

## **Interdisciplinarity in Education Research-Bridging Epistemologies and Practices**

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This issue (Volume 9, Issue 2) of *Interdisciplinary Research in Education* brings together a diverse array of studies that contribute to various fields, highlighting critical intersections between education, governance, technology, health, gender, and socio-economic development. The collection of articles not only reflects contemporary debates but also underscores the significance of interdisciplinary approaches in addressing pressing educational and societal challenges. Education quality remains a central concern, and one study in this issue explores the perspectives of permanent teachers in Nepalese public secondary schools, offering insights into systemic improvements and professional development. Another article examines the challenges in ICT use among economics teachers at Tribhuvan University, shedding light on digital literacy gaps in higher education and the need for targeted capacity-building interventions.

Assessment and evaluation practices in education are evolving, and a study on language testing and assessment traces this transition from traditional to modern approaches, emphasizing the implications for pedagogical reforms. Similarly, an action research study on feedback in mathematics learning underscores the role of formative assessment in addressing learning crises, highlighting practical strategies for improving student engagement and performance. Beyond pedagogy, this issue also delves into governance and policy challenges. An analysis of corruption prevention and federalism implementation in Nepal discusses its implications for education and public sector accountability, linking political structures with learning environments. Another study critically reviews school-based nutrition education, identifying strengths and gaps while advocating for more effective content integration to enhance student well-being.

Gender and inclusion remain pressing concerns in education research. A multimodal analysis of secondary-level English textbooks investigates gender representation, contributing to discussions on equitable curriculum development. Additionally, a study on sexual harassment among female students at Tribhuvan University highlights the need for preventive measures and institutional policies to ensure safer learning spaces. Health and well-being in education are explored through multiple lenses. One study examines the impact of physical activity on academic achievement among secondary students in Kathmandu, reinforcing the link between holistic development and learning outcomes. Another article investigates occupational health promotion among Nepalese school teachers, emphasizing the importance of workplace well-being for sustainable educational practices.

Expanding beyond formal education, this issue also highlights innovative learning strategies. Research on hands-on activities through gardening explores their role in fostering 21st-century skills and lifelong learning. Similarly, a study on multilayer concept mapping in science education from a STEAM perspective presents an interactive approach to learner engagement.

Higher education pedagogy is also addressed, with one study examining master's degree students' responses to abstract writing, identifying key issues in academic writing for second-language learners. The interdisciplinary nature of migration studies is reflected in an article on out-migration and returnee migrants' integration in farm production, linking education, labor mobility, and rural development. In addition, two Nepali-language articles further broaden the thematic scope of this issue. A study on Nepali children's literature explores its educational significance, analyzing themes, character representation, and language styles. Another article provides a structural analysis of 'Thanka' essay, offering linguistic insights into textual coherence and grammatical cohesion in academic writing.

By spanning multiple disciplines, this issue of *Interdisciplinary Research in Education* fosters critical discussions that extend beyond traditional educational paradigms. The research presented here offers valuable contributions to pedagogy, policy, governance, and social transformation, reflecting the ever-expanding landscape of interdisciplinary inquiry. Taken together, the contributions in this issue emphasize the necessity of interdisciplinary inquiry in addressing educational challenges. Whether through policy analysis, curriculum development, linguistic studies, or technological integration, these discussions offer valuable insights for educators, policymakers, and researchers. As we continue to rethink education in response to emerging trends, fostering dialogue across disciplines remains imperative in shaping an inclusive and dynamic learning landscape.

As we navigate the rapidly changing educational environment, the research featured in this issue underscores the importance of critical reflection, evidence-based practice, and policy engagement. We hope that the insights presented here will inspire further research and dialogue in the field of education, contributing to more inclusive, responsive, and effective educational practices. We extend our sincere gratitude to the authors, reviewers, and editorial team for their invaluable contributions in bringing this issue to fruition.