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## **Editorial**

On behalf of the Editorial Board, it is with great pleasure that we address you today. We take this opportunity to express our gratitude for your continued support and commitment to our research journal. Your valuable contributions have played an instrumental role in shaping our publication and driving progress in your respective fields of expertise.

Over the years, our journal has strived to maintain the highest standards of academic excellence, publishing innovative research that pushes the boundaries of knowledge. We firmly believe that through the dissemination of groundbreaking ideas and discoveries, we can inspire further exploration and advancement within the scientific community.

We are proud to share that our journal has successfully maintained its reputation as a platform that fosters rigorous scholarship and intellectual discourse. This would not have been possible without the unwavering dedication of our authors, reviewers, and editorial team. Your tireless efforts have ensured that each published article undergoes a thorough and unbiased evaluation, ensuring the integrity and quality of our content.

In today's rapidly evolving research landscape, we recognize the importance of staying at the forefront of emerging trends and novel methodologies. Therefore, we encourage researchers from various disciplines to contribute their cutting-edge work to our journal. We are committed to providing a platform that welcomes diverse perspectives, interdisciplinary collaborations, and transformative ideas that have the potential to shape the future.



As members of the Editorial Board, we are committed to upholding the principles of academic integrity, ethical publishing practices, and maintaining a supportive and inclusive environment for our authors and reviewers. We will continue to work diligently to ensure that our journal remains a trusted source of scholarly information and a catalyst for scientific progress.

We would also like to extend our gratitude to our esteemed reviewers, whose expertise and critical insights have been invaluable in maintaining the quality and rigor of our published articles. Your commitment to providing constructive feedback and engaging in scholarly dialogue has significantly contributed to the growth and development of our journal.

Lastly, we would like to express our heartfelt appreciation to our readership. Your interest, engagement, and support have been pivotal in our journey. We invite you to explore our latest publications and encourage you to actively participate in the scientific conversations that unfold within our pages.

As we look towards the future, we remain committed to advancing the frontiers of knowledge through the dissemination of exceptional research. We are excited to continue this journey with you, our esteemed contributors and readers, as we collectively strive for excellence and impact within our respective fields. Thank you for your ongoing support and dedication.

Editorial Board

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# Teachers' Educations: Changing Concept

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## Abstract

Education renders a important conduce in leading to effective growth and development of the individuals and teachers have an important role to play in imparting education to the students. The major significance of teacher education is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Teachers have an important role to play in leading to effective growth and development of the students. Therefore, to perform their job duties up to the required standard, it is vital for them to enhance their capacity and abilities. The teachers have an important role to play in not only achieving the desired aims and objectives of the educational institutions, but also in promoting welfare of the community. Within the course of implementation of their job duties, they are required to cope with many challenges. The main areas that have been taken into account in this research paper are, scope of teacher education, changing context of teacher education in the Indian scenario, and challenges of teacher education.

**Keywords:** Transformation, Training, Vital, Educational Institutions, Innovation, Students, Capacity, Teacher Education

## Introduction

Educational institutions render a important conduce in making provision of knowledge and information to the students to lead them towards light from darkness (Concept of Teacher Education, n.d.). The key personnel within the educational



institutions, who play an important part in the implementation of this task and in bringing about transformation within the lives of the individuals are the teachers. The teacher is regarded as the most important element within the educational program. It is the teacher, who is responsible for putting into practice the educational programs at any stage. It is vital to make an investment in leading to preparation of the teachers in an appropriate manner, so that the individuals, community as well as the entire nation can move forward towards progression. The teachers are required to be well-prepared and possess the essential capacity and abilities with the purpose of performing their tasks and functions in an appropriate manner.

The teachers are required to be effectively trained not just to perform their job duties of educating the students, but they also lead to progress of the community and secure the future of the nation. The significance of competent and proficient teachers cannot in any way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which are required to be addressed by both initial and continuing teacher education. The concept of teacher education primarily states that the quality and extent of the achievement of the learners are determined primarily by teacher competence, sensitivity and teacher motivation. Teacher education comprises of all formal and non-formal activities and experiences that would help to improve the aptitude and qualify a person to assume the responsibilities of the members of the education profession or to carry out his or her job duties more appropriately (Concept of Teacher Education, n.d.).

### **Statement of the Problem**

Teaching is challenging job for the teacher. The teacher has to impart education reminding teaching technology, teaching skill, methodology, diversity of students, different skill, diversified ages and culture. The study has been carried out remaining under the following research questions:

1. What are the levels of teaching?



2. Does changing concept of teaching affect teaching profession?
3. How can inclusiveness in teaching affect teaching?
4. Does education policy influence teaching?

