



## Editorial

It is our great pleasure to come up with our fourth issues of Mathematics Education Forum Chitwan (MEFC) as a peer-reviewed journal. During the past three issues, we encouraged practitioner's researchers by providing the space for sharing their research works aiming for developing the research cultures in mathematics. Now, we are in a process of gradually improving the quality of the journal and decide to convert our journal as a peer-reviewed one. It is the first peer-reviewed journal that devotes to mathematics and mathematics education published by the Council for Mathematics Education, Chitwan branch. Its main objective is to form a wider network among researchers, educators, teachers and students through the mathematical discourses and research activities that might pave the ways for resolving the issues and problems encountered in mathematics education, which contributes for knowledge building process.

Mathematics education is a process of re/construction of mathematical knowledge through active engagement in learning process, however, conventional and contemporary mathematics education practices do not seem to have incorporated these attributes. It is largely taken as a process of imparting the mathematical facts, knowledge, concepts and information to passive learners. It has not been able to bring expected changes in mathematics education practices and thus falls under public criticism. It indicates that mathematics education is in a trap of unidimensional view and reductionist linear model of teaching-learning activities. In this connection, MEFC tries to bridge up different perspectives and practices of mathematics education that have been developed around the world through the publication. We hope that the MEFC helps the readers, researchers, curriculum experts and authorities to critically reflect on their basic assumptions, philosophies and practices that ultimately open horizons for transformative mathematics education practices. It is very difficult to bring perspectival changes among the practitioners without which mathematics education practices can not take a path of public expectation and has not been able to fulfil individual aspirations as well. In this context, this issue brings the diverged field of experiences in mathematics and mathematics education.

In this issue, we include seven different articles covering comparative mathematics education, analysis of Nepali textbooks, teacher-students relationship, method of proofs, square roots in Vedic tradition, mathematical modeling, and functional analysis. We believe that these articles certainly supply positive vibrations among the practitioners and appeal them to involve in research activities. The authors are responsible for the values, norms, perspectives, views and thoughts expressed in their respective articles. The editorial board can only take responsibility for editorial aspects. Finally, we would like to express our profound gratitude for the authors, reviewers, advisory committee, advertiser and printing press for their cooperation, encouragement and supports that enable us to bring this issue in your hand.

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Basanta Lamichhane  
Editor-in-Chief  
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