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FOREWORD

It is with immense pride and a deep sense of purpose that I present the inaugural issue of the Shibli National Academic Journal (SNAJ) to the global community of scholars, researchers, and students. Named in reverence to the towering legacy of Allama Shibli Nomani — a scholar whose intellectual contributions transcended boundaries of language, discipline, and geography — this journal aspires to carry forward that same spirit of rigorous, cross-cultural inquiry.



SNAJ was conceived from a simple but pressing conviction: that meaningful scholarship should not be confined by the language in which it is written, nor by the discipline from which it emerges. India's intellectual tradition has long thrived at the confluence of languages — English, Hindi, and Urdu among them — and it is this confluence that our journal seeks to honour. By welcoming original research across the humanities, social sciences, education, and emerging interdisciplinary, multilingual fields, we hope to build a genuinely inclusive platform for academic dialogue.

As Chief Editor, I have had the privilege of witnessing the dedication of our editorial board, reviewers, and contributors, whose collective commitment has shaped this first issue. Every article herein has passed through a rigorous double-blind peer review/ indexed process, and each is assigned a Crossref indexing, registered DOI, reflecting our unwavering commitment to academic integrity, originality, and permanence in the global research ecosystem.

I extend my heartfelt gratitude to our esteemed reviewers, editorial board members, and the scholars who entrusted us with their research. It is through their collective effort that this journal has moved from vision to reality. I also invite researchers, academicians, and students from across disciplines and linguistic traditions to consider SNAJ as a home for their scholarship in the issues to come.

It is my sincere hope that this journal will serve not merely as a repository of research, but as a living, evolving conversation — one that bridges languages, disciplines, and generations of scholars in pursuit of knowledge.

With warm regards,

Dr. Mohammad Zahid

Chief Editor
Shibli National Academic Journal (SNAJ)

GLOBAL STANDARDS IN TEACHER EDUCATION: UNESCO AND OECD PERSPECTIVES ON TEACHER QUALITY AND PROFESSIONALISM

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Abstract

Teachers frequently have the ability to be the most important factor in schools leading to educational quality and students' learning performance. Supporting a background of the 2030 Agenda, the global society has the task of significantly increasing the supply of competent teachers to achieve Sustainable Development Goal (SDG) 4.c. However, there is a considerable "qualitative gap" in this consensus with variable definitions of a "qualified" teacher and distinct norms of professionalism across various education systems. The purpose of this study is to thoroughly analyze UNESCO and OECD frameworks in order to uncover similarities and differences in their perspectives on teacher quality, competencies and professional standards. The study employs a comparative review research design, and a secondary source-based study approach in evaluating worldwide benchmarks. Data are gathered from major publications such as UNESCO's Global Report on Teachers and Teacher Policy Development Guide, OECD's TALIS results, PISA teacher policy reviews and the Teacher Knowledge Survey. Expected key comparison issues will be: Analysis identified teacher supply and recruiting, continuous professional learning (CPL), general pedagogical knowledge (GPK) and digital/ICT skills. Findings are expected to indicate a common emphasis on "collaborative professionalism" and lifelong learning. UNESCO's rights-based approach and 'new social contract' for education may contrast with the OECD's emphasis on data-driven performance, efficiency and knowledge-based professional standing. National teacher education rooted on these global perspectives may support nations in modernizing their standards, improving the standing of teachers, and maintaining the attractiveness and effectiveness of the profession in an increasingly digitalized and multicultural educational landscape.

Keywords: Teacher Education, UNESCO, OECD, Teacher Quality, Teacher Professionalism, Global Standards, Teacher Competencies.

INTRODUCTION

The globalization of teacher education has resulted in an extraordinary development of international education standards, which have a significant effect on national teacher education reform across the international community (UNESCO 2024). As countries experience rapid societal and technological change, international normative instruments and classifications, such as International Standards Classification Teacher Training Program (ISCED-T), provide important benchmarks for the recruitment, training and certification of the workforce (UNESCO 2023). At the foundation of this global change is a worldwide agreement that teachers are the single most important factor that determines the quality of education and student learning outcomes

(UNESCO, 2019, 2023 & 2024). The majority has been reflected in the emergence of global competency frameworks to standardize the specialized knowledge ranging from general pedagogy to digital fluency required in the current classrooms (Yang et al, 2021: OECD, 2026).