### **Objective of the Study**

This study has been done to find out the broad concept of teachers' education. The education which covers the activities of the teachers in the field of the teachers' learning activities is known as teachers' education. It has been changing its concept day by day. The main objective of the study are to:

- a. analyse the area of teachers education.
- b. study different basis of teachers education.
- c. find out inclusiveness, equity, skill and challenge of teachers educations.
- d. elaborate aspect of teachers education.

### **Methodology**

The core study of this study was to analyse aspect of teachers educations, inclusiveness, gender equity, challenge, teaching learning technology and use of ICT. The library study methods was conducted along with qualitative approach of research design. The questionnaires were distributed to the teachers from different fields including age, religion, cast, etc.

### **Scope of Teacher Education**

The scope of teacher education has been highlighted in the following factors: (Concept of Teacher Education, n.d.).

### **Teacher Education at Different Levels of Education**

Teacher education is regarded as an indispensable concept for the teachers at all levels of education. These are, pre-primary, primary, elementary, secondary, higher



secondary and tertiary. The system of education is different at all levels. The main focus of teacher education is based upon the levels of education. On the other hand, the needs and requirements of the students also vary at each level. The teacher education need to take into consideration the needs and requirements of the students. Therefore, level and stage-specific teacher preparation is essential. Teacher education renders a important conduce in the development of teaching capacity among the students. The teachers, employed in professional institutions are informative in terms of practical and theoretical knowledge regarding their respective subjects. It is essential for them to make use of specialized teacher training inputs with the purpose of training the students, who are making an entry into their professions. In the area of teacher education, special education and physical education are also emphasised upon. The knowledge base is adequately specialized and diversified across different levels of education. It has the main objective of preparing the teachers to perform their job duties in an appropriate manner.

### **Triangular Basis of Teacher Education**

Formation of the appropriate knowledge base for each stage of education requires a high degree of academic and intellectual understanding of the information that is related to teacher education. This involves the selection of the theoretical knowledge from the disciplines cognate to education, namely psychology, sociology and philosophy and converting into the forms that are suitable for teacher education. These disciplines provide the basis for better understanding and application of teacher education. The philosophical basis provides the insights to the student teachers in terms of philosophy, ancient and modern philosophical thoughts of the philosophical thinkers of education and various aspects, such as, curriculum instruction and discipline. The sociological basis helps the student teachers to understand the role of the society and its dynamics in the educational system of the nation and the world at large. It takes into account the ideals that have an influence upon the national and international scenes. The psychological basis helps the student teachers to develop insights into the psychological well-being of the students. This



enables them to understand their self and the learning situations. In this manner, they are able to provide meaningful and relevant learning experiences to their students. In this manner, the students are able to benefit from learning.

### **Aspects of Teacher Education**

The aspects of teacher education are, who (teacher educator), whom (student teacher), what (content), and how (teaching strategy). Teacher education is dependent upon the quality of teacher educators. The quality of the pedagogical inputs within the teacher education programs and their operative utilization for the purpose of preparing prospective teachers depend to a large extent on the professional competence of teacher educators and the ways in which it has been utilized for the reinforcement of the teacher education programs. Teacher education programs, thus have the main objective of adequately preparing teacher educators. The student teachers are the ones, who obtain knowledge and information in order to achieve their professional as well as personal aims. It serves to equip the teachers with the conceptual and theoretical framework, within which they can acquire an understanding of the intricacies of the profession. It aims at the formation of the attitude among the individuals, so they are able to cope up with challenges and problems in a positive manner. The individuals get empowered with the capacity and abilities, so they are able to perform all the relevant tasks and functions in an operative and efficient manner. The primary focus of teacher education is upon the content matter.

### **Changing Context of Teacher Education in the Indian Scenario**

The well-established tradition of teaching and learning in India has retained its strength even under adversarial circumstances. The post-independence period was characterised by the major efforts being made to nurture and bring about transformations in teacher education. The system of teacher preparation has come under considerable pressure, as a result of the expansion and growth of school education, through the efforts to universalize elementary education. There have been implementation of efforts to adapt



and update the teacher education curriculum to the local needs, to make it more context-based, responsive and dynamic, particularly in terms of the needs and requirements of the overall system of education. The present system of teacher education is supported by a network of national, provincial and district level resource institutions, working in integration to improve the eminence and efficiency of the teacher preparation programs at the pre-service level and also through in-service programs for serving the teachers throughout the country (Concept of Teacher Education, n.d.). The main factors that highlight the changing context of teacher education in the Indian scenario have been stated as follows:

### **Impact of National Policies**

India has made considerable progress in the field of education since independence. This is with regards to the overall literacy, infrastructure, universal access and enrolment in schools. The major developments that have taken place in recent years form the background to the present reform in teacher education. These are the political recognition of the Universalization of Elementary Education that led to the Right to Education Bill, 2008 and the National Curriculum Framework for school education, 2005. The Bill has been passed by the Parliament and the Right to Education Act, came into being, making it compulsory to make provision of education to the children, belonging to the age group of six to fourteen years. The Act mandates the functioning of the schools, which includes the teacher-student ratio of 1:30 till a student population of 200 students at the primary stage (Concept of Teacher Education, n.d.).

