

## Editorial

**Teacher Half-Yearly Journal**, born in 1993, is a double-blind peer-reviewed journal publishing research and review papers from a variety of disciplines, making it a multidisciplinary reading and, thereby, rejuvenating annually the motivation of university faculty and administrative personnel to grow themselves professionally and cultivate a culture in research, writing, and publication. The editorial team envisions contributing to the academic milieu of the Nepali universities in general and Mahendra Ratna Campus in particular. This journal prioritizes publishing the papers related to teaching and learning, language, culture, and similar disciplines.

The editorial team is proud to share with the readership that, with this open-access issue (Vol. 17, Issue 1), we have gone online as well accomplishing the procedure of joining NepJOL. In this issue, we have incorporated altogether 28 papers from different disciplines and the papers have gone through the rigorous double-blind peer-review process, including the separate review processes for language and format.

The Editor-in-Chief thankfully acknowledges the time and effort furnished by the authors, the reviewers, and the administrative team. I am really grateful to them all. At the same time, I would like to express my sincere gratitude to the campus administration for funding and encouraging the journal publication, and the Research Management Cell for entrusting the responsibility of the publication process. My special thanks go to the Campus Chief for every support he provided when needed. Equally thankful am I to the Central Library and the NepJOL community for kindly considering our application for joining the platform for the greater visibility of the journal.

Last but not least, I would like to express sincere thanks from the core of my heart to the members of the Editorial Board for their time, effort and rigour.

Editor-in-Chief  
January, 2025