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Awareness of Sustainable Development Among Pre-service Teacher Educators in India

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ABSTRACT This paper aims to investigate the status of awareness of sustainable development among pre-service teacher educators in India, taking into consideration factors such as gender, institution type, teaching experience, and regional disparity. The study was conducted in India adopting Descriptive Survey Design where 600 pre-service teacher educators from 14 institutions offering postgraduate education programs were selected as the sample. The findings revealed that pre-service teacher educators had moderate awareness of sustainable development, with no significant differences based on gender, institution type, or teaching experience. However, significant differences were observed among different regions in India. The study recommends the need of incorporating multidisciplinary, context-specific, and pluralistic education for sustainable development in the teacher education curriculum, with special emphasis on addressing regional disparities. This study contributes to the understanding of the awareness of sustainable development among pre-service teacher educators in India and provides insights for developing sustainable competencies among teachers for achieving sustainable development goals.