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Education 5.0 and the Role of Teacher Education: Reimagining Teacher Preparation for Human-Centered, Ethical, and Sustainable Learning

Dr. Kanai Sarkar

Assistant Professor,
Bhuvan Malti College of Education,
Motihari (Bihar, India)
E-mail: sarkarkanai944@gmail.com

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Abstract:

Education 5.0 represents an emerging vision of educational transformation that seeks to integrate advanced technologies, human-centered learning, ethical responsibility, creativity, collaboration, and sustainable development. Moving beyond technology-driven models of educational innovation, this perspective emphasizes the development of learners who can use digital and intelligent systems meaningfully while exercising empathy, critical judgment, social responsibility, and reflective thinking. Teacher education occupies a pivotal position in this transformation because teachers must be prepared not merely to operate technological tools but also to design inclusive learning experiences, facilitate inquiry, address ethical dilemmas, and support the holistic development of learners. This article examines the conceptual foundations of Education 5.0 and analyses the role of teacher education in preparing teachers for emerging educational demands. Adopting a qualitative conceptual research design, the study employs documentary analysis of educational policies, international frameworks, and relevant scholarly literature on teacher professional development, educational technology, and human-centered education. The analysis suggests that meaningful preparation requires an integrated approach encompassing digital and artificial intelligence literacy, pedagogical content knowledge, inclusive education, assessment literacy, reflective practice, and ethical decision-making. It further highlights the importance of sustained professional development, practice-based preparation, institutional collaboration, and equitable technological infrastructure. The article argues that Education 5.0 should not be interpreted as technological modernization alone, but as a human-centered educational orientation in which technology serves educational purposes. Teacher education must therefore become a transformative professional process that connects technological competence with human dignity, educational equity, and sustainable social development.

Keywords: *Education 5.0, teacher education, human-centered pedagogy, digital competence*

Introduction:

Education has continuously evolved in response to changes in society, economic structures,

scientific knowledge, and technological development. From traditional teacher-centered instruction to learner-centered, constructivist, competency-based, and digitally supported learning environments, educational practices have undergone substantial transformation. However, contemporary educational challenges extend beyond the transmission of knowledge or the adoption of digital tools. Educational institutions are increasingly expected to nurture creativity, critical thinking, ethical judgment, emotional intelligence, collaboration, adaptability, and social responsibility. These expectations have intensified debates about the purposes of education and the professional preparation required for teachers. Within this context, the concept of Education 5.0 offers a useful framework for reconsidering the relationship between technology, human development, and educational transformation.

The terminology surrounding Education 5.0 is still developing, and its meaning varies across national and institutional contexts. It should therefore not be treated as a universally standardized educational model with a single definition. Broadly, Education 5.0 can be understood as a human-centered approach to education that seeks to combine technological innovation with holistic development, ethical responsibility, creativity, collaboration, and societal well-being. Whereas technology-oriented educational models may prioritize digital infrastructure, automation, artificial intelligence (AI), and data-driven instruction, Education 5.0 asks a more fundamental question: how can technological advancement contribute to meaningful human development? In this sense, technology becomes a means of improving education rather than an end in itself.

The distinction is important because access to technology does not automatically produce educational quality. UNESCO's Global Education Monitoring Report 2023 emphasizes the need to evaluate educational technology in relation to context, evidence, equity, and the interests of learners. Digital interventions may support access, personalized learning, and resource development, but their educational value depends on how they are designed and implemented. The Indian educational context provides a significant policy foundation for this discussion. The National Education Policy 2020 advocates multidisciplinary teacher preparation, experiential learning, professional development, and the integration of Indian knowledge, values, and contemporary pedagogical practices. It also envisages stronger connections between teacher education institutions and schools (Ministry of Education, Government of India, 2020).

Teacher education institutions must consequently reconsider the organisation and content of their programmes. Digital literacy should be connected with pedagogical content knowledge, inclusive education, classroom assessment, educational research, and professional ethics. Prospective teachers should learn to design technology-supported lessons, critically evaluate AI-generated material, protect learners' data, develop low-cost teaching resources, and adapt instruction to linguistic, cultural, and socioeconomic diversity. School internships should provide opportunities to experiment with educational innovations under experienced mentorship. In-service professional development should

similarly support teachers in evaluating new tools, sharing practices, and reflecting on classroom evidence.

Against this background, the present article examines Education 5.0 as a human-centred orientation for educational transformation and investigates the implications of this orientation for teacher education. It focuses on the competencies teachers require and the curricular, institutional, and policy reforms needed to develop them. The article aims to contribute a theoretically grounded framework for reimagining teacher education in ways that connect technological advancement with educational quality, social justice, human dignity, and sustainable development.

