



TEACHING AND TRAINING PRACTICES OF B.ED. TRAINEES: A STEP TOWARDS MULTICULTURAL ECOLOGY

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RESEARCH ARTICLE



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Abstract

This paper explores the multicultural teaching and training practices followed in the B.Ed. programme at the Department of Education, Visva-Bharati, and examines their role in promoting inclusive and equitable teacher education. In the context of increasing cultural diversity, the study highlights how these practices prepare future teachers to meet the diverse cultural, linguistic, and social needs of learners. The study adopted a descriptive survey method. Using purposive sampling, 100 B.Ed. students and 5 teachers of the 2025 batch were selected. Data were collected using teacher and student questionnaires analysed based on the study objectives. The findings reveal that multicultural teaching practices, including real-life examples, respect for cultural diversity, equity pedagogy, work education, cultural participation, and experiential learning, promote inclusive attitudes and cultural sensitivity. Both teachers and students expressed positive perceptions of multicultural education, recognising its role in fostering empathy, mutual respect, inclusive teaching strategies, and student confidence. However, challenges such as language barriers, diverse learning styles, classroom management issues, and limited curricular inclusiveness continue to affect its implementation. The study concludes that multicultural teaching and training practices are essential for preparing future teachers to manage culturally diverse classrooms through inclusive pedagogical approaches and supportive institutional practices.

Keywords: *Multicultural Education, Teaching Practices, Training Practices, B.Ed. Programme, Teacher Education, Equity Pedagogy, Cultural Diversity, Inclusive Education*

Introduction

In the era of globalization, educational institutions are becoming progressively more culturally diverse reflecting diversity in language, religion, ethnicity, culture, and socio-economic backgrounds. This growing diversity has transformed classrooms into dynamic spaces where students from varied cultural backgrounds engage with one another learn and grow together. Such diversity offers valuable opportunities for fostering mutual respect, tolerance, collaboration, and democratic values. Nevertheless, it also brings several challenges culturally responsive pedagogical approaches that require teachers to adopt inclusive for every student.

In this context, Multicultural education is now recognized as a key component of teacher education. It prepares prospective teachers to appreciate cultural diversity, address the varied learning needs of students, and create classrooms where every learner feels respected, valued, and included. Effective teaching and training practices—such as inclusive pedagogy, experiential learning, collaborative activities, culturally responsive instruction, and equitable assessment—help teacher trainees develop cultural competence, empathy, critical thinking, and social responsibility. These competencies are fundamental for building a multicultural ecology in education, where diversity is viewed as a valuable resource rather than a barrier.

The B.Ed. programme at Vinaya Bhavana, Visva-Bharati University provides a distinctive multicultural learning environment. Students representing different states, languages, cultures, religions, and social backgrounds study together, creating rich opportunities for intercultural interaction and collaborative learning. The programme encourages teaching and training practices that promote inclusivity, cultural understanding, and respect for diversity, thereby preparing future teachers to work effectively in multicultural classrooms.

Multicultural ecology refers to an educational environment where cultural diversity is acknowledged, respected, and integrated into everyday teaching-learning practices. It emphasizes equal participation, social justice, cooperation, and culturally responsive pedagogy, supporting students from different backgrounds to thrive academically and socially. Teacher education institutions

play a vital role in nurturing such an ecology by equipping future teachers with the knowledge, skills, values, and attitudes required for inclusive education.

Against this background, the present study investigates the teaching and training practices followed in the B.Ed. programme at Vinaya Bhavana, Visva-Bharati University as a step towards multicultural ecology. It seeks to explore the nature of multicultural teaching and training practices, understand the perceptions of teachers and student-teachers regarding their effectiveness, and identify the challenges encountered in implementing multicultural education. The findings of the study are expected to contribute to strengthening inclusive teacher education and promoting culturally responsive teaching practices in diverse educational contexts.

Review Of Literature

Eza Qurnia Hayati, A. Suradi, Khairul Bahrin, & M. Arifky Pratama (2025) Had conducted a study titled "Benefits of Multicultural Society from Various Fields." The research focused on exploring the advantages of multicultural societies and the role of cultural diversity in promoting creativity, innovation, economic growth, tolerance, and global awareness. The study adopted a qualitative review of existing literature based on secondary sources such as books, journals, and academic articles. The findings revealed that multicultural societies enhance communication, creativity, empathy, tolerance, economic development, and social unity, thereby contributing to a society that is more inclusive and harmonious. Hardiono, K.N.A. et al. (2024) Had conducted a study titled "Multicultural Education and Its Advantages for Students." The research investigated how multicultural education benefits students. The study relied on a review of relevant literature. The findings showed that multicultural education develops critical thinking, tolerance, and cultural awareness, promotes respect for diversity, reduces stereotypes, and encourages inclusive and open-minded attitudes.

