

## Teacher's World - Paving the Path to Educational Advancement by Nurturing Knowledge in Bangladesh Education (Editorial, Vol. 49, Issue 1)

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### ABSTRACT

The aim of this editorial is to provide a prelude to Teacher's World: Journal of Education and Research (TWJER) Volume 49 (1) and also answer the question of how it has been nurturing knowledge for the of Bangladesh education system. As we stand on the cusp of unveiling this forthcoming issue of TWJER, it is with great anticipation and enthusiasm that it invites us to embark on a journey of intellectual exploration in the field of education in Bangladesh. In the ever-evolving landscape of education in the 21st century, the pursuit of knowledge takes center stage, and in Volume 49 (1), TWJER delves deep into the realms of nurturing knowledge in education. A total of 12 original research articles have been accepted to be published in this issue. The articles in this issue explore teachers' attitudes towards ICT integration in Bangladeshi secondary schools, factors affecting accessibility for children with disabilities, sex education, TPACK, student participation, motivation, Facebook use, professional development, and global citizenship education. The 12 articles have been arranged chronologically in accordance with the levels of the education system, i.e., primary, secondary, and tertiary. This issue of TWJER emphasizes the crucial role of cultivating knowledge in education amid rapid advancements. The articles take diverse approaches and methodologies, including innovative pedagogical practices and technology integration, contributing to a comprehensive understanding for present and future generations. The volume showcases the diversity of perspectives within the education field, covering topics from cognitive science to inclusive education. TWJER, envisioned as a catalyst for dialogue and collaboration, encourages reflection on adapting methodologies to diverse learner needs, the role of technology, and ensuring equitable access to quality education. It is expected that the shared knowledge inspires actionable changes in classrooms, institutions, and educational policies. Indeed, this issue may aspire to be more than an academic repository, aiming to be a catalyst for change by presenting research that not only analyzes the current state of education but also envisions possibilities for growth and improvement.

**Keywords:** *Teacher's World, Educational Advancement, Nurturing Knowledge, Bangladesh Education, Journal of Education and Research, TWJER, Academic Publications*

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## **Introduction and Background of TWJER**

Teacher's World: Journal of Education and Research (TWJER), published by the Institute of Education and Research (IER) at the University of Dhaka, stands as a testament to the commitment to fostering academic excellence and advancing scholarly discourse in the field of education. This Journal of Education and Research has been a distinguished platform that has been fostering intellectual discourse in the field of education in Bangladesh since its inception in 1961. With a dedication to publishing original research and review articles, the journal welcomes contributions from educationists, academics, and researchers.

Teacher's World has been a beacon of academic excellence since its inception in 1961, providing a platform for educationists, academics, and researchers to share their valuable insights and research findings. In line with our tradition of excellence, the upcoming volume underscores the importance of nurturing knowledge in the realm of education, recognizing it as a fundamental catalyst for societal progress. The journal takes pride in its mission to nurture knowledge and contribute to the advancement of education. Each issue of TWJER is a compilation of insightful articles that explore the latest developments, challenges, and innovations in the field of education, providing a comprehensive understanding for educators, policymakers, and researchers.

Since its inception, TWJER has been playing a pivotal role in shaping the educational landscape of Bangladesh by providing a platform for educators, academics, and researchers to share their innovative ideas and research findings. Maintaining a commitment to academic rigor, TWJER employs a stringent double-blind peer-review process for all submitted manuscripts. This is to ensure that each publication undergoes thorough scrutiny by experts in the field of education and beyond. In this way, a commitment to qualitative development by TW may be reflected.

The journal prides itself on being an inclusive space that accepts diverse contributions with the stipulation that they are original and have not been published elsewhere. Manuscripts should be submitted in English, reflecting the global reach and impact of the journal. As per the scope and focus of TWJER, it welcomes original research and review articles that span a wide spectrum of educational themes. From pedagogical methodologies and curriculum development to educational policy analysis, the journal encapsulates the diverse facets of education. This breadth ensures that the journal remains an inclusive platform for addressing the multifaceted challenges and opportunities in the field.

One of the paramount contributions of TWJER is its commitment to fostering a culture of research and inquiry. By publishing original research and review articles, the journal actively contributes to the knowledge base of education by addressing contemporary challenges and exploring innovative solutions. This commitment is aligned with the broader goal of elevating the standards of education in Bangladesh. Through the publication of insightful articles, TWJER acts as a conduit for disseminating innovative ideas, research findings, and

scholarly perspectives. The journal has become a cornerstone for academics, researchers, and educationists, providing them with a platform to contribute to the ongoing dialogue on educational practices, policies, and advancements.

