabling countries to invest in infrastructure, education, and healthcare. By fostering inclusive economic policies, growth can help lift people out of poverty and reduce inequalities within and among countries. Social inclusion ensures that all individuals, regardless of their background, have access to opportunities and resources, promoting equality and reducing discrimination. By focusing on marginalized groups, social inclusion fosters community engagement and empowerment, leading to more resilient societies. Protecting the environment ensures that natural resources are available for future generations, supporting biodiversity and ecosystem health. Addressing environmental challenges like climate change is essential for safeguarding the planet and face risks to human health and safety. Addressing these areas collectively leads to holistic solutions that benefit societies and the planet as a whole, paving the way for a sustainable future by 2030.

The classroom experiences in primary education fosters curiosity and shapes a child's worldview, which influences their lifelong learning journey. At this stage, children begin to observe, question, and make sense of their surroundings. They start forming ideas about the world, society, and their place in it. The experiences obtained in their classrooms can do much for the students. Classroom discussions and group activities allow students to hear different viewpoints, fostering critical thinking and empathy. Debates and collaborative projects provide a platform for diverse ideas and perspectives. Teachers could introduce new concepts and encourage curiosity, bring abstract ideas to life, through storytelling and examples.

Piaget's cognitive stages of development explain the four stages of development, in which the preoperational stage (2-7 years) and the concrete operational stage(7-12 years) come in the primary classes. Children become much more skilled at pretend play during this stage of development, yet continue to think very concretely about the world around them (Ansoorge 2020). Awareness of the Sustainable Development Goals-2030 (SDGs) among primary

teachers is vital for several reasons. Teachers who practice sustainability and inclusivity could act as role models, showing students how to incorporate SDG principles into

their daily lives. By embedding SDG-related knowledge into the curriculum, teachers can inspire children to take small actions that contribute to larger global changes, preparing them to be active participants in achieving the 2030 agenda.

Primary school teachers can incorporate SDGs-2030 in the lessons where there are slots to address sustainable life practices. By discussing issues from their surroundings, primary school teachers can encourage critical thinking and problem-solving skills in young learners. Direct experiences with these issues and the search for solutions could develop lifelong attitudes and behaviours, leading to more responsible future citizens. Raising awareness of the SDGs-2030 among primary school teachers is essential for fostering generations that understand the importance of sustainable development. By equipping teachers and students, we can create a ripple effect that influences students, families, and communities.

The practices and awareness of primary school teachers on SDGs-2030 could be grouped according to the base of different areas related to different SDGs-2030, even though they are interconnected. To make sustainable practices practical, there are many challenges for primary school teachers on behalf of their professional surroundings, attitude of parents and other stakeholders, etc. According to Lombardordier.com the main eight challenges are zero waste, regenerative nature, dematerialization, resource efficiency, a fair society, a secure society, zero emission adaptation and resilience.

OBJECTIVES

- To find out the awareness of teachers about the Sustainable Development Goals - 2030.
- To analyse sustainable lifestyle practices of primary school teachers.

METHODOLOGY

Quantitative survey was used for data collection. A standardized rating scale prepared by the researcher was used for the survey. The rating scale contains statements regarding the common awareness about the SDGs-2030 and also about life practices on selected seven Sustainable Development Goals - 2030. The seven SDGs - 2030 were eradicating poverty, zero hunger, good health and wellbeing, clean water and sanitation, affordable and clean energy, life on land and life below water. Researcher did a question wise analysis for finding out the awareness of teachers on SDGs-2030 and their life practices.

ANALYSIS AND INTERPRETATIONS

This section investigates the information given by the primary school teachers based on the objective of the study, to find out the awareness of teachers on Sustainable Development Goals-2030. Following table shows the results and discussion of this study.

The first objective was; To identify the extent of awareness of primary school teachers about the Sustainable Development Goals-2030.

Table 1 Extent of awareness of primary school Teachers About the Sustainable Development Goals-2030.

	Low awareness on Sustainable Development Goals-2030.	Moderate awareness on Sustainable Development Goals-2030	High awareness on Sustainable Development Goals-2030
Count	39	81	30
%	26.0%	54.0%	20.0%

Above table shows the level of awareness of primary school teachers about the Sustainable Development Goals-2030, it was clear that 54% of the primary school teachers have Moderate awareness on Sustainable Development Goals-2030, 26% have Low awareness on Sustainable Development Goals-2030 and 20.0% have High level of awareness on Sustainable Development Goals-2030. So it could be clear that the majority of the primary school teachers (54.0%) have a moderate understanding of the Sustainable Development Goals-2030.

