

**Transformative Teaching within Educare Model: Empowering Development through upskilling Capacity, Advocacy and Resourceful Education****Sheena Thomas and Shibani Basu Dubey**Department of Education,
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Email: sheenathomas@bsssbhopal.edu.in*Received: 12th Nov. 2024, Revised: 20th Nov. 2024, Accepted: 24th Nov. 2024, Published: December 2024***ABSTRACT**

Teachers truly shape the future of our children, and therefore, the future of our nation. It is important to understand that the teachers' beliefs may shape student outcomes. These beliefs influence how teachers interact with students, design their curriculum, and manage their classrooms. For instance, if a teacher believes that all students can succeed with effort and support, they are more likely to provide personalized attention and encouragement to each student, fostering a positive learning environment. Hence it is imperative to analyse the role of teachers in building a healthy society. The paper deals with the contemporary requirements of teaching - learning as a process. The aim of learning should be to contribute to the society in a holistic manner and for that the role of a teacher becomes strategically important.

Keywords: ICT, IKS, Value education, sustainable education, responsibility, knowledge, belief

How to cite this article:

Thomas S and Dubey S.B. (2024): Transformative Teaching within Educare Model: Empowering Development through upskilling Capacity, Advocacy and Resourceful Education. *Annals of Education*, Vol. 10[4] Dec. 2024: 19-26.

INTRODUCTION

Education, to any Nation, plays a pivotal role in fostering well-being and driving development forward. The Indian school education system is amongst the most renowned in the world. India has one of the largest networks of schools in the world. India has around 15 lakh schools, more than 97 lakh teachers, and more than 26.5 crore students from varied socio-economic backgrounds. During the last five decades, the system has grown manifold in size both in terms of institutions and enrolment (Ranjan, 2001). National Education Policy 2020 (NEP 2020) places the teacher at the centre of the fundamental reforms in the education system in India. The Right to Education (RTE) Act, 2009 lays out the expectations from teachers and quality of teaching will ensure that the child in school will have positive educational experiences that lead to empowerment through education.

Teaching is considered one of the noblest professions globally and is associated with social progress. Teacher is the essence of education, without teachers' education will not run effectively (Rahmatulla H, 2022). "If teachers are the most important in-school factor influencing the quality of students' learning, the competencies of those who educate must be of the highest order".

Teachers are the backbone of a robust education system, which our Prime Minister has time and again emphasized. A teacher, on an average, serves for thirty years and teaches three generations. A good teacher can make or mar a whole village or community.

There is a huge disparity to what can be termed as an ideal teacher and a teacher who is in the classroom by chance indifferent to shoulder the responsibilities of spearheading education per say. The disparity also becomes evident through the 2023 ASER report wherein the gap between private and government schools' students' learning ability has been widening and that almost 29 per cent of rural students choose to pay around Rs 100 to private schools to get education. Besides, they also pay between Rs 100 and Rs 200 for private tuition.

This is an indicator of a gruesome situation where students are facing the apathy of teachers more so in government schools compared to private. To clarify the situation further, the teachers are selected through a proper screening system which indicates that they are proficient teachers. The question is why in spite of the proficiency there is a lag in the learning outcomes. The grassroot level research shows that the teachers in the Government sector are involved in multiple roles at multiple levels in various capacities thus losing effectiveness in classrooms.

Effective teachers engage students in active learning—debating, discussing, researching, writing, evaluating, experimenting, and constructing models, papers, and products in addition to listening to and reading information, watching demonstrations, and practicing skills. Effective teachers use many different tools to assess how their students learn as well as what the students know (Hammond, 2007).

In 2047, when India celebrates its 100th year of independence we visualize a “Viksit Bharat”- a developed and prosperous India- where education takes centre stage. We must imagine an education system that empowers all Indians, fosters inclusive growth, and equips them for the challenges and opportunities of the 21st century. India is undergoing changes in the knowledge landscape. Time has come when we need to rethink and redesign the roles of an effective and efficient teacher. NEP 2020 is the country's first education policy of the 21st century, and it aims to address the many growing developmental imperatives of our country.

