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Academic attempts should strive for a purpose, predict something, develop concepts, define the concept, form variables, use theory, and make some generalizations. The academic or research attempts at the present are the building blocks of upcoming knowledge creation. Creation of knowledge is the result of formalized curiosity and prying upon a purpose. However, a diligent and sincere research should take into the need and the urge of the time into consideration. If the research does not address and respond the call of time, it remains quite useless, and troubles its own existence. Following this very spirit of the research, we in this issue try to come up with some contributing blocs to the epistemology of social sciences and management science.

The basic spirit of research should be a pragmatic dealing with pertinent that have surfaced in existing socio-political order. Researches in this issue deal with critical issues of academic realm. We have tried to cover practical issues of management science such contribution of remittance in Nepalese economy, businesses' responsibility toward society and fellow human beings, status of professional ethics in public sector, consumers' behavior and perception toward brand. We hope that our attempt will help other researchers to aspire for new things that can be discovered, because newer things with greater profundity and complicated understanding help to extend the body of human knowledge. In this respect, academic research is a form of optimism about the human condition, a condition that is so diverse for it is constituted by wide range of human experiences and cognitive stances.

Similarly, we attempted to address crucial problems in social sciences too. For example, the crucial connection between nature and literature has been tried to explore with in-dept analysis. Another research tries to address the correlation between gender, economic variables and satisfaction from psychological perspectives. Similarly, we have also attempted to continue to tradition of literary interpretation and criticism. More importantly, this issue includes a research with multi-paradigmatic research concentrating on the perceptions, experiences and non-cooperation of curriculum development officers and district education officers in culturally non/responsive pedagogical approaches of private schools in Nepal.

In upcoming issues, we would like to tread on more pressing issues of human knowledge. We see constructivism in criticism. Therefore, the critical and sincere comments are duly acknowledged.