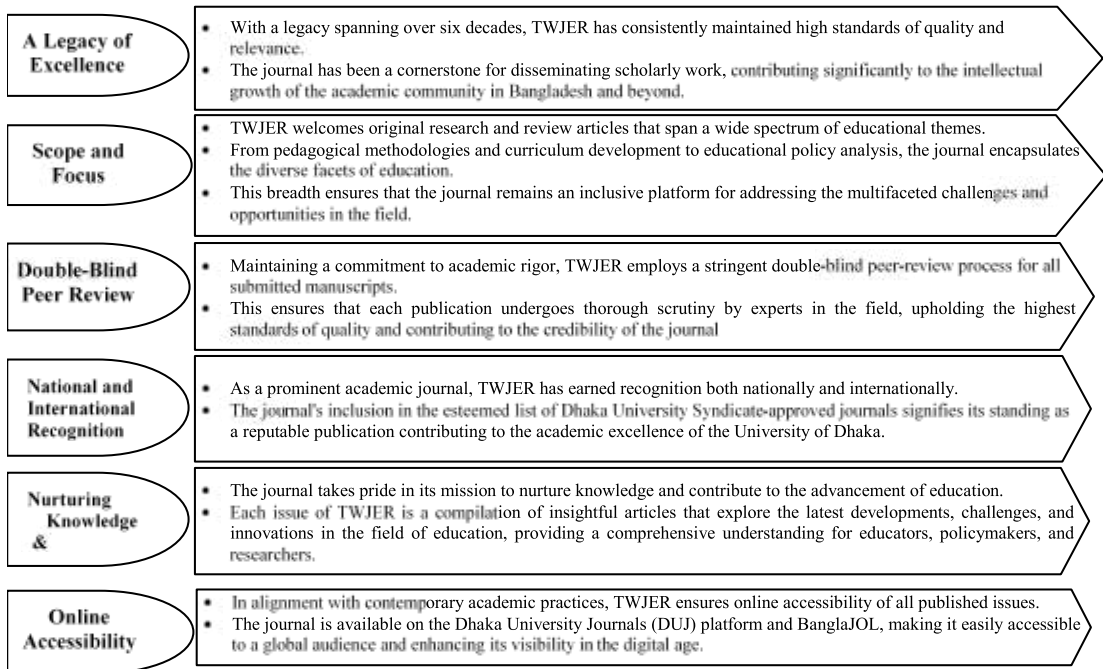
Moreover, TWJER serves as a bridge between theory and practice in education. By featuring articles that delve into pedagogical methodologies, curriculum development, and educational policies, the journal facilitates the dissemination of best practices and evidence-based approaches. This bridge is crucial for educators and policymakers seeking to implement effective strategies in the ever-evolving landscape of education.

TWJER has been a beacon of academic excellence, contributing to the educational landscape over the past six decades. With a commitment to maintaining the originality of scholarly contributions, TWJER upholds rigorous standards through a double-blind peer-review process. The journal serves as a vital platform for disseminating reports of research and scholarly reviews, addressing all facets of education, research, and services not only in Bangladesh but also abroad. As part of its vision for broader recognition, TWJER aims to be included in various indexing databases and attain memberships from national and international organizations. In the meantime, TW has been recognized as one of the 11 key journals published at Dhaka University.

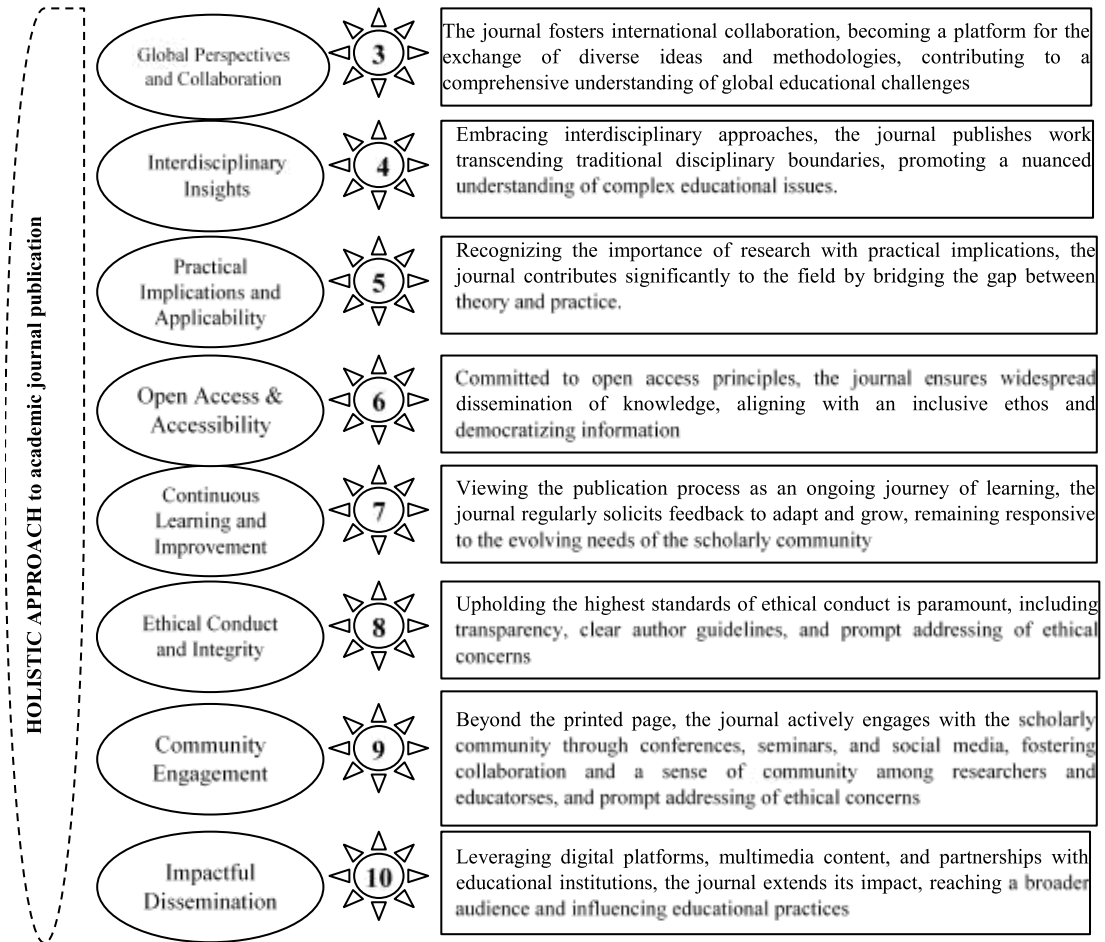
### **An Overview of the Teacher's World: Journal of Education and Research**