The international organizations such as UNESCO and OECD are progressively shaping global teacher education systems by setting global standards for teacher quality, professionalism, competencies, and professional development (Boeskens et al, 2020). These organizations interact with each other yet come from quite different intellectual backgrounds. UNESCO and the OECD are key players in the

worldwide educational governance system. UNESCO, as the custodian agency for SDG

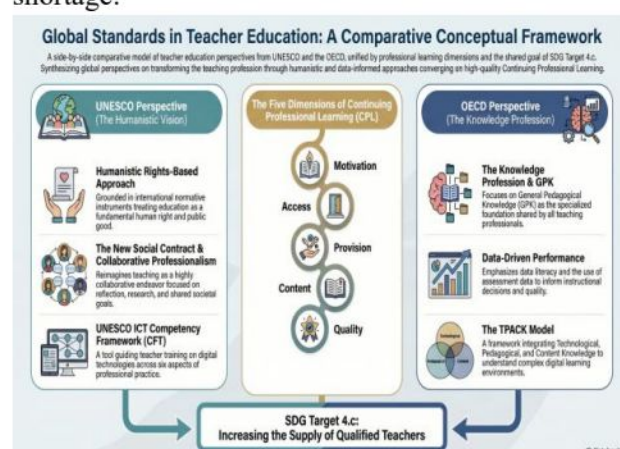
4, leads the global movement advocating for a humanistic, rights-based “new social contract” for education and monitoring the condition of the profession. In contrast, the OECD is a leading analytical observatory that draws on data-driven insights from TALIS and PISA to influence policy through research on teacher performance, knowledge professions and system efficiency (OCED, 2018, 2024, 2025: UNESCO, 2023).

These organizations have different philosophical foundations, with the UNESCO emphasizing the rights, social dialogue, and status of teachers, and the OECD focusing on evidence-based performance and instructional efficacy (UNESCO, 2019 & 2023). Therefore, there is an urgent need for comparative study. Understanding these similarities and variances is critical to establishing a unified global standard for professionalism. This study is important as it is directly related to the ongoing teacher education reforms especially in developing countries. Acute shortages and qualitative gaps in teacher education are threatening universal education (UNESCO, 2023). Finally, this research has important policy implications for aligning national systems with global benchmarks to achieve Sustainable Development Goal target 4.c.

CONCEPTUAL FRAMEWORK

The conceptual framework of this study is based on the OECD’s CERI framework of professional competence with General Pedagogical Knowledge (GPK) as a basis of teaching as a ‘knowledge profession’. This is in contrary to UNESCO’s humanistic perspective that advocate for a “new social contract” that recognizes collaborative professionalism, inclusivity, and teacher status. The analysis combines five analytical aspects of Continuing Professional Learning (CPL) – motivation, access, provision, content and quality – to identify similarities and differences between the

two organizations. This provides for comparison of OECD’s data-driven focus on teacher effectiveness and performance outcomes with the UNESCO focus on lifelong learning journeys and equity. In addition, the framework evaluates the digital capabilities based on the ICT CFT of UNESCO and TPACK model of OECD, comparing the global standards with the SDG Target 4.c to standardize teacher recruitment and training as a response to the global teacher shortage.



REVIEW OF LITRATURE

The following literature review provides a comparative analysis of the standard-setting frameworks and research documents from **UNESCO and the OECD**, focusing on global benchmarks for teacher quality, professionalism, and education.

1. Global Standards in Teacher Education

OECD (2025), TALIS Teacher Knowledge Survey Conceptual Framework In this publication, General Pedagogical Knowledge (GPK) is presented as a “global yardstick” for the specific knowledge required to design effective learning environments. The OECD checks national standards from a range of countries to find common characteristics of instruction and evaluation. It describes teaching as a specialised 'knowledge profession'. This data-driven strategy is distinct from larger policy guides as it provides measurable indications of global teacher competence.

