

**Research-based Education for Development and Social Change**

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The formal education system has brought about tremendous changes and is still mainstream educational activity in almost every corner of the world. Further, with the rapid development of technology and the fast communication system, education has not remained confined to formal educational institutions. New communication technology has made access to knowledge and scholarship easy, increasing the extent of education accordingly. Today we can learn things and events about the universe through the web by sitting at a desk and browsing the computer and other means of communication.

Countless schools and universities have opened. Thousands of teachers and millions of students have been engaged in teaching and learning activities. A large number of books and articles have been written on methods of teaching. Teachers have been trained. States spend a huge amount of money on education. The parents spend no less for their children at private schools hoping for better education. Today consciousness about the significance of education has grown more than ever before.

However, education through formal educational institutions alone is not enough to cater to the growing needs of students in the changed context. Since we live in a rapidly changing world, the knowledge transmitted through teachers to the students through the formal education system is inadequate. We have known many things about the universe through formal educational institutions, but we still have to know much more through other means of education. In this regard, Richard I. Arends (2012) says:

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We don't know exactly how schools will look by the middle of the twenty-first century. The futurists, however, have argued that the formal schooling as currently conceived and practiced will be out-of-date in the system of learning as horse and buggy are in the modern transportation system. (p. 9)

This speculation suggests that only formal educational institutions are not enough to provide education in the changed context.

Despite tremendous achievement in knowledge and scholarship through teaching-based education, we need extensive research-based education for development and social change. Therefore, higher education institutions have been working hard to improve the quality of education through research activities in addition to teaching in the classroom.

However, it may be misleading to think that research can only be done in the university for a higher degree. More surprisingly, some societies still think doing research is only for pursuing a Ph.D. Research, however, is not entirely the business of a Ph.D. pursuing student. Nor is it exclusively the task of a gray-bearded professor engrossed in reading and thinking in a silent library. Research is done to find a solution to academic and practical problems of life. As Booth et al. (2008) say, "We do research whenever we gather information to answer a question that solves a problem" (p.10). In this sense, even the simplest problems can be solved through research. It can be used to answer questions as simple as "where has my neighbor migrated to?" and find a solution to the problem as profound as "How has the present universe come into existence?" John Creswell (1994) also says that research is important because it is a focused study "that may emerge through an extensive literature review, be suggested by colleagues, researchers, or advisors, or be developed through practical experiences (p. 4). In either case, research can be a reliable method of finding a solution to the problem.

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Whereas the higher education institutions have introduced research-based activities in their curriculum and teaching, governments of many nations have also established some research centers and allocated budgets for their operation. Like elsewhere, Nepal has made significant progress in education which has contributed quite a lot to the development and social change with the establishment of the democratic republic. Education has helped increase consciousness for good governance and development, but it has still to go a long way to make the country prosperous and its people happy. We assume that it can be done only through quality education by means of research.

In this context, it is essential to understand that research done only by higher education institutions or by the research centers is not adequate. As has already been mentioned in the earlier paragraph, research is the business of any person who wants to know anything at any time. In matters of limitations of the government institutions, non-governmental research institutions also can contribute to this endeavor.

Molung Foundation is a research institution that has set its vision, mission, and goal to contribute to developing a self-sustained and equitable society. Among the various tasks to achieve these ends, it regularly publishes a scholarly journal entitled *Molung Educational Frontier (MEF)*, aiming to contribute to good governance, development, prosperity, and social change. Unlike a disciplinary journal that focuses on a particular discipline, *MEF* is a multidisciplinary journal that accepts manuscripts from scholars based on the original study of different themes and issues in various disciplines that can be connected to the broad rubric of education. Indexed in NepJol system, this journal has significantly contributed to the academic and other institutions for the country's overall development and social change.

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We have incorporated ten articles and two book reviews in the present volume. These articles explore different issues from different sectors of nature and society.

Out of the ten articles included here, four deal with education, two with social problems, two with media issues, one with culture, tourism, and development, and one with literature and arts.

Among the articles that directly deal with education, the second article, entitled “An Analysis of Student Assessment Practices in Higher Education of Nepal,” deals with the unsatisfactory assessment practices in Nepal; the eighth article, “Perceptions of Pre-service Teachers on Impact of Language Learning Strategies for their Academic Performances” deals with the teaching methods and practices regarding linguistic strategies; the ninth article “Policy Implementation Challenges of Special/Inclusive Education in Nepal” explores the policy issues on education; and the tenth article “Decentralization of Corruption in the Education Sector: An Analysis of Anti-Graft Reports” examines the malpractices of education in the local level.

Among the other articles that deal with social issues and still are contributory to education indirectly, the first article, entitled "Migration and Spousal Violence: A Study on Returnee Women Migrant Workers in Nepal," and the seventh article, "Labour Migration in Nepal: Policy, Institutions, and Governance" articulate the issue of labor migration as one of the major problems in Nepal. The third article, "People for Peace and Republic: A Fantasy Theme Reading of the Representation of ‘Nepalis’ in Movement Time Editorials,” and the fourth article, "The Role of Artificial Intelligence in the Evolution of Brand Voice in Multimedia," delineate the role of media in social change. While the former deals with the relation between media and political change, the latter with the role of artificial intelligence in multimedia evolution. These two articles belong to the group of media issues that are no less important for social change.

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Then the fifth article, "The Role of Natural Heritage for the Promotion of Tourism in Ilam," contributes to developing tourism in Nepal while promoting some tourist sites as cultural heritage. The sixth article, entitled "American Indian Ideologies in *The Round House*," albeit dealing with a literary text, still deals with the social issue in American society that is in some way hooked to the social inequality in Nepal. All the articles in this volume are thus oriented towards contributing to good governance, development, prosperity, and social change through education directly or indirectly.

Furthermore, here are also two book reviews, the first of which is on the book entitled *Give a man a fish: reflections on the new politics of distribution*, and the second one is on the book titled *Participatory Research: Working with Vulnerable Groups in Research and Practice Book*. Of the two books, the first deals with a social issue in Africa, and the second deals with research and its practice issues. Both books thus contribute to education and development.

In addition to the general contribution to education, these articles can also contribute to the nation's good governance, development, and prosperity. Furthermore, they can contribute to formulating appropriate policies for the country's overall development and equitable society.

I express my sincere gratitude to the writers who contributed their articles in respective disciplines, reviewers who offered their valuable comments and suggestions, editors and guest editors who contributed to the editing process, and advisors who provided significant advice for the improvement of the quality of this journal. Finally, I express my sincere gratitude to Sanjeev Dahal for his valuable support in correcting the APA style sheet and Shyam Giri for his technical support.

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