Syafi'l et al. (2024) Had conducted a study titled "Religious Considerations in Educational Policy in a Multicultural Society." The study aimed to examine the role of religious considerations in educational policies within multicultural societies. The investigation was based on library research and published sources by analyzing relevant literature. The findings showed that inclusive educational policies promote tolerance, social integration, and equality while protecting the rights of minority groups. Mardhiah et al. (2024) Had conducted a study titled "Internalization of Multicultural Education in Improving Students' Multicultural Competence." The study aimed to examine how multicultural education improves students' multicultural competence. A qualitative Meta-Synthesis method was used by analyzing 27 research articles. The findings showed that multicultural education enhances students' cultural awareness, tolerance, and respect for diversity, while promoting openness and positive social interaction. Hardikar & Natu (2024) Had conducted a study titled "Indian mythological narratives through the lenses of gender and multicultural perspectives." The study explored Indian mythological stories from gender and multicultural perspectives. Using literary analysis and interviews, the findings showed that contemporary retellings promote inclusivity, challenge traditional narratives, and enrich cultural understanding by presenting diverse perspectives. Qomi H. Zehara S. (2024) Had conducted a study titled "Effect of Multicultural Educational Environment on Diverse Students' Academic Performance." The study explored the experiences of overseas students in multicultural classrooms using semi-structured interviews. The findings revealed that language and communication barriers affect students' academic performance and adjustment. However, supportive teachers and inclusive educational environments help promote respect, understanding, and successful learning. Lizama Portillo, H. (2023) Had conducted a study titled "Impact of Culture on Student Academic Achievement in the Classroom." The study examined how culture influences students' academic achievement using interviews and surveys. The findings showed that recognizing students' cultural backgrounds, maintaining supportive teacher-student relationships, and using culturally responsive teaching improve student engagement, confidence, and academic success while promoting inclusion and equity. Imai, M. (2023) Had conducted a study titled "Educational Outcomes of Multicultural Curriculum." The research investigated how a multicultural curriculum influences students' participation and academic performance by analysing secondary data obtained from the NAEP 2010 data base. The results indicated that implementing only a multicultural curriculum did not lead to a significant improvement in test scores or student engagement, suggesting that effective multicultural education requires inclusive teaching practices and broader structural changes.

Lieu, C. (2022) Had conducted a study titled "The Quest for Equity: Multicultural Education." The study explored the importance of multicultural education in ensuring equity for diverse students. A qualitative case study using interviews was conducted. The findings showed that multicultural education promotes inclusion and empowerment by valuing students' identities and voices, helping to reduce the exclusion of marginalized groups. Ferrell, J. (2022) Had conducted a study titled "A Literature Review of Multicultural Education Practices to Support Marginalized Communities." The study reviewed the benefits of multicultural education and its role in supporting marginalized students using a literature review method, the findings showed that multicultural education promotes equity, strengthens teachers' cultural competence, reduces discrimination, and supports the academic and social well-being of students from diverse backgrounds. Beqiri, T. & Sylaj, V. (2021) Had conducted a study titled "The Perception of Multiculturalism and the Impact on the Social Sphere of Pupils." The study examined the impact of multiculturalism on students' social development using standardized questionnaires. The findings showed that multiculturalism promotes tolerance, openness, and positive socialization among students, although non-native students face some challenges that can be addressed through parental and school support. Parker, J. L. (2019) Had conducted a study titled "Multicultural Education as a Framework for Educating English Language Learners in the United States." The study explored how multicultural education supports English Language Learners (ELLs) in higher education through a literature-based approach. The findings showed that

multicultural education promotes inclusion, reduces bias, and improves learning outcomes by creating an empowering and culturally responsive educational environment.