It is important to understand that the teachers’ beliefs may shape student outcomes. These beliefs influence how teachers interact with students, design their curriculum, and manage their classrooms. For instance, if a teacher believes that all students can succeed with effort and support, they are more likely to provide personalized attention and encouragement to each student, fostering a positive learning environment. On the other hand, if a teacher holds negative beliefs about certain groups of students or doubts their abilities, it can create barriers to learning and hinder academic achievement. Therefore, fostering positive beliefs among teachers and promoting awareness of how their beliefs impact students is crucial for creating an inclusive and effective educational environment. Teachers’ belief system acts like a cobweb, the Pygmalion effect, also known as the Rosenthal effect, which is a psychological phenomenon where higher expectations lead to an increase in performance. In an educational context, the Pygmalion effect refers to the idea that when teachers have high expectations for their students, those students tend to perform better academically. This occurs because teachers’ beliefs about their students’ abilities influence their behavior and interactions with those students. When teachers believe that their students are capable, they may provide more opportunities for learning, offer greater support and encouragement, and give constructive feedback that fosters growth and success.

Conversely, the opposite of the Pygmalion effect is known as the Golem effect, where lower expectations lead to decreased performance. When teachers have low expectations for their students, they may inadvertently communicate those beliefs through their actions, such as providing less challenging assignments, offering less support, or giving negative feedback that reinforces students’ self-doubt. The Pygmalion effect highlights the importance of teacher beliefs and expectations in shaping student outcomes. By fostering a positive and supportive classroom environment, where all students are believed to have the potential to succeed, teachers can empower their students to achieve their goals and reach their full potential.

Teachers play a key role in shaping the future, unlocking every learner’s potential, and achieving the Sustainable Development Goal 4 of inclusive and equitable quality education (UNESCO)

Teachers shape the future by nurturing young minds, instilling values, and fostering a love for learning. Acting as mentors, they provide support and guidance during students’ academic journey. Additionally, teachers contribute to societal progress by preparing students to be informed and responsible citizens. Beyond academics, they influence character development and ethical understanding.

In the ever-evolving landscape of education, the role of a teacher extends beyond the traditional boundaries of imparting academic knowledge. As society grapples with multifaceted challenges, the need for holistic education becomes increasingly apparent. This holistic approach encompasses not only the cognitive development of students but also the cultivation of values, an understanding of sustainability, the appreciation of indigenous knowledge, capacity building, and

the seamless integration of technology. This comprehensive perspective shall aim to equip learners with the skills and mindset necessary to navigate the complexities of the modern world. Teachers play a pivotal role in shaping the future generations, and their influence goes beyond the confines of the classroom. Teaching is far more complicated than simply delivering content, and learning is far more complicated than simply receiving it. Educators have multifaceted responsibilities of exploring how they can actively contribute to the promotion of value education while incorporating sustainability, indigenous knowledge, capacity building, and technology into their teaching methodologies.

THE FIVE SEGMENTS OF MANDATORY PROCESSES MAY INCLUDE

- Role of contemporary Teachers with reference to Use of Technology
- Role of Contemporary Teachers with Reference to Sustainable Development
- Role of contemporary Teachers with reference to Value based Education
- Role of contemporary Teachers with reference to Indigenous Teaching
- Role of contemporary Teachers with reference to Capacity Building

ROLE OF CONTEMPORARY TEACHERS WITH REFERENCE TO USE OF TECHNOLOGY

In the dynamic landscape of education, contemporary teachers are pivotal figures steering the convergence of traditional teaching methodologies with the transformative influence of technology. Beyond conventional approaches, these educators are pioneering a seamless integration of digital tools, fostering an environment where learning transcends boundaries. Their role extends to that of digital mentors, guiding students through a curriculum that not only imparts knowledge but also cultivates digital fluency and innovative problem-solving skills. This intentional incorporation of technology into the educational journey equips students with the skills necessary for navigating an increasingly tech-driven world. Thus, contemporary teachers are not merely facilitators of information but architects of an educational paradigm where technology enhances and enriches the learning experience. People's anxiety and resistance to new technology are frequently a result of their development and application. A collective lack of awareness often fuels this hostile attitude (Pooja, 2022). One of the most important aspects of technology in education is its ability to level the field of opportunity for students. --John King, U.S.

