

The Editorial

Teacher education institutions today face mounting pressure to align their programs with the evolving demands of the 21st century workforce. While employability of teachers remains a crucial concern due to the skills teachers are equipped with, institutions working in the education sector need to rethink how they have designed their programs, how they have delivered education and how their infrastructure respond to the need for the change. In this context, both current and aspiring teachers must be equipped with relevant knowledge, practical and innovative skills, and adaptive competencies that enable them to navigate complex professional environments in schools. Nepal being a country having diverse educational contexts demanding teachers to be equipped with multiple skills and knowledge bases, policymaking to address the ground-specific problems remains challenging. Effective teacher education goes beyond technical training; it also fosters a deep understanding of the ethical, humanistic, and broader societal dimensions of education. To meet these expectations, institutions should design programs that build functional expertise while encouraging reflective practice and continuous professional growth. Moreover, incorporating the perspectives of teachers and teacher educators is essential for shaping responsive policies and meaningful practices in teacher education. As educational landscapes rapidly change, teachers are increasingly expected to extend their capabilities beyond the classroom by engaging themselves critically with the national and local level curricula, interpreting policy frameworks that emerge from federal, provincial and local government units, applying diverse assessment strategies considering the diversity and equity issues, and committing to the lifelong learning in order to remain effective and relevant professionals for the rapidly changing global and national educational marketplace. In response, teacher education programs need to focus on developing higher-order thinking skills across all subject areas, while also fostering teachers' capacity to innovate in their classrooms through effective use of content and pedagogy. Equally important is ensuring that teachers engage with relevant research-based evidence, enabling them to critically reflect on their beliefs and practices and to adapt their instructional approaches in ways that align with ongoing changes in education.

This volume of the Journal of TESON includes papers dealing with the issues of teacher education such as relevance of teacher education, mother tongue related issues in education, development of human resources, investment in education, teacher professional development, experiences women in menstruation stigma in urban spaces, , understanding of the cost of education, teachers' preparedness and practice of teaching several skills and inclusive education and autism spectrum disorder, self-evaluation in professional development, and teaching, learning and assessment of Nepali language in schools. The ten papers included in this volume cover several areas of teaching and teacher education in Nepal. We have included papers written in English and Nepali that shows our commitment to promoting and prioritizing bilingual approach in academic publication. All the papers in this volume underwent blind peer review. All authors were requested to maintain the ethical standards of academic publication. Authors were also made solely responsible for plagiarism and AI check, so respective authors will be responsible for any ethical issues, if they occur, in relation to their papers. The Editorial Team would like to thank all authors for their contribution to Journal of TESON.

Dr. Prem Prasad Poudel
Editor in Chief
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