With only 20% of primary school teachers having a high awareness of the SDGs - 2030. The data shows that 26% of primary school teachers have a low awareness of the SDGs. This indicates that even if the topic has that much importance in the present scenario, more awareness programs must be implemented among primary school teachers on

SDGs - 2030. The awareness could be achieved through targeted professional development programs and workshops focused on the importance and implementation of SDGs-2030 in education. There is a need for initiatives that could introduce and familiarize, possibly starting with foundational concepts and the relevance of SDGs-2030 to their teaching practices of primary school teachers.

Sustainable development is akin to a kaleidoscope of shapes, colours and patterns that change constantly as we ourselves change, (Blewitt, 2015) emphasizing adaptability and the interconnectedness of human and ecological systems. Knowing the Sustainable Development Goals-2030 (SDGs) is important for primary school teachers because it empowers them to educate and inspire the next generation to address global challenges. Knowledge of the SDGs-2030 enables primary school teachers to introduce local issues in the classroom, making students aware of challenges like poverty, climate change, inequality for taking measures. This fosters a sense of social citizenship among students. Teaching about the SDGs-2030 encourages students to think critically about complex, real-world issues and explore solutions, enhancing their analytical and problem-solving skills. Sustainable development is not a destination but a dynamic process of learning, adapting, and coexisting with the planet's ecological systems. (Orr, 2014) The insights on Sustainable Development Goals-2030 challenge individuals, institutions, and governments to rethink their roles in creating a sustainable future. Primary school teachers play a pivotal role in fostering sustainable development by shaping the knowledge, values, attitudes, and skills of learners. Their influence extends beyond the classroom, contributing to the creation of a more informed and responsible generation that can actively engage in sustainable practices.

Table 2 Number and Percentages response of primary school teachers that support sustainable practices on clean energy

		Count	Column N %
How is the fan used during class	No fan	34	22.7%
	No fan required	70	46.7%
	Used occasionally	46	30.7%
	Fan required	0	0.0%
Has your class made a system to collect inorganic and organic waste separately	Yes	47	31.3%
	Sometimes	15	10.0%
	No	88	58.7%
Do you refuse plastic wraps from shops	Yes	37	24.7%
	Sometimes	79	52.7%
	No	34	22.7%
Do you carry a carry bag when you go shopping	Regularly	30	20.0%
	Sometimes	60	40.0%
	Never	59	39.3%
	32	1	0.7%

Fan Usage: A majority (46.7%) of primary school teachers report that no fan is required during class, while 30.7% use fans occasionally. This suggests an overall moderate reliance on fans, which could be due to effective natural ventilation or climate control

practices. Effective natural ventilation or climate control practices are in place, reducing the need for fan use. Children must be made aware about minimizing energy consumption. Also by utilizing the facilities for an open classroom must be supported in school premises. In the classroom arrangements also, ensure cross-ventilation by keeping windows and doors open, allowing air to flow freely, arrange desks and furniture to maximize airflow pathways, Install vents at appropriate heights to facilitate air circulation etc can minimize the use of fans, thereby minimize the use of energy and make use of clean energy.

Waste Collection System- A significant number of primary school teachers (58.7%) report that their classes do not have a system for separating inorganic and organic waste. This highlights an area where schools can improve their waste management practices. **Refusal of Plastic Wraps-**While 52.7% of teachers sometimes refuse plastic wraps, only 24.7% always do. Encouraging consistent refusal of plastic wraps can help reduce plastic waste.

Carrying a Carry Bag When Shopping - A significant number of primary school teachers (39.3%) never carry a reusable bag when shopping. Promoting the habit of carrying reusable bags can significantly reduce the use of single-use plastics. **Waste Management:** There's a substantial opportunity to improve waste segregation practices in schools. **Plastic Use:** Efforts to reduce plastic usage by consistently refusing plastic wraps and carrying reusable bags should be strengthened. Waste segregation methods must be introduced in schools. Awareness classes promoting environmental responsibility and managing waste efficiently among students must be conducted. Options to collect wastes as biodegradable, non-biodegradable, hazardous, and recyclable wastes must be collected in the leadership of teachers itself at schools. Implementing effective waste segregation methods helps reduce landfill waste, encourages recycling, and teaches sustainable practices. By addressing these areas, schools can foster more sustainable practices among teachers and students.