- **UNESCO (2019), *Teacher Policy Development Guide*** UNESCO develops global standards from a holistic policy perspective, placing teachers at the centre of universal access to quality education. It describes standards as expectations of teacher knowledge and performance to enhance learner outcomes on nine integrated aspects. Using OECD statistics, it stresses that global standards must be supported by broad national policies and not by limited performance measures.
 - **OECD (2025), *TEACHING AND LEARNING INTERNATIONAL SURVEY (TALIS) 2024*** TALIS is the “voice of teachers”, the largest international survey in the world, providing comparative insights into teaching norms worldwide. It highlights “sustainable qualities” like initial preparation and emergent challenges like AI and sustainability through cross-sectional analysis, shaping educational globalization in general. Using standardized indicators, the framework enables more than 50 school systems for assessing their policies against international best practices.
- 2. UNESCO Framework on Teacher Quality and Professionalism**
- **UNESCO (2024), *Global Report on Teachers*** This flagship research tracks global progress on SDG goal 4.c and calls for a “new social contract” for the teaching profession. It fosters collaborative professionalism and lifelong learning, while raising the alarm on pressing global shortages that undermine educational equity. It is based on a human rights approach and asks for the restoration of teacher autonomy and status in the face of ever-growing, judgmental and heavy monitoring systems.
 - **UNESCO (2018), *ICT Competency Framework for Teachers (ICT-CFT)*** The training on digital technologies for inclusive knowledge societies and the attainment of the 2030 Agenda is guided by the UNESCO framework. It maps teacher growth into three levels (Technology Literacy, Knowledge Deepening and Knowledge Creation) across six domains of professional practice. It’s about putting resources into context with the help

of OER. This will ensure that the digital standards support fairness and inclusion across the different national contexts.

UNESCO (2023), *Evaluation of UNESCO’s Work on Teacher Development* This assessment validates UNESCO’s unique role as the custodian of SDG 4 and its comparative advantage in global norm-setting. It stresses UNESCO’s commitment to a humanistic approach, with a focus on teacher rights, social dialogue and the standing of the profession. Instead of doing research, like other research-oriented organizations, UNESCO uses its convening capacity to coordinate internationally, and to track progress through, for example, the International Standard Classification of Education – Technical (ISCED-T).

3. Comparative Literature on UNESCO and OECD

Benali & Mak (2022), *A Comparative Analysis of International Frameworks* This paper examines the UNESCO ICT CFT with the European and national models and finds a high degree of congruence in their overall goals for digital pedagogy. It highlights that whereas UNESCO prioritizes policy innovation and social concerns, other frameworks prioritize more specialized pedagogical mediation. The investigation shows the collaborative role played by these worldwide standards in combating the “information explosion” in contemporary education systems.

UNESCO (2023), *Landscape Analysis on Teacher Development* This comparative analysis points to the distinct position of UNESCO in normative advocacy and social debate, in contrast to the research-oriented orientation of the OECD. While the OECD is strong in knowledge development and research, UNESCO has a unique overall mandate across all levels of education from a rights-based approach. The paper points to a “crowded space” where the two organisations have to coordinate to avoid duplication of global teacher objectives.

- **OECD (2020), *Teachers' Professional Learning Study*** This research presents a theoretical framework for continuing professional learning (CPL) and maps OECD indicators to suggest future comparative studies. It takes on SDG 4 commitments with a focus on the effectiveness and sustainability of teacher learning systems associated with appraisal outcomes. The OECD approach emphasizes growing knowledge and self-efficacy, giving a quantitative analytical counterbalance to UNESCO's qualitative emphasis on teacher rights.

OBJECTIVES OF THE STUDY

1. To understand the concept of global standards in teacher education.
2. To analyze UNESCO's and OECD's perspective on teacher quality and professionalism.
3. To identify similarities and differences between the two approaches.

RESEARCH QUESTIONS

1. What is the concept of global standards in teacher education?
2. How does UNESCO's and OECD's conceptualize teacher quality and professionalism?

What similarities and differences exist between UNESCO and OECD frameworks?

METHODOLOGY

The research methodology used in this study is qualitative research methodology, comparative review research design. The nature of data as a secondary source is analytical based entirely on secondary data obtained from official institutional releases. The data sources are related to UNESCO and OECD frameworks such as normative instruments (e.g. UNESCO's Teacher Policy Development Guide and ICT Competency Framework and OECD's TALIS and PISA policy insights and reports) and Peer-reviewed journal publications. This approach enables a systematic assessment of converging and diverging global perspectives on teacher quality and professionalism.

METHOD OF ANALYSIS AND INTERPRETATION OF FINDINGS

This study employs the **Comparative Analysis Method** as its primary analytical approach to systematically evaluate convergences and divergences between the UNESCO and OECD frameworks.