Teacher's World: Journal of Education and Research (TWJER), published by the Institute of Education and Research at the University of Dhaka, stands as a testament to the commitment to fostering academic excellence and advancing scholarly discourse in the field of education. Since its inception in 1961, TWJER has played a pivotal role in shaping the educational landscape of Bangladesh by providing a platform for educators, academics, and researchers to share their innovative ideas and research findings. The aim of TWJER is to explore the multifaceted role of education in technological advancement and societal evolution. Recognizing the transformative power of education, the journal seeks to provide insights that go beyond conventional boundaries. Fig 1 presents the characteristics and boundaries for TWJER

**Figure 1**  
*Characteristics and Boundaries of TWJER*



**Figure 2**  
*Characterizing holistic approach for TWJER*



**Approaches to TWJER**

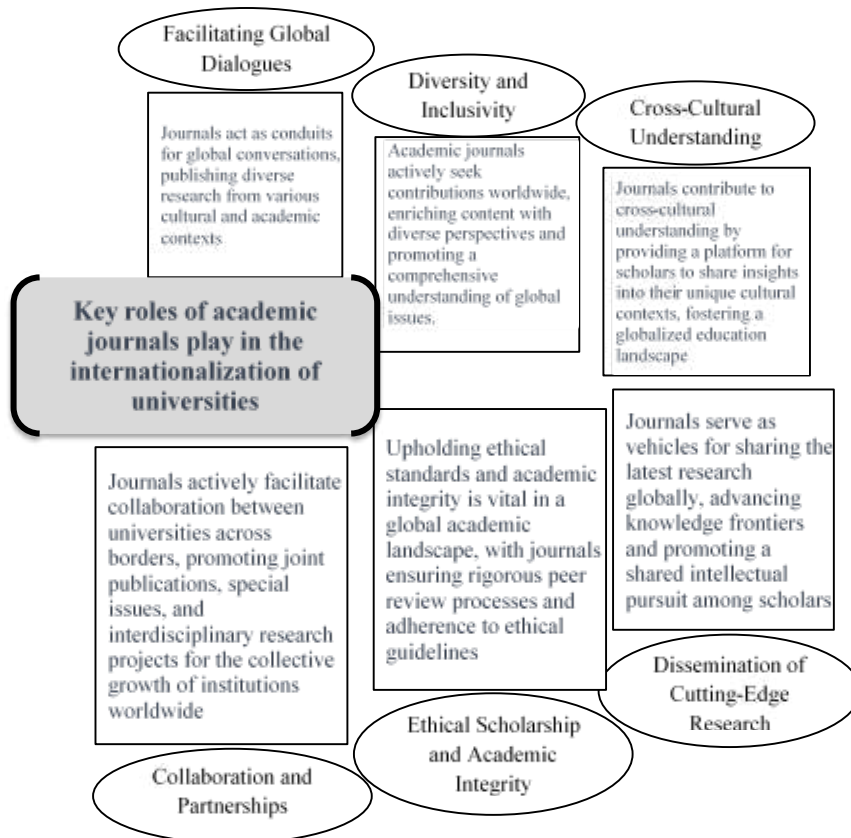
The journal adapts a holistic approach, conceptualizing *National Education* as a system, with the goal of generating evidence for the development of an *Equitable Education System* in Bangladesh Through rigorous research and scholarly contributions, the journal aspires to illuminate the path towards a fair, inclusive, and transformative educational landscape.

