

EDITORIAL _____

Interdisciplinarity Research in Education: An amalgam in a variety of academic flavors.

We are in the era of globalization and interdisciplinarity. In this globalized world, we need entrepreneurship based standard education system in Nepal. For this, we need to explore new concepts and discuss on their applications in productive manner. Thus, this issue (Volume 10, Issue 1st) of *Interdisciplinary Research in Education* (IRE) published by Research Management Cell (RMC), Central Department of Education, Tribhuvan University presents a diverse range of studies. The individual articles included in this volume explore various concerns in education regarding the leadership, teaching skills, socio demographic variables, language skills and learning practices, labour, philosophy, structural modeling and transformative exposure education. Also, the texts related to practicum, bridging language and multi-languages, science and technology, application of artificial intelligences have also been spaced. So, it is an amalgam in a variety of academic flavors. We are delighted to announce the release of this volume as a scholarly contribution of the Central Department of Education.

This issue consists 13 research-papers from various disciplines, contributing to academic knowledge in different subject areas. Twelve articles are written in English which shed light on different aspects of education. A good interdisciplinarity has been seen in the texts of this issue in which the authors have explored and reflected in depth. Talking about the articles in the present issue, Jhupa Kumari Budhathoki explores the Head Teachers' Leadership on SIP Preparation as a study of community schools in Kirtipur Municipality and Keshav Raj Dhakal examines the challenges in teaching social studies and life skills education in secondary schools within Melamchi Municipality in Bagmati Province. Similarly, Santosh Kafle, Yadu Ram Upreti, Prakash Sharma, and Mahesh Pokhrel investigate the Association Between Socio-Demographic Variables and Body Mass Index (BMI) among School-Going Adolescents as a Cross-Sectional Study in Pokhara municipality while Hari Maya Sharma discusses the English Extensive Reading Practices in Nepalese Schools as a case of an institutional school in Nepal. In the similar vein, Monika Nepali investigates Unveiling the Plight of Child labour in Nepal's Hotel and Restaurant Sector.

In the next article, Janardhan Ghimire interprets the Divine and Demonic Attributes in the Bhagavad Gita as the Literal Reflection and Bed Prasad Dhakal analyzes the Structural Equation Modeling and Effect of VLE in Mathematics Learning. Similarly, Milan Acharya expresses the connection between collaborating with ChatGPT in teaching and learning at university classes as a comparison of Traditional Pedagogues and Krishna Prashad Bhatt reflects on Transforming Mathematics Education as Navigating Digital Barriers in Classrooms. Likewise, Bishnu Sharma explores the Roles and Challenges of Pre-Service Teachers in Practicum as evidence from Tribhuvan University and Pushp Raj Bhatt discusses the engagement of students in science learning through an art-based approach. Critiquing into the texts of the textbook, Guru Prasad Poudel uncovers Interdisciplinary Themes included in the English Textbooks. The next paper is in Nepali language entitled "*Bahubhashik Pariveshma bhashanitiko prabhavkari karyanwoyan: Chunauti ra rananiti*" in which Srijan Devi Khadka analyzes the effective implementation of language policy in multilingual situation.

As we circumnavigate the rapidly changing educational environment, the research papers featured in this issue explicate the importance of critical reflection, evidence-based practice, and application. We hope that the insights presented here will inspire further researcher and invite dialogues in the various field of education.

The publication of this issue has been possible because of the hardships made by different scholars. We express our sincere gratitude to the Head of the Central Department of Education as the Patron of this journal. Also, we are grateful to authors, reviewers, and editorial team and the members of RMC. The credit goes to the scholars who help us and suggest us directly or indirectly with their time and insights. Last, but not the least, we encourage the scholar community to contribute this journal “Interdisciplinary Research in Education” by providing manuscripts for the next upcoming issues. The views expressed by the writers in the corresponding paper are their own concerns and concepts. At the end, we highly appreciate the suggestions and feedbacks to enhance the quality of articles in the forthcoming issues.

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