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For all the possibilities of technology-enabled learning, it also creates challenges the teachers and learners shall face as the teaching community embraces the changes necessary to realize its potential. With the proliferation of devices and applications, it becomes important to build educators' understanding of and ability to serve as ethical mentors for the learners regarding technological amalgamation in the process of teaching and learning. The infrastructural requirements to incorporate ICT in teaching learning also poses a matter of concern both at school levels and in HEI's.

As we bridge the digital divide in schools and homes across the country, we also should build educator capacity to ask students to take part in new and transformational learning experiences with technology. This will require more than sharing tips in the faculty lounge or after-school professional development for educators. The Hooper and Rieber's (1999) five phases of technology use talks of (familiarization, utilization, integration, reorientation, evolution) to categorize the teachers' efforts. Hooper and Rieber (1999) described five phases of teachers' use of technology: familiarization, utilization, integration, reorientation, and evolution. The five stages are defined as: 1- Familiarization, learning the "how-tos" of using technology, 2- Utilization, trying the technology, but will not miss it if taken away, 3- Integration, using technology for certain tasks; designated uses, 4- Reorientation, using technology for more than delivery of content; focus is more on student learning and, 5- Evolution, continuing to evolve, adapting and integrating technology. Typically, teachers do not progress past the utilization stage to the evolution stage, where they use technology seamlessly in their instruction. Examining what occurs during the time of a student's initial teacher education preparation and their teacher induction can potentially advance how teacher educators further use technology as a "partner" both in context and in fostering development and opportunities for the students.

ROLE OF CONTEMPORARY TEACHERS WITH REFERENCE TO VALUE EDUCATION

In the ever-evolving landscape of education, the role of contemporary teachers extends far beyond the traditional transmission of knowledge. A crucial aspect of their responsibility is the cultivation of values that shape individuals into responsible and ethical citizens. This study delves into the multifaceted role of teachers in promoting value education, examining the significance of instilling values in the context of the modern world and its challenges.

Value education is a holistic approach that aims to impart core values, ethics, and principles to individuals, preparing them to navigate life's complexities with integrity and purpose. While academic knowledge is undeniably important, the development of values is equally crucial for nurturing well-rounded individuals capable of contributing positively to society. Contemporary teachers are at the forefront of this transformative process, guiding students towards the acquisition of ethical values that transcend the confines of the classroom. The teachers need to take up the role of Moral Guides thus shaping the character and morality of Gen-Z. Beyond the curriculum, teachers are instrumental in modelling ethical behaviour, instilling virtues such as honesty, respect, empathy, and responsibility. Through their actions and words, teachers influence students' understanding of right and wrong, fostering an environment where values are not just taught but lived. What is needed is not moral policing but rather an approach of inherent value system which can be catered by teachers who take the profession passionately and feel connected with the learners and concerned for their well being. Fostering a culture of respect can be a step in the direction to build strong ethics. Teachers play a pivotal role in creating a classroom culture where respect for oneself and others is paramount. By cultivating an atmosphere of open communication, active listening, and mutual understanding, educators lay the foundation for a respectful and inclusive learning environment. In doing so, they contribute to the development of values that promote tolerance, acceptance, and cooperation among students. Further, integrating values into the curriculum by structuring the curriculum and adopting an appropriate pedagogy which provides a healthy learning space is the need of the hour. Contemporary teachers should effectively shoulder the responsibility of integrating values seamlessly into the academic curriculum for envisaging a *Viksit Bharat* that stands on the strong pedestal of *Vikas* and *Virasat*. Beyond standalone lessons on ethics, teachers can infuse values into various subjects, demonstrating the relevance of ethical considerations in real-world scenarios. Whether it is in mathematics, science, literature, or history, educators can facilitate discussions and activities that highlight the ethical dimensions of the subject matter, fostering a holistic understanding of values.

Experiential learning has a lot of potential to foster values in learners. Value education goes beyond theoretical knowledge; it necessitates experiential learning that allows students to apply values in practical situations. Teachers can design projects, case studies, and simulations that require students to make ethical decisions, thereby reinforcing the importance of values in everyday life. This hands-on approach not only enhances the understanding of values but also equips students with the skills to navigate moral dilemmas in the future.