The TWJER always extends an invitation to educators, academics, and researchers to join this intellectual journey and contribute to the collective wisdom propelling education forward. By this way, it underscores the transformative role of academic journals in education and research

by advocating for a holistic approach to publication that involves a commitment to diversity, excellence, accessibility, and continuous improvement (Mahmoudi, Jafari, Ali Nasrabadi, & Liaghatdar, 2012). Such journals not only serve as repositories of knowledge but also dynamically contribute to the ongoing dialogue shaping the future of education. Figure 2 shows the key elements of the TWJER's holistic approach:

**Figure 3**

*Key roles of academic journals play in the internationalization of universities*



In essence, TWJER's approach to selecting articles is guided by a commitment to elevating the standard of academic discourse in education. By adhering to stringent criteria and maintaining a focus on excellence, the journal ensures that each published article contributes meaningfully to the advancement of knowledge and practice in the field of education.

## **Conceptual Considerations of TWJER**

By default, TWJER emphasizes the evolving nature of the university concept in a globalized era and underscores the crucial responsibilities of academic journals in this transformation. The following figure highlights six key roles that are played by the TWJER as an academic journal in the internationalization of universities. By principles, it emphasizes that TWJER as an academic journal should embrace diversity and also foster global dialogues, which are instrumental in shaping the future of education on an international scale as part of the transformative journey of the university concept:

## **Positioning TWJER in the academic sphere**

The editorial emphasizes the esteemed position of TWJER in the academic sphere, serving as a longstanding platform for educators, academics, and researchers since 1961. The journal prides itself on maintaining high academic standards through a meticulous double-blind peer review process. It invites scholarly contributions with a focus on originality, ensuring that the presented knowledge is unique and contributes to the scholarly discourse in education.

## **Paradigm-shift of publication practices**

In order to improve the quality of the journals published by DU and also improve the web metrics rankings, as well as increase accessibility and visibility of the publications, Dhaka University has recently formulated a policy (a letter from the office of the Pro-Vice Chancellor Academic on May 27, 2021). Referring to a Syndicate Decision, the letter informs us that only 11 of Dhaka University's journals have been taken into consideration by the Syndicate to be published in an international standard. Among those, TWJER is one of the oldest journals within DU. In alignment with contemporary academic practices, TWJER ensures the online accessibility of all published issues. The journal is available on the Dhaka University Journals (DUJ) platform and BanglaJOL, making it easily accessible to a global audience and enhancing its visibility in the digital age.

The new policy directives from the Pro-Vice-Chancellor (Academic) put obligations on publishing all issues online besides the printed version. In online publishing, it was instructed to consider the platforms of Dhaka University Journals (DUJ) and Bangladesh Journals Online (BanglaJOL), established by INASP in 2007 and managed by the Bangladesh Academy of Sciences, as a service to provide online publication of Bangladeshi journals. In complying with the above policy shift, the editorial board of TWJER has taken some significant initiatives, like obtaining eISSNs and DOIs for publications. In addition, an agreement was signed with BanglaJOL, which is managed by the Bangladesh Academy of Sciences (BAS) and hosted by Ubiquity Press as part of the Ubiquity Press Network (Bangladesh Journals

Online, n.d.). BanglaJOL is a database of journals published in Bangladesh, covering the full range of academic disciplines. The objective of BanglaJOL is to give greater visibility to the participating journals and to the research they convey. BanglaJOL provides information on each participating journal, including TWJER, including aims and scope, contact details, and general information.

## **Anticipated Roles in Nurturing Knowledge for Educational Advancement**

### ***TWJER as an Academic Journal***

Academic journal publication is essential for the advancement of all professions that have a connection to education in some way (Ali & Watson, 2016). As established information and evidence grows, there is an intention to disseminate new knowledge in the form of best practices and study findings to aspiring professionals, particularly up-and-coming researchers (Henly & Dougherty 2009). Academic journals also provide scope to become acquainted with “proven knowledge and evidence for potential professionals (Ali & Watson, 2016; Eraut, 1994). According to Shattell et al. (2010), quality assurance procedures are crucial for guaranteeing the publication of trustworthy and significant research. That means TWJER adheres to good education research for publications, as Hostetler (2005) defined good education research as “a matter not only of sound procedures but also of beneficial aims and results” (p. 16). It strives to uphold its standards of quality and contribute to its credibility. With a legacy spanning over six decades, TWJER has consistently maintained a standard of quality and relevance. In its long journey, it has been a cornerstone for disseminating scholarly work in the field of education in Bangladesh and beyond, as the sole responsibility of an academic journal is to contribute significantly to the intellectual growth of the academic community (Browne & Minnick, 2005).

