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Editorial

In the contemporary academic landscape, the pursuit of knowledge has become increasingly systematic and rigorous, with scholars across diverse disciplines engaging in structured inquiry and empirical investigation. Research, functioning both as a methodological framework and an epistemological tool, plays a central role in the expansion and advancement of human knowledge and understanding. Through sustained and critical intellectual engagement, researchers not only extend existing theoretical paradigms but also interrogate and, where necessary, challenge established assumptions, thereby contributing to the emergence of new theoretical perspectives and practical applications. This ongoing process underscores research as a disciplined and methodical endeavor dedicated to the generation, validation, and dissemination of knowledge. Furthermore, scholarly research extends beyond individual academic achievement, serving as a cornerstone for collective intellectual development, societal advancement, and evidence-based policy formulation. Accordingly, research should be regarded not merely as an academic activity but as a vital mechanism for promoting innovation, critical thinking, and informed decision-making within an increasingly complex global environment.

In the course of sustained intellectual practice, university professors have engaged in a wide range of scholarly inquiries and research activities, drawing systematically on their disciplinary expertise and accumulated academic experience. In recent years, the Research Management Cell of Sanothimi Campus has accorded high priority to the publication of *The Educational Journal*, with the objective of coherently compiling scholars' ideas, reflections, empirical investigations, and research contributions, thereby fostering and enriching academic discourse.

This issue of the journal comprises fourteen research-based articles—ten in English and four in Nepali—that examine authors' scholarly knowledge and professional experiences across a range of disciplines. All submissions underwent a rigorous peer-review process conducted by subject specialists and were published only after incorporating the required revisions and enhancements. The present issue has been made possible through the valuable contributions of the authors, the diligent efforts of the peer reviewers, and the consistent support of the campus administration, staff, and individuals involved in technical and editorial assistance. The editorial board gratefully acknowledges and extends sincere appreciation to all who contributed to the successful publication of this issue.

Editorial team

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