Another aspect which needs to be explored is nurturing social and emotional intelligence of learners. Developing empathy and compassion among learners will have a long lasting impact in building a morally upright generation. Contemporary teachers are required to play a crucial role in nurturing social and emotional intelligence, with a focus on developing empathy and compassion. Through literature, discussions, and interactive activities, educators can expose students to diverse perspectives and life experiences, fostering a deep understanding of others' feelings and challenges. This empathetic foundation is essential for the cultivation of values that promote kindness, altruism, and a sense of social responsibility.

Teachers have to manage the emotional well-being of learners so that an emotionally balanced generation is created which has resilience and motivation further leading to an emotionally healthy society. In the contemporary classroom, teachers are increasingly called upon to address the emotional well-being of students. By creating a supportive and empathetic learning environment, educators thus contribute to the development of emotional resilience and self-awareness. Teaching students to manage stress, build positive relationships, and express their emotions constructively aligns with the values of well-being and mental health. A part of emotional well-being is to encourage critical reflection and decision-making among learners. It

also includes facilitating ethical decision-making. Teachers empower students to engage in critical reflection, encouraging them to question, analyse, and evaluate situations from an ethical standpoint. This process of ethical decision-making is foundational to value education, as it equips students with the skills to navigate complex moral choices in their personal and professional lives. Contemporary teachers act as facilitators, guiding students through reflective exercises that promote ethical reasoning.

Fostering Autonomy and Responsibility will truly add to the essence of Value education to empowering students to take responsibility for their actions and decisions. Contemporary teachers need to foster a sense of autonomy by providing opportunities for students to make choices within ethical frameworks. This gradual shift towards autonomy encourages a sense of responsibility, where students understand the consequences of their decisions on themselves and others, reinforcing the importance of values in shaping their future.

A sound, happy and healthy emotional quotient will help the students to address contemporary Challenges. In the current digital era, students have to learn to navigate technological influences. In this digital age, teachers face the challenge of navigating the influence of technology on values. Social media, online platforms, and digital communication shape the worldview of contemporary students. Teachers must address issues related to digital ethics, online behavior, and the impact of technology on interpersonal relationships, guiding students to use technology responsibly and ethically.

ROLE OF CONTEMPORARY TEACHER WITH INDIGENOUS KNOWLEDGE SYSTEMS

Denis Vaz (2024) writes in an optimistic note "As India embarks on its transformative journey to revitalize its education system through the integration of IKS, substantial changes are anticipated, ultimately culminating in a more resilient and inclusive educational framework for the country". Inclusion of IKS as a critical element of Indian education is reflected in the fundamental principle of "a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions" of NEP 2020. It envisions an education system rooted in Indian ethos. According to Kautilya, Education shall aim at three outcomes as characteristics in graduates : विद्या - Creation of New Knowledge, विवेक- Wisdom to use the right knowledge in right time & place for right purpose, and विचक्षणता- the skillsets to get the proper results of knowledge in real life. These outcomes are possible only when the Education System is properly balanced with the integration of knowledge and skills in an appropriate manner. In today's education, organisation of knowledge content "what to know" has taken over the best of knowledge seeking 'inquiry', i.e., "how to know".

The entire Indian Knowledge Tradition has always focused on 'how' rather than 'what'. Secondly, the advent of new technologies has pushed humanity into big trouble. Human existence has been severely challenged. Natural human skills are in question. In order to handle this difficult situation, new skill sets are to be skillfully introduced in the Neo education system. Not only the skills to use the technologies, but also the life skills to use the knowledge in life, are very important. Disproportionate skilling in education has damaged the process of creation of knowledge. Mere knowledge sans practice has taken it to death. Ancient Indian wisdom plays a very important role in this balancing act. Integration of IKS brings such a balance in Indian Education for life.

