

We are pleased to publish the second Issue of Volume seven of "Interdisciplinary Research in Education". This Issue also encourages the education system to adopt interdisciplinarity in its approach. There are sixteen different subjects offered by the Central Department of Education that bring multiple disciplines or bodies of knowledge into the learning environment of the Department. The Research Management Cell (RMC) of the Department also adopts interdisciplinarity into its working approach. The present seventh volume (second issue) of the journal includes twelve original articles. A variety of original and review articles from different disciplines under the umbrella of "Interdisciplinary Research in Education" aim to collaborate across different subjects or disciplines to improve learning. We understand that bridging multiple disciplines can be challenging, but it promotes more critical thinking and develops lifelong learning skills. We encourage interdisciplinary knowledge and application. This is because it can stimulate the creativity of practitioners and students.

The first, second, and third articles are in the Nepali language in this issue. In the first article, Dinesh Ghimire analyzed the model practice questions used in the story lessons of the 'Nepali' (2077) textbook of class 11 according to the purpose of the genre of story teaching and the objectives of the curriculum and their appropriateness and adequacy. When analyzing on the basis of narrative genre teaching purpose, it was seen that lesson exercises were best in terms of vocabulary and reading comprehension ability development, question-answering, case study, review, response writing, creation, and project work-related learning ability development and moderate in terms of note-taking and summary writing ability development.

The second article by Rajendra Khanal presents a factual example while mentioning the theoretical nature of the existence, life, and death of language. The author identifies that like most languages in the world, the identity and existence of most languages in Nepal were in jeopardy. He suggests that all authentic languages of Nepal should be given a special identity by the society and community and special programs for the protection and promotion of these languages should be implemented by various government agencies.

Taking contemporary Nepali stories as a text, the sources of the plot used in them have been identified and the narrative effectiveness has been evaluated in the third article by Bindu Sharma. In this, for the analysis of the source of the plot, ten stories were selected purposefully and textual analysis was done with the adoption of the basic assumptions about the source of the plot as a theoretical framework. While teaching contemporary stories, it was found that the teaching-learning process could be more effective if the sources of the plot that were directly connected to the social, cultural, and political aspects of the time could be identified and the techniques adopted to give them artistic expression could be identified.

The fourth article by Arjun Neupane is about digital interactive collaboration in the mathematical practice of management systems. He suggested that an LMS like Moodle would be more effective in teaching and learning math classes using open and remote modes in higher education in Nepal. The next article is also about mathematics education by Krishna Prashad Bhatt and Smiriti Kandangwa which aimed to identify the indigenous practices and the hidden knowledge of mathematics in the ancient artifacts in the Limbu community.

In the sixth article, Santosh Lama and Bhagwan Aryal present the findings of a desk review regarding the relevance of Vipassana with the overall dimensions of health and its interconnection with the school curriculum for enhancing the education sector and shifting the paradigm. They suggest interconnecting Vipassana with the social and spiritual health of people and linking it to the school curriculum for better health and learning among the students, basically the adolescents.

Bishnu GC in the seventh article analyzed the personal hygiene and sanitation practices of elderly Buddhists. He found that adequate hygiene and sanitation had a positive impact on the health status of Buddhist elders, while moderate and poor status had a negative effect on the well-being of Buddhist elders in the Kathmandu Valley. He suggests that the Buddhists themselves, their families, communities, and government policies need to be more prudent in implementing hygiene and sanitation practices and programs to promote the health and well-being of the elderly.

Similarly, in the eighth article, Jhupa Kumari Budhathoki explores the changing contexts of the globalized world and their impact on learning strategies in higher education classrooms. She argued that for the policy to be put into action, more sustainable mechanisms must be developed to provide teachers with ICT facilities and to train teachers to use ICT in the classroom.

The ninth in this issue is by Indra Raj Upadhyaya and Paras Mani Ghimire who studied the challenges and obstacles of online science learning during the COVID-19 pandemic. The authors argue that lack of internet, low motivation, low engagement, lack of strategic planning, poor infrastructure, and slow internet were the main obstacles to virtual learning methods. Virtual learning is therefore effective when students and teachers are provided with internet facilities and teachers are trained in their approach to e-learning.

In the tenth article of this issue, Peshal Khanal, Prem Phyak, and Sushan Acharya also present the findings of an online survey and focus group discussions regarding teacher well-being during the COVID-19 pandemic in Nepal. They argue that governments and schools need to develop systems that prepare teachers to use ICT tools and other alternative approaches to meet student learning needs during and after the crisis. They suggest that a strategy should be developed to establish a Teacher Welfare Fund to assist teachers in crisis. Similarly, Yadu Ram Upreti and Bhimsen Devkota in the eleventh article, present a participatory action research (PAR) study protocol regarding transforming of nutritional behaviors of basic school children through the school-based participatory nutrition education program.

Finally, in the twelfth article, Devi Prasad Bhattarai explores social justice in school pedagogies and practices to welcome students coming from other than the mainstream cultural background. He warns that without redesigning our educational strategies and classrooms to accommodate cultural diversity in the coming days, there is no doubt that academia will suffer a great loss. He suggests establishing inclusion in schools and school activities. This carefully mixes all experiences, cultural tools, and abilities to foster a learning environment in which students and teachers feel respected and connected to each other.

This issue of the seventh volume of the "Interdisciplinary Research in Education" provides insight into interdisciplinary research activity in various areas of educational science. The readers are reminded that authors alone are responsible for the content of their articles. All articles in this volume are found unique and cover different aspects of Language Education, Mathematics Education, Health Education, Science Education, Educational Management, ICT in education, and Indigenous practices and Social inclusion in education. We encourage authors to do more research in their respective fields, share their knowledge, and integrate it into their goals to improve student learning. We welcome original and review articles by authors in the next volume as well.

Happy New Year 2023.

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