As an influential player in the academic arena, TWJER not only showcases the achievements and advancements in education but also underscores the importance of research in steering the future of education in Bangladesh. Through its endeavors, the journal continues to empower the education community (Laverick, 2018), contributing significantly to the ongoing transformation and enhancement of the educational landscape in the country.

TWJER stands as a reliable repository of knowledge, capturing the collective wisdom of educationists and researchers by facilitating the exchange of ideas and scholarly works. The journal actively fosters academic discourse through rigorous peer review processes, ensuring the inclusion of insightful and impactful contributions that elevate the quality of educational research in Bangladesh. Addressing contemporary challenges in education, TWJER delves into issues such as ICT integration, accessibility for children with disabilities, and the enhancement of teachers' professional knowledge, contributing to ongoing dialogues on navigating the complexities of modern education. Aligned with Sustainable Development Goals, the journal



serves as a compass, guiding educational initiatives toward an academically robust and socially responsible future. TWJER empowers educators and policymakers in Bangladesh, offering evidence-based insights that influence policies and shape the trajectory of educational institutions. Anticipating the next volume, the journal remains committed to nurturing a culture of research and innovation in education, positioning itself as an architect of positive change in Bangladesh's educational landscape.

TWJER is a significant double-blind peer-reviewed journal in education and research. In the realm of education and research, the credibility and reliability of scholarly publications are paramount. A double-blind peer-reviewed journal stands out as a gold standard for ensuring the quality and integrity of academic contributions (Watson, 2013). Here are key reasons highlighting the importance of such journals in the field of education: A double-blind peer-reviewed journal serves as a pillar of excellence in the dissemination of scholarly work in education and research. By upholding rigorous evaluation standards, ensuring impartiality, and contributing to the overall quality of published content, these journals play a pivotal role in advancing knowledge, fostering academic integrity, and shaping the future of education. Evidence shows that publishing research findings in a good scientific journal is not an easy job. From this perspective, TWJER creates opportunities for prospective researchers and academics to publish their articles. A lot of time and resources are often required, from the submission process to publication. There are many obstacles to publishing research; some are inherent and some are man-made (Bhattacharya, et. al. 2019, p. 3469). In its true sense, TWJER establishes a scholarly community as a significant endeavor that contributes to the dissemination of knowledge, the validation of research, and the development of a robust academic network in the field of education. Besides, it also plays a pivotal role in fostering a dialogue between academia and practitioners. By actively engaging with both researchers and on-the-ground educators, the journal becomes a catalyst for the exchange of ideas and experiences. This collaborative effort contributes to the evolution of a more responsive and adaptive education system in Bangladesh.

### ***Wide Coverage for Unveiling the Reach of TWJER***

TWJER, a stalwart in the academic publishing arena since 1961, prides itself on its extensive coverage that transcends geographical boundaries. Committed to fostering a global community of educators, researchers, and scholars, TWJER has strategically positioned itself as a beacon of knowledge with wide-reaching impact. One of the remarkable aspects of TWJER's coverage is its inclusive approach to educational themes. By inviting original research and review articles from educationists, academics, and researchers, the journal ensures a diverse range of topics and perspectives. This inclusivity not only enriches the content but also caters to a broad readership, including educators, policymakers, and enthusiasts worldwide. Moreover, TWJER actively engages with various indexing databases, further expanding its visibility and

accessibility. Being part of databases such as BanglaJOL and the Committee on Publication Ethics (COPE) underscores the journal's commitment to adhering to ethical standards and promoting transparency in scholarly communication.

As TWJER continues to evolve, it strives for inclusivity, not only in content but also in accessibility. The journal endeavors to become a member of national and international organizations, facilitating greater collaboration and knowledge exchange within the global academic community. In the dynamic landscape of education, the role of academic journals becomes paramount, serving as bridges between theoretical insights and practical applications. Teacher's World Journal of Education and Research (TWJER), with its rich legacy since 1961, stands as a robust conduit, facilitating the seamless flow of knowledge between academia and the practice-oriented realm of Bangladesh's education system.

TWJER perceives education from a holistic perspective that encompasses a wide range of philosophical orientations and pedagogical practices (Mahmoudi, Jafari, Ali Nasrabadi, & Liaghatdar, 2012). It focused on the entire education system (including primary, secondary, and tertiary education). According to Scott Forbes (2003), holistic education frequently claims that it wants to: 1) educate the whole child (all parts of the child); 2) educate the student as a whole (not an assemblage of parts); and 3) see the child as part of a whole (society, humanity, the environment, some spiritual whole, etc.) from which it is not meaningful to extract the student. (Forbes, 2003, p. 2).

TWJER's unique strength lies in its ability to address the multifaceted challenges faced by educators and policymakers. By inviting original research and review articles, the journal creates a space where theoretical frameworks are scrutinized and tested against the complex realities of the education landscape. This nuanced exploration contributes significantly to the refinement of educational theories and their effective application in the context of Bangladesh.