Gay, G. (2018) Had conducted a study titled "Culturally Responsive Teaching: Theory, Research, and Practice." The study examined how culturally responsive teaching improves learning in diverse classrooms. Using a literature review and classroom case studies, the findings showed that culturally responsive teaching validates students' cultural identities and enhances their academic achievement, motivation, and classroom engagement. Sleeter, C. (2018) Had conducted a study titled "A Framework to Improve Teaching in Multicultural Contexts." The study examined how teachers can apply multicultural education to improve teaching in diverse classrooms. Using a case study approach, the findings showed that integrating students' cultural backgrounds, using culturally responsive teaching, and building positive teacher-student relationships improve academic achievement and classroom inclusion. Alghamdi, Y. (2017) Had conducted a study titled "Multicultural Education in the US: Current Issues and Suggestions for Practical Implementation." The study reviewed the benefits, challenges, and implementation of multicultural education in the United States. Using a literature review and conceptual analysis, the findings showed that multicultural education promotes inclusion, reduces prejudice and achievement gaps, and requires trained teachers and culturally responsive school practices for effective implementation. Gorski, P. (2017) Had conducted a study titled "Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap in Multicultural Contexts." The study explored how multicultural education and equity literacy can reduce educational inequalities. Using a theoretical framework and case studies, the findings showed that equity-focused multicultural education helps teachers challenge stereotypes and better support marginalized students, reducing opportunity gaps. Sirotova, M. (2016) Had conducted a study titled "Multicultural Society from the View of University Students." The study explored university students' perceptions of multicultural society in Slovakia. Using a quantitative survey and questionnaire, the findings showed that university education positively influences students' attitudes toward multiculturalism and increases their openness to cultural diversity. Pathak, S. & Raees, S. A. (2015) Had conducted a study titled "Impact of Multicultural Education on Students' Personality in India." The study examined the impact of multicultural education on students' personality development using primary and secondary data. The findings showed that multicultural education promotes tolerance, cooperation, global understanding, and overall social and personal development, while encouraging teachers to become more culturally aware and unbiased.

Sleeter, C. & Stillman, J. (2005) Had conducted a study titled "Standardizing Knowledge in a Multicultural Society." The study examined how curriculum standards shape knowledge and learning in multicultural societies through critical analysis of California's curriculum standards. The findings showed that curriculum standards often privilege certain knowledge and perspectives, highlighting the need for more inclusive and culturally diverse educational practices. Witsel, M. (2003) Had conducted a study titled "Teaching and Learning Issues in the Multicultural Classroom." The study explored the challenges of teaching in multicultural classrooms using qualitative observations and interviews. The findings showed that cultural and language differences affect communication and teaching effectiveness, but cultural awareness, flexibility, and continuous experience help teachers build confidence and create effective learning environments.

Objectives of the Study

To identify different multicultural teaching practices followed in B.Ed. programme.
To identify different multicultural training practices followed in B.Ed. programme.
To examine teacher and student perspectives regarding the impact of multiculturalism on learning and teaching.
To identify the major challenges faced by the B.Ed. students in multicultural classrooms.

Research Questions

What are the different multicultural teaching practices followed in the B.Ed. programme?
What are the different multicultural training practices followed in the B.Ed. programme?
What are the teachers' and students' perspectives regarding the impact of multiculturalism on learning and teaching?
What are the major challenges faced by B.Ed. students in multicultural classrooms?

Methodology

The present investigation employed a descriptive survey design to explore multicultural teaching practices followed in the B.Ed. programme of the Department of Education, Visva-Bharati. The participants included teacher educators and B.Ed. students from the 2025 batch.

- **Population and Sample:** The population comprised all teacher educators and B.Ed. students of the Department of Education. From this population, 100 B.Ed. students and 5 teacher educators were selected through purposive sampling, as they were actively involved in multicultural teaching and learning activities within the programme.
- **Research Tools:** The study used two researcher-developed questionnaires for data collection—one designed for B.Ed. students and the other for teacher educators. These instruments were prepared after reviewing related literature, considering the research objectives, and seeking guidance from the research supervisor. Suggestions from experts were incorporated to improve the quality of the questionnaires, and the final versions were validated through expert evaluation before administration.
- **Data Collection Procedure:** Formal approval was obtained from the concerned authorities of Vinaya Bhavana, Visva-Bharati, before the data collection process began. The questionnaires were distributed among the selected teacher educators and

B.Ed. students, and their responses were collected systematically. The gathered information was then organized and prepared for analysis in line with the objectives of the study.

Findings of the Study

Objective-1: To identify multicultural teaching practice followed in B.Ed. programme.

