

Editorial



The circulation and readership of the *Journal of Teacher Education and Teaching* have been steadily increasing year after year, owing to the continued support, encouragement, and goodwill of our valued readers, contributors, and academic well-wishers. The journal has emerged as a vibrant platform for intellectual exchange, scholarly reflection, and professional discourse in the field of education.

The esteemed authors who contribute to this journal derive inspiration for their writings from a wide range of sources. Their scholarly pursuits are often shaped by self-motivation, reflective thinking, academic inquiry, and lived experiences rooted in diverse hereditary, social, cultural, environmental, and institutional contexts. The process of knowledge creation is further enriched by their engagement with contemporary educational challenges and evolving pedagogical realities.

At times, extraordinary global and societal events—such as epidemics, pandemics, wars, social transformations, and technological advancements—also become powerful catalysts for academic reflection and research. Such developments encourage scholars and practitioners to critically examine their impact on educational systems, professional practices, and human development, while exploring innovative ways to preserve, strengthen, and advance their respective domains of contribution.

In addition, several contributors take guidance from the themes and suggested topics published in the introductory pages of the journal. We warmly welcome all relevant research papers, reflective articles, and scholarly contributions. Every submission undergoes a rigorous review process, and we make sincere efforts to accommodate those manuscripts that receive strong recommendations from our learned reviewers and editorial experts.

It is heartening to note that many scholars read the editorial carefully and thoughtfully engage with the suggestions offered therein. In the previous editorial, contributors were encouraged to submit articles and research papers exploring the constructive, responsible, and innovative applications of Artificial Intelligence (AI) across diverse domains. It is gratifying that several authors responded to this call and contributed papers addressing various dimensions of AI. Their work highlights the importance of using AI not merely as a tool operated at the press of a button, but as a resource that requires informed, critical, and purposeful engagement in the pursuit of knowledge. The authors also emphasize that AI, when used judiciously, can help save time, reduce stress, and enhance productivity.

The other contributions in this issue are equally relevant and need-based, addressing contemporary concerns and enriching the existing body of knowledge in their respective fields. Collectively, the papers in this issue make meaningful contributions to educational discourse and research.

Scholars must have taken note of the tragic loss of human lives and the widespread destruction of infrastructure resulting from ongoing armed conflicts in different parts of the world. While the immediate consequences are borne by the regions directly affected, the repercussions extend far beyond national borders, influencing social, economic, and educational systems across the globe. Education, unfortunately, has not remained untouched by these disturbances. The disruption of educational activities in conflict-affected regions has posed serious challenges for students, teachers, and educational institutions. Many students pursuing higher education abroad have experienced uncertainty, psychological distress, and interruptions in their academic programmes. In several instances, students have had to return to their home countries as educational institutions in conflict-prone areas suspended their operations or faced severe disruptions. The emotional

and mental stress experienced by learners during such crises cannot be overlooked, as it often affects their academic progress, well-being, and future aspirations.

The indirect effects of conflict are equally significant. Disruptions in transportation, trade, communication networks, and the supply of essential commodities create challenges that impact societies worldwide. Educational institutions often face difficulties in maintaining normal operations due to economic instability, resource constraints, and uncertainties arising from such situations. Consequently, the smooth conduct of teaching, learning, research, academic exchanges, and international collaborations may be adversely affected. These developments raise an important question: Can education play a meaningful role in fostering peace and reducing the likelihood and consequences of conflict? Education has long been recognized as a powerful instrument for promoting mutual understanding, dialogue, empathy, respect for diversity, and responsible citizenship. Teacher education, in particular, has a crucial role in preparing educators who can nurture the values of peace, social harmony, and global citizenship among future generations.

In this context, we invite scholars, researchers, and practitioners to contribute articles and research papers that examine the relationship between education, peace-building, conflict resolution, global citizenship, and social cohesion. Contributions that explore the role of educational institutions, curricula, teachers, and communities in mitigating the adverse effects of conflict and promoting sustainable peace will be especially welcome. Such scholarly engagement can enrich educational discourse and contribute meaningfully to addressing one of the most pressing challenges of our times.

Scholarly contributions on themes related to artificial intelligence and the educational implications of armed conflicts are particularly welcome. The journal encourages authors to pursue topics that align with their interests, expertise, and research priorities in the field of teacher and school education. Recognizing the diversity of scholarly perspectives and areas of specialization, the journal welcomes submissions on a broad range of themes. In addition to the suggestive topics listed in the opening pages of this issue, authors are invited to submit manuscripts on any topic that contributes to the existing body of knowledge and advances the theory, policy, or practice of teacher and school education.

While the journal continues to receive a substantial number of articles and research papers in the area of teacher education, contributions from schools remain limited. Yet, school education constitutes an equally important focus of the journal, and a dedicated section is reserved exclusively for articles, reports, and papers arising from school-based experiences and innovations.

The journal welcomes contributions on a wide range of school education themes, including the development and implementation of innovative teaching-learning strategies, need-based curriculum design, the effective application of national education policies, the development and use of assessment and evaluation techniques, and reports on significant academic, co-curricular, and community-oriented initiatives undertaken by schools. Such contributions can provide valuable insights into educational practice and enrich the dialogue between theory and practice.

To strengthen this important component of the journal, our administrative team will actively reach out to schools and encourage teachers, school leaders, and practitioners to share their experiences, innovations, and best practices with the wider educational community.

It is our sincere hope that the collective efforts of researchers, teacher educators, teachers, and schools will continue to enrich educational discourse and contribute meaningfully to the advancement of teacher and school education.

Dr. S. K. Bhatia
Editor-in-Chief