Chinsebu and Amunyela (2015) have identified several key barriers to the effective integration of indigenous knowledge, including a lack of skilled personnel, insufficient documentation, and cultural differences among lecturers and students. According to Jackson, *et al.* 's study (2016), teachers who lack knowledge of indigenous knowledge, thus possessing underdeveloped pedagogical content knowledge (PCK), become demotivated when attempting to incorporate indigenous knowledge into their teaching. Therefore, the recruitment of indigenous educators is crucial for the successful integration of indigenous knowledge in higher education institutions

In the ever-evolving landscape of education, the role of contemporary teachers has become increasingly crucial, particularly when it comes to integrating Indigenous Knowledge Systems (IKS) into the curriculum. Indigenous knowledge, rooted in the deep understanding of the environment, community, and culture, holds immense value in fostering a holistic and sustainable

approach to education. This project explores the pivotal role of modern educators in embracing and promoting Indigenous Teaching with a focus on IKS.

India is known for its rich cultural traits which have incorporated environmental well-being since ages. Embracing Indigenous Knowledge which has scientific proofs needs to be revitalized. Indigenous knowledge is rich and has been woven through generations, often carrying profound insights into sustainable living and harmonious coexistence with nature. There is growing recognition of the importance of incorporating Indigenous knowledge into Initial Teacher Education (ITE) programmes to address Indigenous students' unique cultural and educational needs (Berryman *et al.* 2019; De Santolo, Fogarty, and Nakata 2016; Kovach 2010; Walter 2013). Teachers can play a crucial role in recognizing, respecting, and incorporating indigenous knowledge into the educational framework. By doing so, educators contribute to a more inclusive and culturally diverse learning environment, fostering a deeper appreciation for the wisdom embedded in indigenous traditions. Understanding Indigenous Knowledge Systems should be the key priority in the domain of IKS.

Before delving into the role of contemporary teachers, it is essential to grasp the significance of Indigenous Knowledge Systems. IKS represents the cumulative wisdom, practices, and skills that have been passed down through generations within indigenous communities. It encompasses a diverse range of knowledge, including traditional ecological knowledge, medicinal practices, oral traditions, and cultural rituals. IKS is deeply embedded in the interconnectedness of nature, community, and spirituality, providing a unique perspective on life and the world.

ROLE OF CONTEMPORARY TEACHERS WITH REFERENCE TO CAPACITY BUILDING

Capacity building in education refers to the process of enhancing individuals' and communities' abilities, skills, and knowledge to effectively meet their needs and aspirations. This concept underscores the pivotal role of modern educators in fostering a supportive and dynamic learning environment. The contemporary educator's role includes contributing to the holistic development of students, which involves more than just academic instruction. Teachers are now seen as key players in the emotional and social development of their students. They create environments that promote resilience, empathy, and interpersonal skills, preparing students to navigate and contribute to an increasingly complex society.

Moreover, teachers also play a crucial role in the professional development of their colleagues. By fostering a collaborative culture and sharing best practices, educators can collectively enhance the teaching profession. This collaborative approach not only improves individual teaching practices but also strengthens the overall education system.

The modern teacher's role is multifaceted, extending far beyond traditional instruction to encompass the holistic development of students and the capacity building of the educational community. By embracing these expanded responsibilities, teachers can profoundly influence their students' futures, foster a supportive and dynamic learning environment, and contribute to the continuous improvement of the education system at large. This comprehensive approach ensures that students are well-equipped to meet the challenges of the future, embodying the true essence of lifelong learning.

In today's dynamic educational landscape, the role of teachers extends far beyond the mere transmission of knowledge. Effective implementation of novel pedagogies requires a deep understanding of teachers' multifaceted roles and responsibilities within transformed classrooms. Empowering students for lifelong learning is a cornerstone of contemporary education. Modern educators are tasked with cultivating critical thinking, problem-solving skills, and a passion for continuous learning. Beyond traditional instruction, teachers employ innovative methods, encourage curiosity, and provide opportunities for self-directed exploration. This approach develops students who are adaptable and resilient in an ever-changing world.

In addition to academic skills, nurturing students' social and emotional capacities is crucial. Contemporary teachers create supportive and inclusive learning environments where students feel valued and understood. Strategies such as social-emotional learning (SEL) help students develop self-awareness, empathy, and interpersonal skills, fostering emotional intelligence essential for personal and professional success.

Capacity building also involves fostering collaborative learning communities within schools. Teachers play a key role in cultivating a culture of collaboration among colleagues, administrators, and support staff. Through effective communication, shared goals, and a commitment to continuous improvement, teachers enhance the collective capacity of the school community, leveraging diverse strengths and expertise to improve educational outcomes.