Table 3 Number and Percentages response of primary school teachers that support

sustainable practices related with eradicating poverty and hunger

		Count	Column N %
Trying to make school lunches nutritious	Regularly	31	20.7%
	Occasionally	33	22.0%
	None	86	57.3%
Do children talk about the importance of nutrition	Regularly	29	19.3%
	Slightly	45	30.0%
	None	76	50.7%
Participating in conservation activities in the school vegetable garden	Yes	23	15.3%
	Sometimes	70	46.7%
	No	57	38.0%
Does your school have a system in place to properly utilize lunch leftovers Have you ensured that all children in the class have access to the necessary nutrients in their diet	Yes	48	32.0%
	Sometimes	23	15.3%
	No	79	52.7%
	Has regularly Doesn't	43 23 84	28.7% 15.3% 56.0%

A significant portion of teachers (57.3%) do not actively try to make school lunches nutritious, indicating a need for greater emphasis on nutrition in school meal planning. 56% do not discuss the importance of nutrition with their children, highlighting the need for more education and discussion around this topic in schools.

Ensuring Children Have Access to Necessary Nutrients: A large portion of primary school teachers (56.0%) have not ensured that all children in their class have access to necessary nutrients, highlighting the need for stronger efforts to address nutritional needs.

Nutritional Focus: There's a significant need to improve the nutritional quality of school lunches and to educate children about the importance of nutrition. **Nutritional Access:** Ensuring all children have access to necessary nutrients is critical and requires more attention.

Participation in Conservation Activities in the School Vegetable Garden: While some primary school teachers (46.7%) sometimes participate in conservation activities, a significant number (38.0%) do not, participate in school garden projects.

Systems to Properly Utilize Lunch Leftovers: More than half of the schools (52.7%) do not have a system in place to utilize lunch leftovers properly, indicating a need for better waste management practices.

Waste Management: Implementing systems to utilize lunch leftovers can reduce waste and promote sustainability. The wastes could be used to produce bio decomposers and for producing biogas for combustion.

These insights indicate key areas for improvement in promoting sustainable practices and nutrition education in schools. By addressing these gaps, schools can foster healthier and more sustainable environments.

Table 4 Number and Percentages response of primary school teachers that support sustainable practices related with good health and well being

		Yes	Some Extent	No
Has it been possible to make the child diagnosed with deficiency diseases healthy through proper instructions and diet	Count	19	107	24
	Row N %	12.7%	71.3%	16.0%
Are you a person who drinks at least four liters of water a day	Count	46	45	59
	Row N %	30.7%	30.0%	39.3%
Do you have a habit of carrying water when you travel	Count	42	24	84
	Row N %	28.0%	16.0%	56.0%
Have you ever participated in a group effort to reclaim a water body that was being polluted	Count	57	62	31
	Row N %	38.0%	41.3%	20.7%
Have you done any water conservation activities with your children from the classroom	Count	70	46	34
	Row N %	46.7%	30.7%	22.7%

Making Children Healthy through Proper Instructions and Diet: The majority (71.3%) of primary school teachers believe they have been able to make children diagnosed with deficiency diseases healthier to some extent through proper instructions and diet, indicating a positive impact of nutritional guidance in schools.

Drinking at least four liters of water a day: About one third of our body consists of water. For proper functioning and metabolic activities in our body sufficient amount of water is must. Only 30.7% of primary school teachers consistently drink at least four liters of water daily, while 39.3% do not, highlighting a potential area for promoting better hydration habits. A significant number of primary school teachers (56.0%) do not have the habit of carrying water when traveling, suggesting a need for encouraging this sustainable and health-conscious practice. Carrying a permanent (reusable) water bottle while traveling offers benefits for health, convenience, the environment, and even finances. Using a permanent water bottle reduces plastic waste. Single-use plastic bottles contribute to pollution and take hundreds of years to decompose. By carrying a reusable bottle, it could minimize the environmental footprint and help protect the natural ecosystem.

Participating in Group Efforts to Reclaim Polluted Water Bodies: The majority of primary school teachers (41.3%) have participated in group efforts to some extent, and 38.0% have fully engaged in such activities, indicating good community involvement in

environmental conservation. A significant number of primary school teachers (46.7%) have engaged in water conservation activities such as protecting unused wells and ponds nearby schools by organising protective programs and conducting awareness classes for the neighbours. Also the activities included surveys among the people who were unknowingly included in these pollution activities, preparing posters and banners to exhibit nearby the polluted water bodies etc. An active involvement in water conservation activities with students highlights the importance of sustainability education in schools. These insights can guide further actions to improve sustainable practices and health habits among primary school teachers and students, fostering a more sustainable and health-conscious community.