Real-life examples: Teacher educators use examples from different cultures and backgrounds to promote inclusive teaching.

Consideration of geographical differences: Student-teachers are trained to adapt teaching according **cultural norms and diversity**: The programme encourages respect for different cultures, languages, and traditions.

Development of social values: It promotes values such as tolerance, equality, unity, and democracy.

Non-biased attitude: Student-teachers are trained to treat all learners equally without bias based on caste, religion, gender, language, or region.

Table:1 Teacher's opinion on different multicultural teaching practices followed in B.Ed. Programme.

Question no.	Agree	Partially agree	Disagree
1	5	-	-
2	5	-	-
3	4	1	-
4	5	-	-
6	4	1	-
Total	23	2	0

Table: 2 Students' opinion on different multicultural teaching practices followed in B.Ed. Programme.

Question no.	Agree	Partially agree	Disagree
1	72	26	3
2	61	22	17
3	51	26	23
4	46	41	13
6	41	39	20
9	35	41	24
10	43	41	16
Total	349	236	115

Interpretation

The findings (Table: 1-2) show that multicultural teaching practices are effectively implemented in the B.Ed. programme. Teachers use inclusive methods and respect cultural diversity to develop cultural awareness among student-teachers.

The teachers' responses are highly positive, with 92% agreeing and 8% partially agreeing that multicultural practices are followed. No teacher disagreed. The students' responses are also positive, with 49.9% agreeing, 33.7% partially agreeing, and 16.4% disagreeing (Fig. 1). This suggests that although most students experience multicultural teaching, its implementation is not always consistent.

Overall, the B.Ed. programme helps promote inclusiveness, equality, cultural sensitivity, and democratic values among future teachers.

Objective-2: To identify different multicultural training practices followed in B.Ed. programme.

Equity Pedagogy: Teaching methods are adapted to meet diverse learner needs and ensure equal learning opportunities.

Work Education: Activities like horticulture and traditional art forms promote cultural and vocational diversity.

Cultural Participation: Festivals and cultural programmes encourage mutual understanding and respect among students.

Exposure to Diversity: Interaction with students from different states develops an inclusive mindset and intercultural skills.

Experiential Learning: Hands-on activities and cultural experiences strengthen multicultural awareness and practical understanding.

Table: 3 Teacher's opinion on to identify different multicultural training practices followed in B.Ed. programme.

Question no.	Agree	Partially agree	Disagree
7	3	2	-
8	5	-	-
Total	8	2	0

Table: 4 Students' opinion on to identify different multicultural training practices followed in B.Ed. programme

Question no.	Agree	Partially agree	Disagree
5	61	23	16
7	48	30	22
8	36	29	35
Total	145	82	73

Interpretation

The findings of Objective-2 (Table:3-4) show that the B.Ed. programme follows different multicultural training practices to prepare student-teachers for diverse classrooms. Activities such as Equity Pedagogy, cultural programmes, work education, and festival celebrations promote inclusiveness and respect for diversity.

Most teachers (80%) agreed that these practices are effectively implemented, while students expressed moderately positive views, with 48.3% agreeing and 27.3% partially agreeing (Fig.1).

Overall, the programme helps student-teachers develop tolerance, empathy, and inclusive attitudes towards learners from different cultural backgrounds.

Objective-3: To examine teacher and student perspectives regarding the impact of multi culturalism on learning and teaching.

Dynamic classroom: Multicultural classrooms promote active learning, discussion, and interaction.

Empathy and respect: Interaction among diverse students develops empathy, tolerance, and mutual respect.

Inclusive teaching: Teachers adapt teaching methods to meet the needs of diverse learners.

Multilingualism: Multiple languages encourage cultural exchange but may create communication challenges.

Confidence and engagement: Respect for cultural identity increases students' confidence, participation, and overall development.

Table: 5 Teacher's opinion on to examine teacher and student perspectives regarding the impact of multiculturalism on learning and teaching.

Question no.	Agree	Partially agree	Disagree
9	5	-	-
10	1	-	4
11	4	1	-
12	5	-	-
13	5	-	-
Total	20	1	4

Table:6 Students' opinion on to examine teacher and student perspectives regarding the impact of multiculturalism on learning and teaching.