### **Developments in School Education**

Since India achieved its independence, there have been developments in school education. It has been estimated that 82 percent of 20 crore children, within the age group of six to fourteen years were enrolled in schools. This is a fact that 50 percent of these children dropped out, even before reaching class eight. Regional, economic, social and



gender disparities are leading to new challenges and problems. The continued fragmentation of the school system poses a challenge to the national declaration of meeting the basic needs and requirements of the children within the age group of six to fourteen years (Concept of Teacher Education, n.d.). However, increasing privatization and differentiation of the schooling system have recognized the Right to Education for all children, irrespective of their categories and backgrounds.

### **Changing Role of the Teacher**

Within the course of time, the teachers are bringing about changes and transformations within their roles and job duties. The teachers are required to focus upon rendering their job duties in a manner that would not only lead to enhancement of academic knowledge among the students, but also in leading to development of morality and ethics among them. The students get enrolled in educational institutions, not just to hone their academic capacity and abilities, but also to acquire the knowledge of principles, standards, values and norms, so that they can contribute effectually towards promoting well-being of the community and nation. Hence, for this purpose, it is vital for the teachers to put into practice modern and innovative strategies and methods that would lead to overall growth and development of the students.

### **Challenges in Teacher Education**

Teaching is a hard job. Within the course of teacher education, the teachers are required to undergo number of problems and challenges. These are primarily in concern with the environmental conditions of the educational institutions, performance of job duties, management of the classroom, coping with the needs and requirements of the students, getting along with the colleagues, principals and other staff members of the educational institutions and so forth. In order to cope up with these challenges, it is necessary to possess the essential capacity, abilities and knowledge. One needs to be aware that one should possess effective communication capacity and not depict the feelings of



anger and frustration upon anybody. Within the teaching jobs, the teachers are required to augment their professionalism.

### **Research and Innovation**

Research and innovation are regarded as the aspects that enable the individuals to bring about advancements and improvements in their tasks and functions. Research is primarily carried out in three ways. First is through the use of books, articles, reports and other documents, second is through the use of the internet and third is through field research. The teachers make visits to other educational institutions and observe and generate awareness in terms of the approaches and strategies implemented by them. Therefore, research is regarded as one of the imperative aspects that helps in augmentation of one's knowledge. Innovation is regarded as bringing about modernization and creativity in one's tasks and functions. In the system of education, research and innovation renders a important conduce in bringing about improvements.

### **Inclusive Education**

There are two types of exclusion prevalent in schools. One is exclusion of the child with disabilities and another is exclusion of children, who belong to deprived and marginalized sections of the community. The need to equip the teachers to promote inclusive education and not discriminate against any student on the basis of caste, creed, race, religion, gender, ethnicity or socio-economic background is of utmost significance. Any types of biases need to be overcome and one needs to handle the challenges in a positive manner. The Persons with Disabilities (PWD) Act of 2005 makes provision of free and compulsory education for all children up to the age of 18 years. The education of the economically backward sections of the society has remained a major concern for several years. The teachers need to be aware of the measures that need to be formulated to overcome social deprivation.



### **Perspectives of Equitable and Sustainable Development**

The perspectives of equitable and sustainable development of the community and nation are influenced to a major extent through acquisition of education. Attaining education helps in the development of capacity and abilities among the individuals to promote equitable and sustainable development. It is necessary for the individuals to implement all types of tasks and functions within their daily lives in an appropriate manner. These are, management of household responsibilities, carrying out job duties within the employment setting satisfactorily, forming effective terms and relationships with the individuals within as well as outside the home and so forth. On the other hand, one also need to be educated to preserve the environmental conditions, alleviating their conditions of poverty and backwardness and meeting the livelihoods requirements.

### **Role of Community Knowledge in Education**

The main purpose of community knowledge in education is primarily focused upon training the students in such a manner that they are able to implement the tasks and functions in such a manner that are geared towards promoting well-being of the community. The teachers need to train the students in a manner that they learn to apply the academic knowledge within their daily lives. On the other hand, adult learners bring their daily life experiences in order to enrich the academic knowledge that they are acquiring within the classroom setting. For instance, when the students are learning in terms of morality and ethics or effective communication capacity and communication processes, then it is vital for them to ensure that they implement these traits within their daily lives. The NCF 2005 promotes the inclusion of locally relevant content within the curriculum and the instructional systems as well as pedagogy.