Table 5 Number and Percentages response of primary school teachers that support sustainable practices related with good health and well-being and life above soil

		Yes	Some Extent	No
Do you like fried foods packed in envelopes	Count	33	90	27
	Row N %	22.0%	60.0%	18.0%
Plastic covers used to pack things at home for recycling Collecting and giving	Count	43	14	93
	Row N %	28.7%	9.3%	62.0%
Using cloth bags	Count	34	44	72
	Row N %	22.7%	29.3%	48.0%
Using an ink pen	Count	62	54	34
	Row N %	41.3%	36.0%	22.7%
At home, are kitchen condiments kept in plastic containers	Count	34	78	38
	Row N %	22.7%	52.0%	25.3%

Preference for Fried Foods Packed in Envelopes: A significant majority (60.0%) have some preference for fried foods packed in envelopes, indicating a moderate inclination towards this practice, which can have sustainability implications related to packaging and health. Throwing wrappers, covers, and other waste in the surroundings negatively impacts the environment, human health, and local communities. Wrappers and covers, especially those made of plastic, contribute to land and water pollution. They take years to decompose and release harmful chemicals into the soil and water, contaminating natural ecosystems. Animals may mistake discarded wrappers for food, leading to ingestion that can cause choking, malnutrition, or death. Plastics, in particular, are harmful to both terrestrial and marine animals. The chemicals from non-biodegradable wrappers seep into the soil, affecting soil health and reducing its fertility. This makes it harder for plants to grow, disrupting the local ecosystem and agricultural productivity. Additionally, harmful chemicals from wrappers, especially if they are burned, release toxic fumes that can cause respiratory issues for people nearby. Littering makes public spaces, parks, and natural landscapes look dirty and unwelcoming,

affecting community well-being and reducing the aesthetic value of the environment that may affect the tourism possibilities also.

Recycling Plastic Covers: The majority of primary school teachers (62.0%) did not give plastic covers used at home for recycling, highlighting deny an opportunity for better waste management practices and recycling habits. **Using Cloth Bags:** Almost half of the teachers (48.0%) do not use cloth bags, suggesting a significant potential for promoting the use of reusable bags to reduce plastic waste. **Using ink Pen:** A good proportion of teachers (41.3%) regularly use ink pens, which is a positive habit. However, promoting sustainable pen usage, such as refillable pens, can further enhance this practice.

Storing Kitchen Condiments in Plastic Containers: The majority (52.0%) of primary school teachers store kitchen condiments in plastic containers to some extent, indicating a common reliance on plastic, which presents an opportunity to encourage the use of sustainable alternatives like glass or metal containers. Plastic bottles commonly used in the kitchen can impact health in various ways, especially when used to store or heat food and beverages. Certain plastics contain chemicals like BPA (Bisphenol A) and phthalates which can leach into water and food, especially when bottles are exposed to heat. These chemicals can disrupt hormones and cause health issues like reproductive problems and some cancers. The micro plastics produced from plastic utensils may accumulate in human bodies to affect metabolic functioning. There is more chance for hygienic problems like growth of mycobacteria with plastic bottles since it is harder to clean thoroughly than other materials

like glass or stainless steel. If they are not recycled systematically these may contribute to environmental pollution also, as these plastics degrade in water bodies, releasing toxins which can end up in the food chain, indirectly affecting all organisms.

Table 6 Number and Percentages response of primary school teachers that support sustainable practices related with life above soil and life below water

		Yes	Some Extent	No
Do you maintain a garden at home	Count	13	109	28
	Row N %	8.7%	72.7%	18.7%
Are you involved in school garden maintenance	Count	30	74	46
	Row N %	20.0%	49.3%	30.7%
Does your class have a garden	Count	52	53	45
	Row N %	34.7%	35.3%	30.0%
Do you give instructions to prevent careless disposal of plastic in school	Count	42	17	91
	Row N %	28.0%	11.3%	60.7%
Are you undertaking	Count	29	59	62

activities to protect biodiversity in the school	Row N %	19.3%	39.3%	41.3%
Do you listen to the news about dumping waste into the sea	Count	38	37	75
	Row N %	25.3%	24.7%	50.0%

Maintaining a Garden at Home: The majority of primary school teachers (72.7%) maintain a garden at home to some extent, reflecting a significant level of engagement in personal gardening. However, only a small percentage (8.7%) are fully committed to this practice at their home.