Professional development and teacher empowerment are integral to capacity building. Teachers engage in ongoing learning experiences, workshops, and collaborative projects to enhance their teaching skills and knowledge of pedagogy. By actively participating in professional development, teachers not only improve their own capacities but also contribute to a culture of continuous improvement within the school.

In the digital age, integrating technology into teaching practices is essential. Contemporary teachers must build their digital literacy skills and incorporate technological tools that enhance student engagement and learning outcomes. They guide students to become responsible digital citizens, equipping them with the skills needed to navigate the digital landscape safely and ethically.

Research has consistently shown that the beliefs and attitudes of teachers have a profound impact on students' academic performance. Abhijit Banerjee and Esther Duflo, in their book *Poor Economics*, highlight that children are likely to give up on school when their teachers convey, either explicitly or implicitly, that they are not capable of mastering the curriculum (2011, p. 271). This underscores the critical role that teacher expectations play in shaping students' self-perceptions and academic trajectories.

Building on this, Burgess and Greaves (2013) argue that teachers' beliefs significantly influence students' own beliefs about their academic prospects. When teachers have high expectations and believe in their students' abilities, it can lead to increased student motivation and better academic outcomes. Conversely, low expectations can be detrimental, leading to a self-fulfilling prophecy where students internalize negative perceptions and underperform as a result.

ROLE OF CONTEMPORARY TEACHERS WITH REFERENCE TO SUSTAINABLE DEVELOPMENT

A good quality education is an essential tool for achieving a more sustainable world. This was emphasized at the UN World Summit in Johannesburg in 2002 where the reorientation of current education systems was outlined as key to sustainable development. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required creating a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning. According to Savelyeva (2017), the dominant Western sustainability discourse is based on an anthropocentric conception, where nature needs to be managed within the three pillars of sustainability: ecological, economic and societal sustainability. In the 21st century, the role of teachers has transcended traditional boundaries, expanding beyond the conventional dissemination of knowledge. Contemporary educators find themselves at the forefront of fostering sustainable development, addressing global challenges that demand a holistic and interconnected approach.

Sustainable development, as defined by the United Nations, is the process of meeting the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses environmental, social, and economic dimensions, emphasizing a balanced and harmonious coexistence between humanity and the planet. In recent years, the urgency of addressing issues like climate change, poverty, and inequality has underscored the critical role of education in achieving sustainable development goals.

No doubt, under the said circumstances, teachers emerge as agents of Change. Since they are assigned with the immense responsibilities of shaping values and mindsets, they are required to shoulder the responsibility efficiently. Having said that, contemporary teachers play a pivotal role in shaping the values and mindsets of the next generation, another aspect comes to the forefront

that education is not merely about transferring information; it is about instilling a sense of responsibility, empathy, and environmental consciousness. Teachers are tasked with nurturing a generation that understands the interdependence of ecosystems, appreciates cultural diversity, and embraces the principles of sustainability.

According to the goal of twenty-first century education, Bell (2016) suggested that conventional teaching models must shift to a transformative style of education in order for humankind to learn how to live more sustainably. Integrating Sustainable Practices into Curriculum shall provide a roadmap to the teachers. To effectively contribute to sustainable development, teachers must integrate principles of sustainability into the curriculum across various subjects. Whether it is in science, mathematics, literature, or social studies, educators can incorporate themes related to environmental conservation, social justice, and ethical decision-making. This interdisciplinary approach ensures that students develop a holistic understanding of sustainability and its relevance in diverse contexts.

Education, it is well known, required reform from the foundation, which takes time. The policies need to be changed and the people involved in imparting education also need to be re-trained. The basic planning took ten years. The National Education Policy 2020 is testimony that the grassroots planning has been done. It's education, and education alone, which can affect a permanent transformation. The nation is now ready for fast changes and transformation to the *Vikshit Bharat 2047*. The dream will transform into reality when the processes be made concrete and strong by incorporating these five elements of holistic growth.

ACKNOWLEDGMENT

The Paper is curated as a part of the research project sanctioned by IITE, Gujarat.

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