Objectives of the Study:

1. To analyse the pedagogical, technological, ethical, and professional competencies required of teachers for implementing the principles of Education 5.0.
2. To examine the curricular, institutional, and policy reforms required to transform teacher education in accordance with the human-centered and inclusive vision of Education 5.0.

Research Methodology:

The study adopts a qualitative conceptual research design supported by documentary analysis and a thematic synthesis of relevant literature. This approach is appropriate because the central purpose is to clarify an emerging educational concept, interpret its implications for teacher preparation, and develop a theoretically informed framework rather than measure variables or test statistical relationships.

Sources of information:

The documentary base comprises selected scholarly books and journal literature on teacher education, pedagogical content knowledge, reflective practice, constructivism, and educational technology, together with policy documents and international frameworks. Principal sources include the National Education Policy 2020, UNESCO's Global Education Monitoring Report 2023, and UNESCO's AI Competency Framework for Teachers (2024). These are considered alongside foundational contributions by Piaget, Vygotsky, Schön, Shulman, and Mishra and Koehler.

Scope and limitations:

The article is a conceptual and document-based study, not a systematic review or an empirical investigation. It does not claim exhaustive coverage of all Education 5.0 literature, nor does it present original participant data. The conceptual use of Education 5.0 is explicitly human-centred and should be distinguished from specific national models that may use the term differently. The analysis consequently offers an interpretive framework and propositions for further research rather than causal conclusions about the effectiveness of a particular teacher education intervention.

Objective-wise Analysis and Interpretation:

Objective: To analyse the pedagogical, technological, ethical, and professional competencies

required of teachers for implementing the principles of Education 5.0

The first objective examines the competencies required to prepare teachers for an educational environment in which technological innovation must be integrated with human development. The literature suggests that teacher competence in Education 5.0 cannot be reduced to digital proficiency. It requires a coordinated set of pedagogical, technological, ethical, interpersonal, and reflective capabilities.

Theme 1: Technological and artificial intelligence literacy

Technological literacy is a foundational requirement because teachers increasingly encounter digital learning platforms, AI-assisted content generation, learning analytics, virtual simulations, and adaptive learning applications. However, competence requires more than operating software. Teachers must understand the purposes, limitations, and implications of the technologies they employ.

Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework provides a valuable theoretical foundation. It proposes that effective technology integration depends on the interaction of technological knowledge, pedagogical knowledge, and content knowledge. Applied to Education 5.0, this means that teachers should select technologies according to the subject matter, learning objectives, learners' characteristics, and classroom context.

For example, a teacher educator preparing prospective science teachers might demonstrate how a digital simulation can support the understanding of abstract scientific processes. The prospective teacher should then evaluate whether the simulation improves conceptual understanding and identify circumstances in which physical experiments or teacher demonstrations remain more appropriate.

UNESCO's AI competency framework strengthens this argument by connecting AI literacy with human agency, ethics, pedagogy, and professional learning (Miao & Cukurova, 2024).

The interpretation is that technology should be treated as an object of critical professional judgement rather than as an unquestionable solution to educational problems.

Theme 2: Pedagogical innovation and learner-centred teaching

Education 5.0 requires teachers to move beyond exclusive reliance on lectures, rote memorisation, and standardised classroom routines. Inquiry-based learning, collaborative projects, problem-based learning, experiential activities, and interdisciplinary tasks can provide opportunities for learners to construct knowledge and develop transferable competencies. Shulman's (1986) concept of pedagogical content knowledge further indicates that subject expertise must be transformed into effective teaching practices. Consequently, teacher education programmes should provide opportunities to design lessons, conduct microteaching, analyse learner misconceptions, and evaluate the educational value of innovative methods.

A practical example is a teacher educator asking B.Ed. students to design a lesson on environmental sustainability using local case studies, collaborative inquiry, and optional digital

resources. Assessment would consider not only factual knowledge but also reasoning, teamwork, and the ability to propose contextually relevant solutions.

Theme 3: Ethical judgement and responsible use of technology

The growing use of AI introduces ethical responsibilities into everyday teaching. Teachers must consider privacy, informed consent, bias, accessibility, authorship, misinformation, and the appropriate boundaries of automated decision-making. UNESCO's framework places human-centred thinking and AI ethics among the core dimensions of teacher competence (Miao & Cukurova, 2024). The interpretation is that ethical competence should be integrated into professional preparation rather than taught as a separate theoretical topic. Prospective teachers should examine realistic situations involving AI-generated assignments, student data, automated feedback, and unequal access to educational platforms.

