

Editorial

Interdisciplinary education research is a contemporary approach that seeks to integrate traditional research methods and compare emerging international disciplines in educational philosophies, practices, and developments. Its goal is to transcend fragmented studies, achieving a cohesive understanding of complex educational problems.

Interdisciplinary learning fosters creative problem-solving by merging knowledge and methods from diverse fields, encouraging learners to think outside conventional frameworks.

This issue of the journal exemplifies this interdisciplinary spirit, weaving together research that spans language policy, environmental education, teacher development, chemistry misconceptions, and technological integration in the classroom. The eleven papers featured in the first issue of Volume 9 collectively explore key areas of educational concern. The first four articles, written in Nepali, investigate various aspects of language education, highlighting the interconnectedness between language, policy, and education. The opening article examines the distribution and extinction trends of Nepal's native languages, grounded in census data from the last three decades. It also offers recommendations for language revival policies, an essential step for preserving Nepal's linguistic diversity. The second article continues this theme by exploring how environmental elements are integrated into secondary-level Nepali textbooks. It emphasizes the importance of embedding environmental conservation in formal education, a necessary focus given today's ecological challenges.

Building on the examination of language and environment, the third article delves into the formulation of Nepal's language policy, reflecting on the roles of government, political parties, and linguists in shaping policy frameworks. This connects to the broader theme of educational governance, which is also reflected in the fourth article that studies the rhetorical and colloquial power in Lakshmi Prasad Devkota's essay *Veerharu*. The interplay between language structure and its socio-political impact illustrates the interdisciplinary nature of linguistic and literary studies.

Moving from language to pedagogy, the fifth and sixth articles investigate the professional development of teachers in Nepal. The fifth article discusses the potential of collaborative feedback in improving teaching strategies, lesson preparation, and classroom engagement, thus enhancing overall educational quality. Meanwhile, the sixth article explores the economic dimensions of education by comparing earning patterns of teachers in government and private schools, revealing income disparities that affect teacher motivation and retention.

From teacher development, the journal transitions to students' understanding of science, with the seventh article shedding light on common misconceptions about chemistry among Nepalese ninth and tenth-grade students. The errors in chemical processes and concepts highlight the need for rethinking textbook content and teaching methodologies, themes that resonate with the collaborative feedback discussed in earlier articles. The eighth article then offers a societal perspective by examining parents' continued use of corporal punishment despite its legal ban, underscoring the gap between policy and practice—a recurring theme throughout the issue.

In a shift toward health and behavioral studies, the ninth article analyzes the socio-demographic factors influencing junk food consumption among Nepali university students, revealing how cultural and educational contexts shape lifestyle choices. This connects to broader educational initiatives aimed at promoting healthier habits, linking back to the discussions on environmental conservation and policy intervention.

The tenth article takes a focused look at Tribhuvan University's Chemistry Education program, analyzing student experiences and offering recommendations for curriculum improvement. The connection between student learning experiences, teacher development, and policy-making discussed in earlier articles is echoed here, as the article calls for dynamic pedagogical approaches for sustained professional success.

Finally, the eleventh article explores the perceptions of Nepali teachers regarding the integration of ChatGPT in the classroom. This article represents the journal's commitment to addressing cutting-edge technological advancements in education, linking back to interdisciplinary themes by showing how AI can reshape traditional teaching methods.

Collectively, the eleven articles in this issue demonstrate the interdisciplinary nature of research in education. They offer insights into the state of language preservation, environmental education, teacher development, student misconceptions, and the influence of socio-demographic factors on behavior, all while highlighting the ongoing integration of technology in educational settings. By connecting these diverse areas of study, this issue invites readers to consider the multifaceted and interconnected nature of educational challenges today.

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Editor-in-chief