EDITORIAL ——————....✍

Education is influenced by multiple factors such as social, behavioral, cultural, economic, political and technological, just to name a few. Such influence is most obviously seen in designing curricula and selecting teaching and activities. Researchers and the people in academia persistently explore and inform stakeholders about the factors and elements that influence different aspects of education. In turn, the stakeholders understand emerging educational issues, innovative practices and possible measures to improve curricula and teaching/learning processes. In the ever-changing contexts and challenges that the change in education brings with it, the researchers contribute to knowledge building as well as reform initiatives. The present volume of *Interdisciplinary Research in Education*, which includes sixteen original articles, is an effort to address the undercurrent changes in educational sectors, includes both empirical studies as well as desk reviews that contribute to expanding the existing knowledge and understanding primarily in curriculum, pedagogy and educational technology.

In the first article, D. A. Gayan Nayanajith and K. A. Damunupola explore the association of adoption constructs and perceived behavioral control on e-learning in Sri Lankan private international school contexts. The writers undertake a quantitative study to identify the relation between adoption constructs and perceived behavioral control on e-learning adoption. Their research records that e-learning adoption is a contextual phenomenon and there is a positive relationship between adoption variables and perceived behavioral control among their research participants. They also claim that students' age remains a moderating factor in the relationship between the two.

The second and third articles in this volume are related to Mathematics education. In the second article, Krishna Prasad Adhikari brings forth the difficulties and misconceptions related to the limit of function among secondary level students. The mixed-method research that Adhikari used reveals that students face difficulty in solving a limit problem due to their lack of conceptual clarity related in it. In the third article, unlike Adhikari, Lok Nath Bhattarai explores the perception of Master's level students towards the practice of ICT integrated pedagogy in Mathematics classes. This quantitative study finds that students possess a positive perception towards the use of ICT in teaching mathematics. They experience improvement in their achievement in mathematics. Bhattarai, however, reveals the fact that some teachers are not competent enough in integrating ICT in their teaching.

In the fourth article, Purna Bahadur Kandel has explored university teachers' perceptions on the impact of teacher autonomy in enhancing their professional competencies. This qualitative study unearths that teacher autonomy hardly exists among his participants and they lack support to attend academic conferences and workshops that would help them in their professional development.

In the fifth article, in this volume, Kiran Ram Ranjitkar looks into the philosophy and/or ideology behind the present primary level education curriculum. Ranjitkar's study reveals that the curriculum uses multiple philosophies with more emphasis on traditional philosophies including perennialism, and essentialism. He suggests that the curriculum should give importance to critical components which he found inadequate in the curriculum under use.

Dhruba Prasad Niure, in the sixth article of this volume, explores teaching techniques that the teachers of integrated schools have been using to teach visually impaired students. Niure, using the qualitative method, interviews teachers and observes classrooms. His study shows that teachers use multiple instructional techniques such as providing materials in an accessible format, placing students with low vision at the front, grouping students based on their ability, pairing blind and sighted students together, etc. However, Niure through his research feels that teachers require additional training, adequate instructional materials and an appropriate teacher-pupil ratio for effective classroom instruction in an inclusive classroom.

The seventh article looks into the relationship between policy and practices regarding decision making in public schools. Rabindra Siwakoti in this article finds that the stakeholders make decisions only in certain areas such as physical resource management, teacher recruitment, etc. However, he witnesses that the headteacher control model of decision making is often in operation. He, therefore, suggests that more contextual and participatory practice of decision making should be considered for effective school management.

In the eighth article, Shailandra Chiluwal compares physical fitness among indigenous and non-indigenous male secondary level students. The test battery that Chiluwal uses included pull-ups, sit-ups, standing broad jump, shuttle run, 50-yard dash and 600-yard run-walk. His comparative cross-sectional study reveals that physical fitness condition is better among indigenous students than their non-indigenous counterparts.

The next two articles – ninth and tenth – focus on the issue of teaching and learning during the COVID-19 pandemic. The article written by Peshal Khanal explores how school teachers experience online teaching during the COVID-19 pandemic. Interviewing four teachers through the phenomenological approach, he revealed that the pressure for doing online teaching coupled with uncertainty and fear of the COVID-19 evoked frustration and anguish among the teachers. Due to the lack of technological facilities and resources and inadequate training and preparation, teachers are unable to deliver the lesson efficiently and effectively. However, teachers are found motivated to learn new technologies as lifelong learners. Ganga Ram Gautam, in a similar article, explores how English language teachers in Nepal equip themselves with ICT skills in order to maximize the application of technology for teaching, learning and professional development. The study suggests that English teachers engaged in three kinds of events that include training programs to learn technology, events to learn about the online resources for English language teaching and professional development events to enhance their professional skills. This enables English teachers not only to deliver classes online and but also increases awareness of the integration of online resources in English language teaching.

The next six articles in this volume are written in the Nepali language and contribute to the academia in Nepali education. Keshab Pokharel has analyzed the narrative and narrative structures of Indra Bahadur Rai's story *Yeuta bicharko Yatrapath*. Pokharel finds that the story is based on the ways one looks at life on the basis of one's own experiences. In the article that follows Netra Prasad Neupane analyzes the use of genre-focused elements in Shankar Lamichhane's essay *Godhuli Sansar*. In doing so, he finds the use of the elements of the essay in the selection under study. The third one, in a row, is about women characters' representation, identity and resistance in a novel named *Chaupadi*. In this article, Salikram Paudel observes that although marginalized

women fight to save their identities, they fail to resist. In the next article, Umesh Kafle explores the practices of speaking skill, one of the four primary language skills covered by language teaching, in the Nepali Language textbook of grade ten. Kafle argues that the exercises included in the Nepali language textbook of grade ten are not adequate for students to practice speaking skill. In the next article related to Nepali education, Rajendra Khanal analyzes the use of symbols in Okkal, Dokkal Pipalpat, an anthology of poems. He discovers that generally animal, location, objects and contexts related symbols are used more in the poems. However, Khanal concludes that the most common source of symbols is environment. This, he says, indicates that there is an inseparable relation between environment-related contexts and literature. The last article, written in Nepali, is about the concept and aspects related to teacher professional development. Shiv Prasad Timalsena, the author, has highlighted the role of teachers in social, cultural and educational transformation.

All the articles in this volume are unique and deal with multiple facets related to school as well as higher education level teaching, learning and curricula. From the use of ICT in classroom teaching to school management and language and literature, this volume demonstrates a wide content coverage for a variety of readers. The editorial team would like to inform the readers that the writers are solely responsible for the contents of their articles.

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