The journal's commitment to bridging gaps is evident in its holistic approach. TWJER not only publishes scholarly articles but also encourages contributions that delve into practical methodologies and innovative teaching practices. This ensures that the theoretical underpinnings discussed in the journal find resonance in the day-to-day activities of educators, ultimately enhancing the quality of education delivery. It intends to serve as a vital bridge, connecting the theoretical realms of education with the practical intricacies of the Bangladeshi education system. By nurturing a symbiotic relationship between theory and practice, TWJER continues to play a transformative role in advancing the quality and relevance of education in the country.

Considering the above, TWJER exemplifies a commitment to expansive coverage, making significant strides in reaching a diverse audience. By embracing inclusivity, maintaining high standards, and actively participating in global scholarly networks, TWJER remains at the forefront of disseminating knowledge in the fields of education and research.

### **Nurturing Knowledge in Education: A Prelude to TWJER Volume 49**

This volume of TWJER comes up with its concentration around the theme “The Essence of Nurturing Knowledge.” The theme emphasized the crucial role of cultivating knowledge in education amid rapid advancements. The selected articles in this issue travel around diverse approaches and methodologies, including innovative pedagogical practices and technology integration, contributing to a comprehensive understanding for present and future generations. The theme is also to showcase the diversity of perspectives within the education field, covering topics from cognitive science to inclusive education. It is interlinked with TWJER’s mission, which is envisioned as a catalyst for dialogue and collaboration and encourages reflection on adapting methodologies to diverse learner needs, the role of technology, and ensuring equitable access to quality education. Volume 49 aspires to be more than an academic repository, aiming to be a catalyst for change by presenting research that not only analyzes the current state of education but also envisions possibilities for growth and improvement. The hope is that the shared knowledge inspires actionable changes in classrooms, institutions, and educational policies.

This meticulous evaluation ensures the publication of high-quality, credible, and impactful research. The journal’s reputation for maintaining rigorous standards contributes to its recognition among esteemed institutions and researchers globally. It is expected that the current issue will be able to add some reliable new knowledge to the knowledge repository of education, capturing the collective wisdom of educationists and researchers by facilitating the exchange of ideas and scholarly works.

### **Categorizations of the articles in Vol. 49, Issue 1**

The following table shows the categories of the selected Articles for Vol.49, issue 1:

**Table 1.**

*The level-wise focuses of the articles in the present issue of TWJER*

<i>Levels of Education</i>	<i>Number of Article(s)</i>	<i>Nature</i>	<i>Coverage</i>	<i>Title of the articles</i>
Primary Education	02 (Two)	Original Research Articles,	The inclusion of two articles specifically focused on primary education underscores the journal's recognition of the foundational role of early education. These articles may delve into pedagogical approaches, curriculum development, or challenges unique to primary education settings. This emphasis aligns with the global understanding that a strong foundation in primary education is pivotal for lifelong learning.	<ol style="list-style-type: none"> <li>1. Leadership Changes in Primary Schools of Bangladesh Due to the COVID-19 Pandemic- Syed Md. Maruf Hasan Hira, Professor Dr. M Wahiduzzaman, Professor Dr. Md. Khairul Islam</li> <li>2. Attitude towards Environmental Education of Primary Graduates in Bangladesh</li> </ol>
Secondary Education	07 (Seven)	Original Research Articles,	A significant portion of the volume, featuring 7 articles on secondary education, suggests a robust exploration of issues and advancements within this educational tier. These articles could cover topics such as curriculum design, student engagement, teacher professional development, or innovations in secondary education. The substantial representation of secondary education aligns with its critical role in shaping students for higher academic pursuits and practical life skills.	<ol style="list-style-type: none"> <li>1. Scope of Global Citizenship Education in the National Curriculum Framework 2021 of Bangladesh: A critical Review</li> <li>2. Teachers' attitude toward ICT integration in BGS classrooms of secondary schools in Bangladesh</li> <li>3. Tracing the level of TPACK among secondary EFL teachers in Bangladesh</li> <li>4. Understanding Students' Perception on the use of Facebook for Second Language Learning</li> <li>5. Students' perceptions on head teacher leadership roles for student engagement at secondary schools in Bangladesh</li> <li>6. Enhancement of Secondary Science teacher's professional knowledge in learning Pedagogical Content Knowledge through involving in Professional Learning Community</li> <li>7. Factors Influencing the Accessibility of Education for the Children with Disabilities in Bangladesh</li> </ol>