COMPARATIVE DIMENSIONS FOR ANALYSIS

S.NO	DIMENSIONS	UNESCO FRAMEWORK	OECD FRAMEWORK
1.	Philosophical Orientation	Humanistic and rights-based	Performance and competency-based
2.	Main Focus	Equity, inclusion, social justice	Effectiveness, accountability, outcomes
3.	Concept of Teacher Quality	Holistic professionalism	Measurable teaching effectiveness
4.	Teacher Professionalism	Ethical and transformative	Competency and performance-oriented
5.	Teacher Competencies	Inclusive and developmental	Technical and measurable
6.	Professional Development	Lifelong and collaborative	Continuous and standards-driven
7.	Teacher Appraisal	Supportive and developmental	Evaluation and accountability
8.	Digital Competencies	ICT integration for inclusion	Technology for effectiveness
9.	Educational Goal	SDG-4 and equity	Educational performance improvement

COMPARATIVE ANALYSIS AND• INTERPRETATION OF FINDINGS

This section systematically examines the alignments and contrasts between the UNESCO and OECD frameworks, structured according to the five main issues of global teacher development standards.

Theme 1: Concept of Teacher Quality The UNESCO Framework views teacher quality as comprehensive development and inclusive professionalism, calling teachers the “fundamental drivers” of a “new social contract” for education. It argues that empowering teachers is important, as the quality of teaching frequently suffers by system-level policies that do not adequately train and support the workforce.

The OECD Framework is based on measurable efficiency and student learning outcomes, and General Pedagogical Knowledge (GPK) is the “global yardstick” to measure the profession’s specialized knowledge base. Teaching quality is conceptualized as the degree to which education produces quantifiable improvements in student achievement.

Comparative Interpretation: UNESCO’s humanistic and equity-oriented perspective is rooted in a safeguard role of SDG 4 whereas OECD advocates a measured and outcome-based approach to teacher quality drawing on data from TALIS and PISA.

Theme 2: Teacher Professionalism UNESCO Focuses on ethical professionalism and teacher autonomy. Heavy monitoring and prescriptive curriculum are challenges to the profession. It promotes social justice oriented demanding teachers’ voice in decision making and social debate.

OECD Advocates standards-based professionalism using the model of “knowledge profession” where professionalism is defined in terms of possession and constant upgrading of specialized pedagogical knowledge. It connects professional status with accountability systems and clinical practice regulations.

Comparative interpretation: Both frameworks see professionalism as the basis of the profession, but with different emphasis: OECD focuses on quantifiable criteria and knowledge-based status, while UNESCO on ethical, transformational and rights-based characteristics of the profession.

MAJOR COMPARATIVE FINDINGS

The main comparison findings below represent the similarities and differences between the teacher education frameworks of UNESCO and the OECD as expressed in their key policy statements and research reports.

1. UNESCO Promotes Inclusive and Humanistic Teacher Professionalism:

UNESCO strives a humanistic and rights-based approach to teacher development, describing teachers as the “fundamental drivers” of a new social contract for education. This approach stresses teacher empowerment and autonomy, asking for a rethink of professionalism as a collaborative process that revalues the social position of the profession. UNESCO’s approach directly connects teacher professionalism with the realization of SDG 4 and positions the profession within a wider agenda of global citizenship and social change.

2. OECD Promotes Competency-Based and Performance-Oriented Professionalism:

The OECD, by contrast, positions teaching as a “knowledge profession,” with professionalism characterized by the cultivation and ongoing updating of specialized General Pedagogical Knowledge (GPK). The OECD approach is very performance-oriented, using data from TALIS and PISA to set quantitative goals for teacher effectiveness (OECD, 2026). Professionalism is associated with standardized measures of instructional quality, classroom management, and student learning outcomes.

3. Prioritization of Social Justice and Equity (UNESCO) vs. Effectiveness and Accountability (OECD)

Their key policy aims varies significantly:

- UNESCO promotes equity, inclusiveness, social justice, and working conditions based on rights,

addressing the worldwide teacher shortage in the developing global community.

- The OECD emphasizes the importance of system efficiency, effectiveness and accountability. Its structures generally link teacher appraisal and evaluation to measurable student achievement data to promote ongoing system improvement.

4. Mutual Emphasis on Teacher Competencies and Continuous Professional Learning:

Both organizations acknowledge that teachers are the most important school-related factor contributing to the quality of education and stress the importance of continuous professional learning (CPL). They demonstrate that teacher education must move away from one-off, course-based activities to lifelong learning experiences. Both frameworks, however motivated differently, emphasize the importance of enhancing the teacher knowledge base, UNESCO through comprehensive policy development and OECD through data-driven diagnostic assessments.

