

EDITORIAL

Educational leadership requires the ability and desire to influence the way teaching learning takes place, and the way education professionals work together to support students, teachers and other stakeholders. It also requires the vision and readiness to create a climate in which the educational professionals can prove their innovative capacities and creative thinking. In such climate, newer avenues are explored, possibilities unraveled and newer perspectives established. In this fast changing world due to ever pervading technology and newer paradigms of thinking, education needs to be responded and it needs to be responded by the educational leaders. To create this responsiveness, a strong and sustained academic program has to actively operate and produce fresh leaders.

With the above spirit in mind, School of Education was initiated in 1998 with its first MPhil batch. Since then, several batches of postgraduates including many PhD's have been produced by the School. In the process, interactions have taken place: oral or written, research activities carried out; knowledge created and exchanged, and diverse types of experiences shared. It is high time that the knowledge and experiences were shared in wider educational communities. Such dissemination not only informs the stakeholders but also establishes the position of the School in terms its academic and research perspectives. Thus we are bringing out the first issue of the Journal of Education and Research which is in your hand now.

This maiden issue of The Journal of Education and Research includes papers on diverse themes and topics such post-modernism, educational justice, historical perspectives on education in Nepal, research paradigms, teacher education and teacher development, school sociology and educational management issues. As we present to you the papers on such varied issues, we have in our mind all types of stakeholders of education to be our readers: teachers, teacher educators, educational managers and leaders, researchers and research students, policy makers. We grow as learners, as teachers, as educators, as human beings by asking questions, considering alternatives available, experiences, and perspectives. The authors of these papers have given us questions, alternatives, experiences and perspectives. Now it's our turn to interact with them.