### **ICT in Schools and E-Learning**

With the onset of the creation of the Information and Communication Technology (ICT), there is an increasing demand that it will be included in school education. The use



of ICT in school education primarily involves the use of technology within the teaching-learning methods. In the present existence, in educational institutions at all levels, there has been implementation of technology. In making provision of teaching and learning processes within the classrooms, mostly computers are made use of. In higher educational institutions, the professors conduct classes and provide lectures to the students, but they are required to prepare their assignments and projects through the use of technology. Teacher education has been used to equip the teachers to differentiate between developmentally appropriate and detrimental uses of ICT. The teachers are required to be competent enough to lead to their own professional development.

### **Teacher Education Programs**

The teacher education programs are comprehensive. In the present existence, there have been initiation of teacher education programs that are primarily focused towards promoting the capacity and abilities among the individuals in such a manner that they are able to perform their job duties within the educational institutions in accordance to the established standards. The teachers have number of job duties to carry out within the educational institutions. These are, imparting academic knowledge and capacity to the students, putting into practice effective teaching-learning methods and instructional strategies, maintaining good terms and relationships with the other members, and possessing leadership capacity. Furthermore, they are also equipped to carry out the managerial functions of planning, organising, directing, controlling and co-ordinating. These functions are mostly applied in the case of teaching methods, organization of competitions, workshops, seminars and so forth. The teachers are required to put into operation their job duties with diligence and enthusiasm. The teacher education programs enables them to acquire the essential knowledge that are needed to develop their capacity and abilities.



## Challenges of Teacher Education

The expansion that has taken place in the teacher education scenario during the last decade has reflected the teacher education scenario of the present. There have been developments taking place in the system of education and there has been an increase in the enrolment of students. The demands of the teachers have increased due to the programs such as, Operation Blackboard, District Primary Education Program, Sarva Shiksha Abhiyan and Universalisation of Elementary Education (Kumar, & Azad, 2016). The major challenges encountered in teacher education have been stated as follows:

*Insufficient Research* – Implementing research is regarded as one of the aspects that helps in conducting an analysis of the areas that are needed to get improved. In the area of teacher education, there has been insufficient research, particularly with regards to classroom practices. Additionally, there have not been much developments made in educational research regarding the studies, and others areas in the system of education. There is a need to bring about collaborative design and development of the teacher education programs. The trainers, who perform the job duties of training the teachers need to develop as researchers on teacher education. They are required to conduct research in terms of all areas and fields that are necessary to enhance teacher education programs (Toom & Oancea, n.d.).

*Lack of Quality Teachers* – Teacher quality is regarded as one of the most important determinants in leading to improvements in the quality of education. One of the most important factors determining student achievement is teacher quality (Azam, & Kingdon, 2014). In the system of education, lack of quality among the teachers signify that they merely lack the capacity and abilities that are needed to perform the job duties in an appropriate manner. The teachers either do not possess the essential educational qualifications, or they do not perform their job duties with interest and enthusiasm. Hence, lack of quality teachers is a major hindrance in the achievement of the desired aims and objectives.



*Lack of Motivation of Teachers* – Motivation is regarded as an important aspect that enables the individuals to develop interest and enthusiasm towards their work. When the aspect of motivation among teachers is emphasised upon, then the terms such as, commitment, satisfaction, morale and attitudes are taken into consideration. On the other hand, factors such as, absenteeism, misconduct and attrition are the reflections of low motivation (Richardson, 2014). In India, there is deficiency of the motivating factors among the teachers. Due to which they are unable to satisfactorily meet the job requirements. It has caused an increase in the rate of absenteeism and there is shortage of teachers in schools, primarily within rural communities.

*Inadequate Infrastructure* – School infrastructure is regarded as the key aspect for teaching and learning in schools. The main objective of the infrastructure is to lead to an increase in enrolment of students, improve motivation among the students and improve the academic achievement of students (Mokaya, 2013). There is lack of proper infrastructure and equipment in schools in various regions throughout the country. This has had a negative influence upon the learning of students and they even get compelled to drop out, before their educational capacity are honed. Inadequate infrastructure is a major challenge as well as an impediment within the course of increase in enrolment and retention of students.