For instance, when an AI tool generates different levels of feedback for students, a teacher must determine whether the feedback is accurate, fair, understandable, and appropriate for the learners concerned. The teacher remains responsible for the educational decision even when a technological system contributes to it. This position is consistent with UNESCO's (2023) emphasis on evaluating educational technology in relation to human interests, equity, and context.

Theme 4: Inclusion, emotional intelligence, and interpersonal competence

A human-centred educational model must recognise that learners differ in their abilities, languages, social backgrounds, interests, emotional needs, and opportunities for participation. Teachers therefore require inclusive pedagogical competence, empathy, communication skills, conflict-resolution abilities, and sensitivity to learner diversity.

Vygotsky's (1978) sociocultural perspective supports the importance of social interaction and cultural context in learning. In practical terms, teachers should be able to use multilingual explanations, differentiated tasks, accessible learning materials, peer collaboration, and flexible assessment methods.

A prospective teacher working in a linguistically diverse classroom, for example, may combine the regional language with the language of instruction to explain a difficult concept. Digital translation may assist, but the teacher must verify its accuracy and ensure that learners are not disadvantaged by linguistic or technological barriers.

Theme 5: Reflective practice and professional autonomy

Schön (1983) conceptualizes professional learning as an ongoing process of reflection on practice. In Education 5.0, reflective competence enables teachers to evaluate whether a technology-supported lesson achieves its intended outcomes, whether learners participate meaningfully, and whether adjustments are required. Teachers should be encouraged to maintain reflective journals, analyze assessment evidence, participate in peer observations, and undertake small-scale classroom inquiries. Such practices can help them distinguish genuine educational improvement from

technological novelty.

Digital and AI literacy must be connected with pedagogical content knowledge, ethical judgment, inclusive practice, emotional intelligence, and reflective autonomy. The teacher's role is consequently evolving from that of a primary transmitter of information towards that of a learning designer, facilitator, ethical decision-maker, mentor, and reflective professional. Technology can expand teachers' capabilities, but educational judgment and responsibility must remain central to professional practice.

Objective: To examine the curricular, institutional, and policy reforms required to transform teacher education in accordance with the human-centered and inclusive vision of Education 5.0

The second objective considers the structural changes required to translate the principles of Education 5.0 into teacher preparation. Individual teacher competence is necessary but insufficient. Teachers work within institutions whose curricula, assessment systems, infrastructure, leadership, and professional-development opportunities influence their practices. Accordingly, the transformation of teacher education requires coordinated curricular and institutional reform.

Theme 1: Curriculum restructuring and multidisciplinary integration

Teacher education curricula should integrate educational technology and AI with educational psychology, philosophy, sociology, subject pedagogy, assessment, inclusive education, and professional ethics. Technology should not be confined to a separate course that remains disconnected from teaching practice.

The TPACK framework of Mishra and Koehler (2006) offers a basis for such integration. A technology component becomes educationally meaningful when prospective teachers learn to select tools in relation to disciplinary concepts, learners' needs, and instructional objectives. Similarly, Shulman's (1986) work supports the integration of subject knowledge with pedagogical reasoning. In the Indian context, NEP 2020 provides a relevant policy foundation through its emphasis on multidisciplinary teacher preparation, experiential learning, and school-linked professional practice (Ministry of Education, Government of India, 2020). Teacher education institutions could operationalise these priorities through interdisciplinary projects, digital lesson-design assignments, AI-supported teaching demonstrations, and critical analysis of educational case studies. Such activities would enable prospective teachers to connect theory with classroom decision-making.

Theme 2: Practice-based preparation and school–institution partnerships

A significant reform priority is to strengthen the relationship between teacher education institutions and schools. Professional competence cannot be developed entirely through lectures or written examinations. Prospective teachers need supervised opportunities to design instruction, manage classrooms, assess learning, address diversity, and reflect on their decisions.

For example, B.Ed. programmes could organise supervised school-based projects in which

student-teachers identify a learning difficulty, design a low-cost or technology-supported intervention, implement it with mentor guidance, and document evidence of learner engagement. The purpose would not be to assume that technology necessarily improves learning, but to train prospective teachers to evaluate its usefulness.

Theme 3: Faculty development and institutional capacity

Teacher educators themselves require sustained professional development. Institutions cannot effectively prepare future teachers for Education 5.0 if their faculty members lack opportunities to develop digital competence, evaluate AI applications, update pedagogical practices, or conduct relevant research.

Professional development should therefore move beyond one-time orientation programmes towards continuing learning through workshops, collaborative lesson design, peer mentoring, communities of practice, and classroom-based inquiry. UNESCO's AI competency framework explicitly recognises professional learning as a dimension of teacher competence (Miao & Cukurova, 2024).