Question no.	Agree	Partially agree	Disagree
11	32	48	20
12	45	28	27
13	46	30	24
Total	123	106	71

Interpretation

The findings of Objective-3 (Table 5-6) show that multiculturalism has a positive impact on learning and teaching in the B.Ed. programme. It promotes empathy, mutual respect, tolerance, and inclusive attitudes among students and teachers.

The teachers' opinion shows that 80% agreed, 4% partially agreed, and 16% disagreed. Among students, 41% agreed, 35.3% partially agreed, and 23.7% disagreed (Fig. 1).

Overall, the findings indicate that multiculturalism improves classroom interaction and inclusive teaching, although language differences sometimes create communication challenges.

Objective-4: To identify the major challenges faced by the B.Ed. student in multicultural classroom.

Language barriers: Differences in language and communication create learning difficulties.

Diverse learning styles: Adapting teaching methods to meet different learning needs is challenging.

Classroom management: Cultural and language-based groups make inclusive classroom management difficult.

Inclusive curriculum: Limited cultural representation in the curriculum may reduce inclusiveness.

Stress and anxiety: Managing diversity and teaching practice increases stress and reduces confidence.

Table: 7 Teacher's opinion on to identify the major challenges faced by the B.Ed. students in multicultural classrooms.

Question no.	Agree	Partially agree	Disagree
14	3	1	1
15	4	1	-
16	2	2	1
17	3	1	1
18	1	4	-
Total	13	9	3

Table: 8 Students' opinion on to identify the major challenges faced by the B.Ed. students in multicultural classroom.

Question no.	Agree	Partially agree	Disagree
14	37	25	38
15	36	24	40
16	31	41	28
17	44	32	24
18	44	30	26
Total	192	152	156

Interpretation

The findings of Objective-4 (Table 7-8) show that B.Ed. students face several challenges in multicultural classrooms, including language barriers, cultural differences, diverse learning styles, and classroom management issues.

The teachers' opinion shows that 52% agreed, 36% partially agreed, and 12% disagreed. Among students, 38.4% agreed, 30.4% partially agreed, and 31.2% disagreed (Fig. 1).

Overall, the findings indicate that while multicultural classrooms provide valuable learning opportunities, they also create academic, cultural, and communication challenges for B.Ed. students.

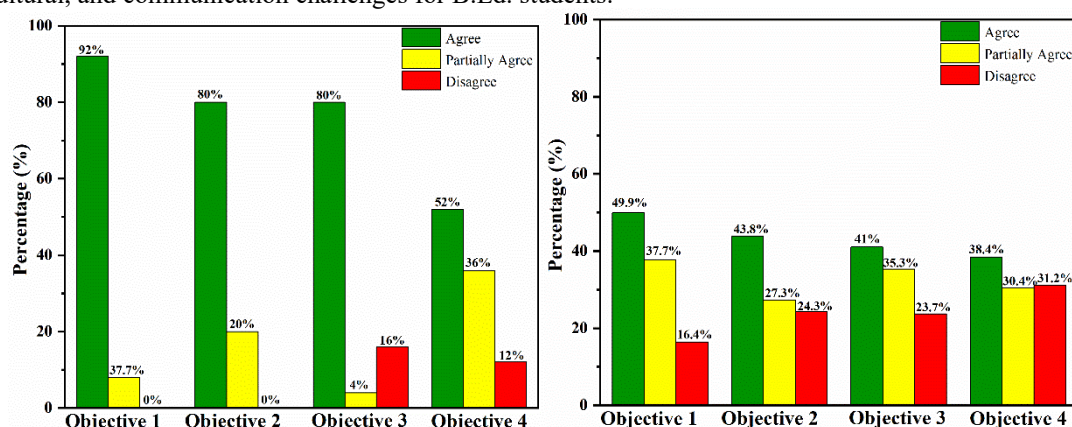


Fig:1 Summary of the Teachers' opinion (left) and students' opinion (right)

Conclusion

This study highlights that multicultural teaching and training practices in the B.Ed. programme contribute significantly to creating an inclusive and equitable learning environment for student teachers. The integration of cultural, social, linguistic, and regional diversity into teaching-learning activities enables future teachers to develop the knowledge and skills required to manage culturally diverse classrooms more effectively. The findings further suggest that both teachers and students demonstrate a favourable attitude towards multicultural education and acknowledge its relevance in contemporary teacher education. Nevertheless, several challenges remain, including inadequate practical training, limited opportunities for real-life multicultural exposure, and insufficient awareness, which may affect the successful implementation of multicultural practices.

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