*Lack of Capacity* – The teachers are required to possess certain capacity and abilities among them, which are imperative to perform their job duties well. The important capacity are communication capacity, problem solving abilities, soft capacity, decision making capacity, and leadership capacity. These capacity render an indispensable conduce in enabling the teachers to achieve the aims and objectives. Lack of any of these capacity may have a negative influence upon the job performance of the teachers. Lecture technique is the one that is most commonly used in teaching (Ogalo, 2011), hence, it is necessary for the teachers to work towards honing their capacity on a continuous basis.

*Lack of Subject Knowledge* – In some cases, the programs that focus upon the teachers training such as, B.Ed. does not put emphasis upon the subject knowledge. Subject



knowledge has an important role to play. The good-quality teaching rests upon the teachers having an efficient understanding of the subjects and the concepts that they are teaching (Subject Knowledge: Leading Teaching, n.d.). The lack of subject knowledge among the teachers would have a detrimental effect as, they would not be able to provide adequate explanation of the concepts to the students. Hence, in this manner learning and academic performance of the students would get affected in a negative manner.

*Problem of Selection* – When recruitment and selection of teachers takes place, it is necessary to take into consideration number of factors. These are their educational qualifications, capacity, abilities and personality traits. Not all schools have equitable access to good quality teachers. This fact can be attributed to the recruitment challenges that are experienced by the school administrators, school districts and the provincial school departments, not only in India, but throughout the world. With experiencing problems and challenges in the recruitment and selection of the teachers, there is an emerging need to examine the processes of teacher recruitment and selection (Abdou, 2012).

*Incomplete Competency Development of Teachers* – There are teachers within schools as well as in training centres, who do not possess the competency traits. As a result, their job performance suffers and they even experience problems in retaining their job duties for long. The commitment and competency of the teachers are associated with the feelings of interest and enthusiasm towards one's job, development of the feeling of job satisfaction and attitude towards the working environmental conditions (Shukla, 2014). In some cases, the teachers do not feel satisfied with their jobs, as they do not take interest and enthusiasm in the performance of job duties, hence, incomplete or lack of competency development of teachers is one of the major challenges.

*Improper Practice Teaching* – The teachers at all levels of education are required to obtain adequate practice in terms of teaching. Teaching is regarded as an art and teachers are required to generate awareness in terms of particular strategies and methods. Improper teaching practices are regarded as challenges that hinder the abilities of the teachers to impart adequate knowledge and information to the students. Teaching is regarded much as



an art form as it is a technique (Helping Colleges Improve Student Success and Retention, 2018). The teachers are required to master this technique appropriately and be well-prepared before they initiate their class lectures or other training methods.

*Inappropriate Teaching Methods* – The teaching methods are implemented by the teachers in accordance to the level of education and the needs and requirements of the students. Making use of improper teaching methods are regarded as one of the major challenges that would impede the learning of students. For instance, if students are able to learn well through verbal explanation and dictation of notes, then the teachers should explain them the concepts as well as give notes. The other methods and tools that are used in most cases by the teachers include, demonstrations, discussions, role plays, laboratories, contests, practices, projects, assignments, fieldwork, and supervised experience (Shinn, 1997).

### **Conclusion**

Teachers render an indispensable conduce in the case of functioning of the educational institutions and in imparting education to the students. The learning of the students within the educational institutions primarily depends upon the teaching methods put into practice by the teachers. In other words, the teachers have an important role to play in leading to effective growth and development of the students. The scope of teacher education centres upon teacher education at different levels of education, triangular basis of teacher education and aspects of teacher education. The changing context of teacher education in the Indian scenario focuses upon, impact of national policies, developments in school education, changing role of the teacher, challenges in teacher education, research and innovation, inclusive education, perspectives of equitable and sustainable development, role of community knowledge in education, ICT in schools and e-learning, and teacher education programs.

In India, teacher education is experiencing numerous challenges in terms of the following areas, insufficient research, lack of quality teachers, lack of motivation of



teachers, inadequate infrastructure, lack of capacity, lack of subject knowledge, problem of selection, incomplete competency development of teachers, improper practice teaching and inappropriate teaching methods. In order to successfully perform their tasks and functions, recognise the significance of teaching and to achieve professional as well as personal aims, it is vital to formulate the measures that would enable the teachers to overcome these challenges. To perform ones job duties well and to recognize the responsibilities, it is necessary for the teachers to develop motivation and enthusiasm towards their professions. Apart from the possession of enthusiasm, it is necessary for especially the recruitment and selection committees of the educational institutions to ensure that they possess the required educational qualifications and experience. The teachers within the course of their job duties also go through training programs to acquire efficient knowledge in terms of modern and innovative techniques and methods.