<i>Levels of Education</i>	<i>Number of Article(s)</i>	<i>Nature</i>	<i>Coverage</i>	<i>Title of the articles</i>
Tertiary Education	03 (Three)	Original Research Articles,	The inclusion of three articles on tertiary education reflects a scholarly engagement with the higher education landscape. These articles may delve into topics like curriculum reform, pedagogical innovations in higher education, or the role of technology in tertiary learning environments. Recognizing the evolving nature of tertiary education, these articles contribute to the ongoing discourse on preparing students for the complexities of the contemporary world.	<ol style="list-style-type: none"> <li>1. Status of professional development centres in the Universities of Bangladesh</li> <li>2. Accessibility and Inclusion for Students with Disabilities: Transforming University of Dhaka Aligning With Sustainable Development Goals</li> <li>3. Factors influencing motivation for enrollment in French Junior Certificate course: IML Perspective</li> </ol>

### **Description of publications in the present issue of TWJER**

The present issue of TWJER exhibits a thoughtful curation of articles that collectively enrich the discourse on education. It showcases a diverse range of articles, providing a comprehensive exploration of various educational levels. The distribution of articles reflects the journal's commitment to addressing the multifaceted aspects of education, from primary to tertiary levels. The strategic distribution of articles across primary, secondary, and tertiary education levels reflects the journal's dedication to fostering a comprehensive understanding of the educational landscape. This issue has considered 12 articles for publication and arranged articles according to the levels of education, viz., primary, secondary, and tertiary. Among the articles, two are on primary education, seven focus on secondary education, and the rest three emphasize tertiary education. The level-wise focuses of the articles are listed in Table 1.

The current issue of our journal presents a diverse array of research articles, each shedding light on critical aspects of education in Bangladesh. The articles cover a spectrum of topics, ranging from the impact of online classes on public university students to factors influencing the accessibility of education for children with disabilities. They also delve into the levels of Technological Pedagogical Content Knowledge (TPCK) among secondary EFL teachers and explore students' perceptions of head teacher leadership roles.

The first two articles focus on issues and environmental education for leadership in primary education. The article by Hira, Wahiduzzaman, and Islam contributes to understanding the crucial role of leadership in adapting schools to unforeseen challenges during the pandemic and provides insights for educational institutions. As the authors of the first article, we present a qualitative case study on the leadership transformations in primary schools in Bangladesh during the COVID-19 pandemic. Two government primary schools were chosen, and data were

collected through interviews and focus group discussions with head teachers and classroom teachers. The findings highlight significant changes in leadership dynamics, including the shift from classroom to online teaching, virtualization of administrative meetings, adaptation of co-curricular activities to online settings, fostering guardian involvement for student well-being, changes in textbook distribution methods, and leading school feeding programs. Dr. SadeK, author of the second article, which is derived from his doctoral dissertation, explores primary graduates' attitudes towards environmental education in Bangladesh. The study utilized a Likert scale to measure attitudes, considering national and international research on EE, education for sustainable development, and related policies in Bangladesh. Results indicated that 54.60% of students exhibited a favorable attitude toward EE, with 9.20%, 24.20%, and 12.10% classified as highly favorable, moderately favorable, and less favorable, respectively. Variations were observed across regions and genders. The study reveals variations in students' perceptions and recommends initiatives to develop favorable attitudes towards environmental education.

Among the seven articles on secondary education, Ahsan, Islam, and Khan critically reviewed the National Curriculum Framework 2021 of Bangladesh to explore the scope of global citizenship education. The analysis reveals opportunities for infusing global citizenship education into the curriculum while suggesting improvements for a more balanced approach.

The study by Mallick and Salam explores teachers' attitudes towards ICT integration in Bangladesh and Global Studies (BGS), focusing on factors like motivation, access, ease of use, and perceived usefulness. Results show a positive attitude, potentially impacting education at all stages in Bangladesh. The findings could promote a constructive teaching-learning environment.

In the following article, Parvin, Khan, and Haider report on the level of TPCK among secondary EFL teachers in Bangladesh. The article has emerged from the MPhil thesis of Ms. Rozina Parvin. This article examines the level of technological pedagogical content knowledge (TPCK) among secondary EFL teachers in Bangladesh. The findings underscore the need for targeted professional development to enhance teachers' pedagogical knowledge, particularly in the context of technology integration.

The next article by Nawrin and Moon investigates tertiary-level students' perceptions of using Facebook for second language learning. The findings highlight the potential of social networking sites for language learning, despite challenges such as language and technological barriers.

An interesting article that was developed by Islam, Rahman, and Islam focuses on students' perceptions of head teacher leadership roles in secondary schools. The research highlights the influential role of head teachers in fostering student engagement and recommends strategies to enhance the quality of education at the secondary level.

The ninth article focuses on secondary teachers' professional development. In this article, Ahmmed, Anik, and Sumon report on the enhancement of secondary science teachers' professional knowledge through involvement in professional learning communities. The study highlights the positive impact of collaborative learning on teachers' pedagogical content knowledge. The last article related to secondary education by Alam focuses on the factors hindering the accessibility of education for children with disabilities. It identifies barriers such as negative attitudes, poverty, and inadequate teaching materials, emphasizing the importance of inclusive education and policy enforcement to ensure educational opportunities for all.