Institutional leadership also matters. Teacher education institutions need access to reliable connectivity, appropriate devices, accessible digital resources, technical assistance, and clear procedures governing privacy and responsible AI use. These resources should support educational purposes rather than function merely as indicators of institutional modernisation.

Theme 4: Assessment reform and evidence-informed practice

Conventional assessments may reward theoretical recall without adequately measuring the competencies required for Education 5.0. Teacher education programmes should therefore combine written examinations with lesson portfolios, teaching demonstrations, reflective journals, classroom observations, collaborative projects, and research-based assignments.

Assessment should examine whether prospective teachers can justify their choice of technology, adapt instruction to learners' needs, evaluate AI-generated content, and recognise limitations in digital assessment. These tasks would align assessment with professional judgement rather than the mere reproduction of information.

Theme 5: Equity, contextual relevance, and policy implementation

Education 5.0 reforms must account for inequalities in digital access, institutional resources, language, disability inclusion, and socioeconomic circumstances. A curriculum designed exclusively around high-cost platforms may be unsuitable for institutions serving underserved communities.

Teacher education should therefore include low-bandwidth teaching strategies, open educational resources, multilingual materials, accessible content design, and non-digital alternatives. In the Indian context, these approaches can be connected with NEP 2020's emphasis on Indian languages, contextual learning, and equitable educational opportunity (Ministry of Education,

Government of India, 2020).

Institutions should also establish practical guidelines for AI use, including data protection, transparency, academic integrity, human oversight, and procedures for reviewing technology-supported assessment. Policy implementation should be supported by funding, faculty development, institutional monitoring, and opportunities to evaluate outcomes.

The objective indicates that Education 5.0 requires systemic rather than isolated reform. Curriculum integration, supervised school experience, faculty development, authentic assessment, inclusive infrastructure, and responsible technology policies must operate together. Teacher education institutions should become professional learning environments in which prospective teachers and teacher educators jointly investigate educational problems, experiment with appropriate solutions, and evaluate the consequences of their decisions. The success of this transformation will depend less on the number of digital tools introduced than on the quality, fairness, and educational relevance of their use.

Discussion and Conclusion:

The analysis of both objectives indicates that Education 5.0 should be understood as a human-centred orientation to educational transformation rather than merely the next stage of technological development. Its significance lies in the relationship it establishes between technological possibilities and the broader purposes of education. The central question is not whether teachers should use artificial intelligence, digital platforms, or automated assessment, but whether these resources contribute to meaningful learning, learner autonomy, equity, ethical responsibility, and holistic development.

The first objective highlights the multidimensional nature of teacher competence. Technological literacy is essential, but it becomes educationally valuable only when integrated with pedagogical knowledge, disciplinary understanding, reflective practice, and ethical judgement. This interpretation is consistent with Mishra and Koehler's (2006) TPACK framework, which positions effective technology integration at the intersection of technological, pedagogical, and content knowledge. It also extends the discussion by emphasising that professional competence in Education 5.0 must include responsibility for learners' dignity, privacy, participation, and well-being.

This suggests that teacher education should avoid two extremes: technological resistance that prevents teachers from exploring potentially beneficial innovations and technological enthusiasm that overlooks limitations, ethical risks, or unequal access.

The second objective demonstrates that the development of competent teachers requires institutional support. Curriculum reform alone cannot ensure meaningful change if teacher educators lack appropriate preparation, school internships remain disconnected from contemporary classroom realities, or assessment continues to prioritise memorisation. Similarly, access to digital infrastructure will have limited educational value if teachers are not prepared to Nevertheless, the practical

implementation of these aspirations requires attention to differences in institutional capacity, geographical location, language, and socioeconomic circumstances. A technology-rich model that works in a well-resourced institution cannot automatically be transferred to a rural or resource-constrained setting without contextual adaptation.

A further implication concerns the professional identity of teachers. As AI systems become capable of generating explanations, lesson plans, questions, and feedback, teachers must develop stronger capacities for interpretation, judgement, mentoring, and the creation of meaningful learning relationships. Their value should not be measured simply by their ability to reproduce information that digital systems can generate. Rather, teachers must help learners evaluate information, understand diverse perspectives, resolve disagreements, exercise judgement, and apply knowledge responsibly.

However, these interpretations must be understood within the methodological boundaries of the present study. The article synthesizes concepts and policy directions; it does not establish empirically that Education 5.0 interventions improve student achievement or teacher effectiveness. Future research should investigate these relationships through classroom observations, interviews with teacher educators, surveys of prospective teachers, and longitudinal evaluations of teacher preparation programmes. Comparative research across well-resourced and underserved institutions would be particularly useful in understanding how institutional conditions shape implementation.

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