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# **The Human Resources Function: Environmental and Organizational Characteristics That Affect HR performance**

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## **Abstract/Background**

This study try to find out the question when and under what circumstances HR outsourcing contributes to firm performance. For this Researcher presented a theoretical model to identifies the environmental and organizational characteristics that affect human resources performance in an organization.

Outsourcing was first used as a business strategy and become aintegral part of business economics throughout the 1990s since 1990s, the resources outsourcing has developed rapidly all over the world because of the intensive market competition and the difference of enterprise superiority. Outsourcing is that the resources limited enterprise outsources the non-core business to the specialized company. The essences of outsourcing is to enable the enterprise to reposition and emphasizes that it should establish its competitive advantage.

HR outsourcing helps an organization to gain cost and time efficiencies and provide cutting edge over their human resources strategies and improves services to its employees.



## **Review of literature:**

Although HR activities have traditionally been performed in house, organization are increasingly relying on outside contractors to perform these activities

This studies focus on the importance of job attributes and organizational characteristics for applicants job choice( eg, gatewoodGowan and lautenschlager, 1993;Powell, 1984) the attention has recently shifted towards the importance of recruitment process (chapman, uggerslev, carroll, Piasentin and Johes 2005; chapman & Webster, 2006)

In this regards critical contact theory proposed that the way applicant are treated and selected during the recruitment process is important for their job choice. (Behling, Labovitz and Gainer 1986) have been widely acknowledged.

Advantages of HR outsourcing , HRM academic research while some studies focused on the determinants of HR outsourcing such as transaction(eg; Aubert, Rivard and Patry,1996; Klaas et al, 1999)

Organizational characteristics (eg; klassMcclend on &Gainey 2001) and (eg Gulley Grer and Rasheed 2004) focus on organizational performance.

## **Objectives of Research**

When and under what circumstances an organization should outsources to increase (HR) performance.



## Findings and conclusion

The term insourcing and outsourcing they are generally appointed to perform HR activities such as training and payroll.

Researcher creates the HR value chain to perform the HR functions that start with the planning of organization and end with employees exit.

Organization need to find out the core elements that create value for the firm (Gilley Greer, Rasheed, 2004) discuss two types of typology

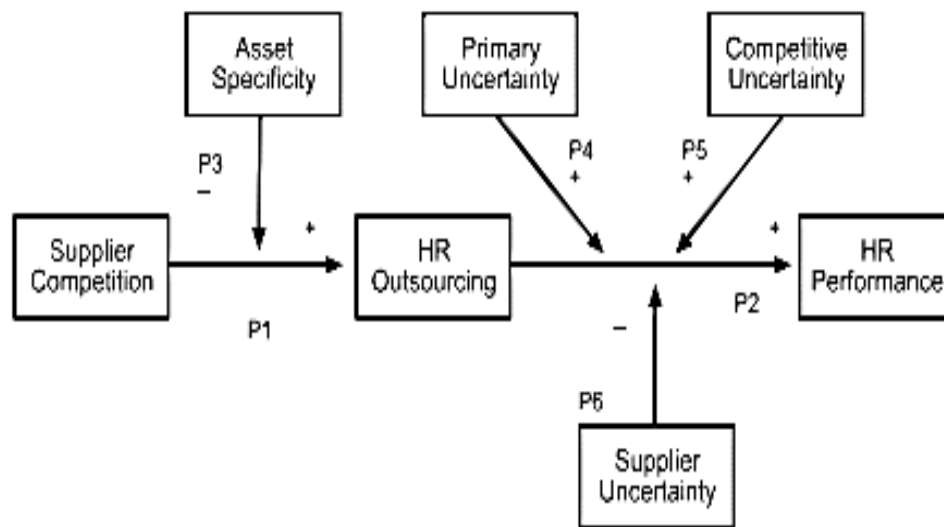
1. High or low strategic value
2. Transactional or relationship oriented value

This articles suggest that high strategic value activities and relationship –oriented activities might not be good candidates for outsourcing activity. Rather they suggest that low strategic value activities that are transactional in nature such as payroll, benefit administration, employee record, and relocation administration are the best candidates for outsourcing.

Similarly HR activities listed by Gilley et. al(2004) are located in the HR value chain. However each major HR function are potential candidates for outsourcing like training, performance planning and evaluation and compensation, deal specifically with an organization current relationship with its employees.



### Model of HR Outsourcing



### Supplier competition

Competition may cause the seller to differentiate their service in term of price quality or customer service.