The first article dealing with tertiary education is the output of a research project funded by the Dhaka University Centennial Research Grant and developed by Raqib Zaman and Wahiduzzaman to examine the status of professional development centers in universities in Bangladesh, emphasizing the need for dedicated resources, active networks, and incentives to enhance faculty development.

The penultimate article is also from another research project funded by the Dhaka University Centennial Research Grant and developed by Rahaman, Das, and Zaman. This twelfth article explores accessibility and inclusion for students with disabilities at the University of Dhaka, aligning with the Sustainable Development Goals. The study provides insights into the existing challenges and scopes for transforming the university into a disability-friendly institution.

The last article by Rahman investigates the motivations behind students enrolling in French Junior Certificate courses, uncovering factors such as the international significance of the language and the desire for cultural exposure. The study provides valuable insights for educators designing language courses.

As we navigate through these insightful articles, it becomes evident that the educational landscape in Bangladesh is dynamic, with multifaceted challenges and opportunities. We hope that the research presented in this issue contributes to informed discussions, policy development, and effective strategies for the improvement of education in Bangladesh and beyond.

On the basis of the above, it could be said about TWJER that it has been successful in being a beacon of academic excellence by providing a platform for scholars, educators, and researchers to share their insights, discoveries, and reflections on the multifaceted dimensions of education. It could be further interpreted that the publication standard for this issue is grounded in academic rigor, ethical principles, and a commitment to advancing the education field. These standards are guided by key principles, including a focus on original and unpublished work, rigorous double-blind peer review, adherence to ethical conduct, clear language and presentation, inclusivity and diversity, and alignment with educational goals. TWJER aims to maintain the integrity of academic contributions by ensuring that all published research is novel and has not been offered for publication elsewhere. The journal prioritizes a thorough double-blind peer review process to uphold quality and credibility, and it emphasizes ethical conduct, clarity in language,

and a commitment to inclusivity and diversity. Moreover, TWJER encourages submissions that meaningfully contribute to educational goals across primary, secondary, and tertiary levels, fostering a global representation of diverse perspectives within its pages.

### **Concluding remarks**

Over the past six decades, TWJER has been a beacon of academic excellence, providing a platform for scholars, educators, and researchers to share their insights, discoveries, and reflections on the multifaceted dimensions of education. For decades, TWJER has also stood as a stalwart companion to educators, researchers, and policymakers, contributing significantly to the enrichment of the educational landscape in our nation.

Volume 49 (issue 1) continues this legacy, fostering a space where ideas flourish, knowledge blossoms, and the collective wisdom of the education community finds its voice. In the ever-evolving landscape of education, the pursuit of knowledge takes center stage, and in Volume 49, TWJER delves deep into the realms of nurturing knowledge in education.

Introducing a diverse range of articles from all levels of the education system, TWJER shows its commitment to providing a platform for rigorous scholarly discussions, which is evident in its double-blind peer-review process. Volume 49, issue 1, continues this legacy, fostering a space where ideas flourish, knowledge blossoms, and the collective wisdom of the education community finds its voice.

In the course of time, TWJER has earned recognition both nationally and internationally and has been established as a prominent academic journal. The journal's inclusion in the esteemed list of Dhaka University Syndicate-approved journals signifies its standing as a reputable publication contributing to the academic excellence of the University of Dhaka.

Since inception, TW has remained steadfast in its commitment to excellence, scholarship, and the advancement of education. As we look towards the future, TWJER continues to be a beacon for educators and researchers, fostering a community dedicated to the pursuit of knowledge and the betterment of education in Bangladesh and beyond. In essence, TWJER's audiences span a wide spectrum, each with unique expectations shaped by their roles and interests. The journal, with its commitment to excellence and inclusivity, strives to meet these expectations by delivering thought-provoking, evidence-based content that contributes to the advancement of education in Bangladesh and beyond.

The recent development of TWJER draws attention to all prospective academics, researchers, practitioners, administrators, and policymakers to submit their research to TWJER as a recognition of the significant impact of TWJER on the development of education and research in Bangladesh. Your support is inevitable for us, and we look forward to the journal's continued contributions.



In conclusion, let us celebrate the profound impact of Teacher's World: Journal of Education and Research on the development of education and research in Bangladesh. As we look forward to the journal's continued contributions, let us collectively strive to build a future where education is not only a means of knowledge acquisition but a transformative force for the betterment of our society. Together, let us nurture knowledge, spark meaningful conversations, and contribute to the transformative journey of education. As we stand on the cusp of unveiling the future issues of TWJER, it is with great anticipation and enthusiasm that we, the editorial board, are happy to invite you to embark on a journey of intellectual exploration with us.

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