5. Centrality of Digital Competencies in Both Frameworks: Digital fluency is one of the main pillars for both organizations. The UNESCO's ICT Competency Framework for Teachers (ICT CFT Introduced in 2008) provides a matrix structure for adding technology into six different parts of professional practices that extend from literacy to knowledge creation. This has been addressed through the TPACK (Technological Pedagogical and Content Knowledge) approach (Shulman 1987) that integrates technology with pedagogical and content knowledge by the OECD. Both frameworks have prioritized their focus on digital skills because to the COVID-19 epidemic and the emergence of AI.

6. Global Reforms Increasingly Combine Both Approaches

These concepts have now started to be included into emerging worldwide teacher education reforms. High-performing systems generally blend UNESCO's emphasis on collaborative professionalism and mentorship with OECD's standards-based accountability and clinical

practice. Normative tools like the ISCED-T classification (UNESCO, 2023 & 2024) testify to joint efforts to build a standard worldwide language for teacher credentials, bringing together UNESCO's monitoring mandate with the OECD's data-driven analytical demands.

SUGGESTIONS AND RECOMMENDATIONS

The rigorous examination of UNESCO and OECD frameworks in the sources leads to the following proposals and recommendations for the modernization of global standards of teacher education:

- 1. Balance of Teacher Autonomy and Accountability:** The monitoring of education systems must move from being predominantly judgmental to participative and responsible in ways that respect teacher agency. Mandatory appraisal is widespread in high-performing institutions, the OECD says, but UNESCO warns that too restrictive curricula and heavy-handed surveillance are direct threats to the profession's status. Policy improvements should give teachers the instructional autonomy to make pedagogical decisions based on their expertise, which has been demonstrated to enhance job satisfaction and the effectiveness of adaptive teaching.
- 2. Integrating Inclusive and Competency-Based Approaches:** For global success, a standard must relate the OECD competency-based "knowledge profession" paradigm to UNESCO's humanistic focus on equity. The teachers' demands point to a strong special knowledge basis, such as General Pedagogical Knowledge (GPK), but this needs to be linked to adherence to social justice and the "new social contract" for education. The preparation of future teachers must reconcile the ethical imperative to assist all learners with the need for measurable performance indicators, so that the "qualified" status includes the ability to navigate diverse and marginalized situations.
- 3. Global Standards in Perspective:** International standards such as ISCED-T and the ICT Competency Framework provide global benchmarks but need to be contextualised to meet local national and institutional requirements.

Countries should not be expected to accept “unrealistic and unfair” one-size-fits-all systems. National benchmarks should be developed using global norms as reference points but should take into account the specific socio-economic starting points and cultural circumstances.

4. Developing integrated teacher development:

The teacher education has to be re-conceptualized as a continuum of life-long learning rather than a series of one-off course focused activities. Such a need necessitates the establishment of ecosystems to combine initial teacher preparation (ITP) with induction, mentorship and ongoing professional learning (CPL). Recommendations include developing collaborative professionalism with communities of practice and ensuring that professional growth is teacher-led and part of the everyday pulse of school life.

5. Building Balanced Teacher Evaluation Systems:

Appraisal systems should have more formative and developmental roles and less about high stakes summative outcomes. To be effective evaluations must include regular classroom observations by supportive colleagues and the creation of individual professional development plans. A balanced approach employs appraisal to identify strengths and shortcomings in a non-punitive fashion, providing the feedback and resources necessary to support continued professional development.

6. Elevating digital and inclusive pedagogies

:Training in digital fluency should be given priority and focus on its usage in inclusive classrooms. The TPACK framework implies that teacher education should emphasize the pedagogical use of technology, not only the technical skills, to improve student engagement and meet the requirements of special needs learners. Digital technologies should be leveraged to foster collaborative knowledge creation and to bridge the digital divide, so that technology is a creative guide for all learners.

CONCLUSION

The increasing globalization of teacher education has made international standards significant indicators for national improvements. The UNESCO and the OECD have a deep global

impact, the former with its humanistic advocacy leading the profession, and the other alongside its data-driven performance measures. This research shows that a balanced teacher professionalism is achieved through the amalgamation of competency-based frameworks and rights-based approach to teacher autonomy. In the end, global standards such as ISCED-T give a useful means of comparison, but they need to be adjusted to the national educational context, in order to prevent the unjust. assumption that one standard can be applied to all countries.

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ABOUT

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