Proposition 1: *There is a positive relationship between supplier competition in the external HR provider market and amount of HR outsourcing.*

The Relationship between Outsourcing and HR performance

Proposition 2: *There is a significant mediating effect of amount of HR outsourcing on the relationship between supplier competition and HR performance.*

### Asset Specificity

Proposition3: *There is a negative moderating effect of HR task asset specificity on the relationship between supplier competition and amount of HR outsourcing.*



## **Environmental uncertainty and Outsourcing**

Proposition4: *There is positive moderating effect of primary uncertainty on the relationship between amount of HR outsourcing and HR performance.*

Proposition5: *There is a positive moderating effect of competitive uncertainty on the relationship between amount of HR outsourcing and HR performance.*

Proposition6: *There is negative moderating effect of supplier uncertainty on the relationship between amount of HR outsourcing and HR performance.*

## **Limitation and conclusion**

This article lack the appropriate situation for outsourcing. HR performance has not yet been established. Proposed model is starting point for connecting outsourcing activities to HR performance environment. Knowledge, skill, and abilities (KSAs) of individual which is not included in model.

## **In conclusion**

The objectives of this paper is to identify characteristics of the organization that determine when to outsource HR and subsequent performance.

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# English Communication: Comparative Approach

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## Abstract

The importance of the ability to speak or write English has recently increased significantly because English has become the de facto global standard language. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. The study was conducted using ‘t’ test to compare the communication skill in English, of higher secondary students of Government and Private schools of rural and urban areas of Kanchanpur district.

**Keywords:** Streams of School Education, Medium of Instruction, Elite Class, Competence, Proficiency, defacto standard, Call centre phenomenon, Cyber-technology

## Introduction

The prevailing view across Nepal is that unless students learn English, they can only work in limited jobs. Those who do not have basic knowledge of English cannot obtain good quality jobs. The varieties of English language also claim that without English language proficiency, one cannot communicate



efficiently with others, or harvest the benefit of Nepal's rich social and cultural life. Men and women, who cannot comprehend and interpret instructions in English, even if educated, are unemployable. They cannot help with their children's school homework every day or decide their income options of the future.

In Nepal, there are two basic streams of School Education, namely Government. Schools and Private schools, especially at primary level. Generally, the medium of instruction in Govt. Schools is either Nepali or regional Language and in Private Schools, it is usually English. At Lower Secondary and Higher Secondary level in Government schools, it is generally Nepali and in Private Schools it is usually English. When students enter in the University Education, it is often found that they lack competence in either language the exception being the students coming from elite schools.

The students coming from Govt. Schools are found to be good at spoken Nepali, whereas spoken English is good among the students studying in Private Schools. However, both categories of students lack competence in both the languages, as has been generally observed. In their effort to learn English as a Primary language, students are not learning either of the languages properly. This may be the consequence of the fact that though they are taught English in schools, they do not get the appropriate environment to practice it at their homes and social set-up to acquire fluency and proficiency in it.



Based on the above observations, the researcher tried to compare the communication skill in English of the higher secondary students of Government and Private schools in rural and urban areas of Kanchanpur district.

### **Statement of the Problem**

There are obstacles in communication between the students of government and private school. The issue has been raised by society in their own level. The poor families can not send their children to the private schools due to high fee structure. They have to send their children to the government schools where there is poor communicative skills in English. The parents who have capacity to pay the fee, send their children to private school. Due to this problem, there is gap between the communicative skill of English in public and private sector. The study focuses on following research questions:

- a. What is status of English communicative skills in students of Higher Secondary Level.
- b. Is there any difference between English communicative skill of students studying in rural area?
- c. What are the differences in communicative skills of students studying at government and private schools?
- d. Are there any similarities and differences between the communicative skill of the students studying in urban area?



## **Objectives of the Study**

The objectives of the study are:

- To study the Status of English Communication Skills of the students studying at Higher Secondary level.
- To compare the English Communication Skills of the students studying at Higher Secondary level in schools in rural and urban area.
- To compare the English Communication Skills of the students studying at Higher Secondary level in government and private schools in rural area.

## **Hypotheses of the Study**

- There is no significant difference between the English Communication Skills of the students studying at Higher Secondary level in schools of rural and urban area.
- There is no significant difference between the English Communication Skills of the students studying at Higher Secondary level in Government and Private schools
- There is no significant difference between the English Communication Skills of the students studying at Higher Secondary level in Government and Private schools in rural area.
- There is no significant difference between the English Communication Skills of the students studying at Higher Secondary level in Government and Private schools in urban area.



## Methodology

The present study aims at exploring the status of communication skills in English at higher secondary level. For collecting data, the normative method of research was used. Cluster Random sampling technique has been used. The sample of the present study includes 300 students studying at higher secondary level in Govt. and Private schools in urban and rural in Kanchanpur. The statistical techniques used in this study are the parametric statistics. To evaluate the status of Communication skills the coefficient of correlation was used, whereas, to see the difference between and among groups, the t- test was used respectively.