Involvement in School Garden Maintenance: Half of the primary school teachers (49.3%) are involved in school garden maintenance to some extent, indicating a moderate level of participation in school gardening activities. The school curriculum insists for a bio-diversity park to help in learning activities of the classroom, to get the children's hands own experiences from the environment. 41.3% primary school teachers are not involved in activities to protect biodiversity, suggesting a need for more initiatives to engage them in biodiversity conservation.

Listening to News about Waste Dumping in the Sea: 50.0% primary school teachers did not stay informed about waste dumping in the sea, indicating a gap in awareness about significant environmental issues. Dumping of wastes including e-wastes causes far reaching effects on the ecosystem. Marine organisms take plastic as their food by mistake which causes their death. The micro plastics cause indigestion and reproductive problems in marine organisms. Reducing plastic pollution requires urgent and coordinated global action, involving stricter regulations on plastic production, better waste management systems, and more widespread use of biodegradable alternatives. Primary school teachers should deliberately include discussions about these pollution related topics in their Classrooms.

FINDINGS

- 20% primary school teachers have high awareness on the concept of Sustainable Development Goals-2030. 37% were partially aware about SDGs-2030. 43% have never noticed about the concept and importance of SDGs-2030. This suggests a need for enhanced professional development and training programs focused on SDGs-2030
- Teachers' efforts to make school lunches nutritious and educate children on the importance of nutrition are inadequate. This calls for more robust initiatives to enhance nutritional education for primary school teachers and ensure that all children have access to a healthy diet, which is essential for their overall development and learning.
- Teachers' participation in community efforts such as reclaiming polluted water bodies and protecting biodiversity is moderate. Increasing engagement in these activities can foster a stronger sense of environmental stewardship and community involvement among teachers and students.
- 30% regularly open their windows during class time and 58.7% make use of sunlight, ie, clean energy in their daily classes.
- Grama Panchayats are encouraged to create awareness about plastic waste management

and set up village-level sheds for segregation and storage of plastic waste in rural as well as in urban areas. But 62% of primary school teachers didn't make use of plastic waste recycling facilities, which are provided by local government through programs like Haritha Karma Sena, Swach Bharat Mission etc

- Dumping of industrial waste, sewage, and other hazardous materials into the ocean pollutes the water and degrades marine habitats. The sea shore especially in the tourist areas are polluted much with plastic wastes. 50% primary school teachers are not having concern about the waste dumping in oceans and its consequences.
- 46% primary school teachers participated in water body conservation activities with their children at school. They took initiative for conducting world water day celebrations, by including programs like seminars on water conservation, role plays in their school nearby places and protection of water bodies like public wells, ponds etc.
- Engagement in personal and school gardening, recycling and proper waste management practices are not consistently followed among primary school teachers. This indicates a need for more structured programs and policies that promote sustainable practices consistently among primary school teachers.

The researcher suggests some recommendations with regard to the study done on perception and practices of primary school teachers in Sustainable Development Goals-2030 among primary teachers as follows. Initiating comprehensive educational campaigns focused on sustainable practices, energy conservation, and water usage can help inculcate habits of sustainable practices among teachers and students alike. Integrating lessons on sustainable living, environmental impact, and resource conservation into the school curriculum can raise awareness and promote sustainable habits from a young age. Encouraging community-based projects and activities that emphasize sustainable practices can create a broader impact and foster a culture of sustainability. Policymakers can develop guidelines and incentives for adopting sustainable practices in schools and homes, ensuring long-term commitment and adherence.

CONCLUSION

On considering the present school curriculum, there are slots in the text books to discuss the importance of Sustainable Development Goals. Teachers can incorporate SDG-related topics like climate change, pollution, biodiversity etc in science classes. Teachers can encourage students to undertake activities that address specific SDGs. This hands-on approach helps students to understand real applications and the importance of sustainable development.

The study on the practices and awareness on Sustainable Development Goals (SDGs) 2030 of primary school teachers reveals several key insights: While a significant number of teachers demonstrate moderate awareness of SDGs-2030, only a small proportion exhibit a high level of awareness and engagement. This underscores the need for enhanced professional development and training focused on SDGs-2030 to deepen their knowledge and commitment. Primary school teachers exhibit a mix of sustainable and unsustainable practices in their daily lives. The study suggests that primary school teachers could become more effective advocates for sustainability, thereby fostering a culture of environmental responsibility and stewardship

in their schools and communities. For this the authorities like curriculum experts and textbook writers should pay more attention to incorporate activities to develop more sustainable life practices. The study underscores the importance of integrating sustainability education into the school curriculum. By doing so, primary school teachers could more effectively impart knowledge and practices related to SDGs-2030, helping students to develop a lifelong commitment to sustainability.

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