

PREFACE TO THE EDITION

It is with great pleasure that we present the latest issue of the **International Journal of Teacher Education Research Studies (IJTERS)**—a scholarly platform dedicated to advancing critical inquiry and innovation in global teacher education. This issue brings together a collection of thought-provoking research contributions that address the dynamic challenges and transformative possibilities shaping education in the 21st century.

The studies featured herein explore vital intersections between pedagogy, technology, inclusion, and policy—each offering nuanced perspectives that contribute to reimagining the role of teachers and institutions in an evolving educational landscape.

The opening article, *“Awareness on Competency-Based Teaching: A Comparative Study Among Student Teachers in Kerala and Kenya,”* illuminates the international dimensions of teacher preparedness by examining variations in competency-based teaching awareness. Through its comparative analysis, the study underscores how regional policy frameworks and training quality distinctly influence teacher readiness and educational outcomes.

In *“Hybrid Learning Architecture: Building Resilient Educational Systems After COVID-19,”* the authors delve into post-pandemic education reform, presenting hybrid learning as a resilient and equitable model for future teaching. By empirically examining institutional transitions and implementation challenges, the study positions hybrid learning as a sustainable paradigm for continuity and inclusivity in global education.

The next contribution, *“The Cognitive Science of Deep Learning: Neural Networks in Educational Achievement,”* bridges the frontiers of artificial intelligence and cognitive theory. This paper challenges educators and technologists alike to rethink the integration of cognitive principles in the design of AI-driven learning systems, offering deep insights into the emerging synergy between human cognition and machine learning.

Equity and inclusion remain central themes in *“The Role of Inclusive Education in Promoting Social Equity: A Critical Analysis of Policy, Practice, and Outcomes.”* By interlinking social justice theory, disability studies, and educational policy analysis, the paper presents compelling evidence that inclusive education, when implemented holistically, becomes both a driver of equity and a foundation for social cohesion.

Finally, *“Beyond Time-Based Metrics: Authentic Assessment in Competency-Driven Learning Environments”* critiques traditional evaluation systems and advocates for authentic, mastery-based assessment approaches. The paper’s arguments reinforce the growing recognition that meaningful assessment must move beyond temporal structures toward demonstrable competency and learner-centered validation.

Together, these contributions embody IJTERS’s commitment to fostering rigorous scholarship and global dialogue in teacher education. They not only extend the boundaries of academic understanding but also provide actionable insights for policymakers, teacher educators, and institutional leaders. As the journal continues to evolve, we remain dedicated to promoting research that bridges theory and practice—empowering educators to lead transformative change in education systems worldwide.

We extend our sincere appreciation to the authors, reviewers, and editorial board for their intellectual dedication and unwavering support. It is through such collaborative engagement that IJTERS continues to serve as a conduit for meaningful educational innovation and international exchange.

Dr. Premachandran P
Chief Editor

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