## Sampling

To study the communicative skill, following samples were taken:

### *Government Schools in Urban Area*

- Mahendranagar Higher Secondary School
- Shanti Niketan Higher Secondary School

### *Private schools in Urban Area*

- Kanchan Vidya Mandir Higher Secondary School
- Little Buddha Academy Higher Secondary School

### *Government Schools in Rural Area*

- Amar Siddhanath Higher Secondary School, Gaddachauki
- Saraswati Higher Secondary School, Bankatti

### *Private schools in Rural Area*



- New Saraswati Public Higher Secondary School
- Diamond Public Academy

To fulfill the purpose of the study, the teacher prepared achievement test for English language and grammar test was constructed and standardized.

### **Limitation**

The study is limited to the following aspects:

- a. The geographical limitation of the study is Kanchanpur district.
- b. 300 students are taken for the study.
- c. Random sampling is applied.
- d. The students are selected for communicative skills.
- e. The students have been selected from rural and urban area.
- f. English medium school and Nepali medium school are taken for the test for study.
- g. Four schools including urban and rural area of government school and four schools including government and private school have been taken for the study.

### **Analysis and Interpretation**

The first objective of the study was to study the status of English communication skill at Higher Secondary level. For this purpose, the scores obtained by the students, were transferred on a seven-point scale. The table shows that the 0.33% students fall in the very poor category. 13% students



came under the poor category. 42.67% students are in below average. 29.33% students fall in the average category. 12% students are under good category. 2.67% students fall in the very good category and no student is excellent.

Table: 1

**English Communication Skill at Higher Secondary Level at  
Kanchanpur**

Result in Percentage	Percentage (%)	Category
43-49	0	Excellent
36-42	2.67	V. Good
29-35	12.00	Good
22-28	29.33	Average
15-21	42.67	Below Average
8-14	13.00	Poor
1-7	0.33	Very Poor

Thus, it may be concluded that students studying at higher secondary level are not very well developed in their communication skill in English.

This result shows that the communication skill of English language in District Kanchanpur at higher Secondary level in urban as well as rural areas are not good because no student has excellent skill and 72% has average or below average communication skill in English language.



## Results Related to the Hypothesis – I

To test this hypothesis, the ‘t’- test was applied. Whole sample was divided into two groups according to the urban & rural students at higher secondary level.

Table: 2 ‘t’ Value between Urban & Rural Students in Higher Secondary Level

Particulars	Rural School	Urban School
<i>No. of students</i>	150	150
<i>Mean scores</i>	20.43	22.28
<i>Standard deviation(S.D.)</i>	5.85	7.16
<i>SE<sub>D</sub></i>		
<i>df</i>	298	
<i>t-value</i>	2.4 7	
<i>t-value in table at</i>	.01 level – 2.59 .05 level – 1.97	

The result obtained after statistical analysis shows the obtained t-value of 2.47. In the **Table 2**, t- values for degree of freedom 298 at the 0.5 level of significance is 1.97 and at .01 level of significance, it is 2.59. Obtained t-value is significant at .05 level of significance. On this basis ,the null hypothesis is rejected and it has been concluded that the difference between



urban & rural students at higher secondary level is significant. Students studying in urban schools are better in their English communication skills.

### Results Related to the Hypothesis –II

To test this hypothesis, ‘t’ test was applied whole sample was divided into two groups according to the Government and Private school students at higher secondary level in Kanchanpur district.

Table: 3

#### ‘t’ Value between the Government and Private School Students at Higher Secondary Level

Particulars	Government School	Private School
No. of students	150	150
Mean scores	19.31	23.41
Standard deviation(S.D.)	5.09	7.27
SE <sub>D</sub>		
df	298	
t-value	5.69	
t-entries in table (D)	.01 level – 2.59	
at	.05 level – 1.97	

The result obtained after the statistical analysis show that the obtained ‘t’ value 5.69 in the **Table 3**. The t- value for degree freedom 298 at the .05 level of significance is 1.97 and at .01 level of significance it is 2.59. On this



basis, the null hypothesis is rejected and it has been concluded that the difference between government and private school students at higher secondary level is significant and English communication skills of students studying in private schools are better in comparison to English communication skills of students studying in government schools.

### **Results Related to the Hypothesis –III**

To test this hypothesis, 't' Test was applied. Whole sample was divided into two groups upon criteria of the government and private school at higher secondary level.

Table: 4

#### **'t' Test between Rural Government and Private Schools at Higher Secondary Level**

<b>Particulars</b>	<b>Rural Government School</b>	<b>Rural Private School</b>
No. of students	75	75
Mean scores	20.06	20.8
Standard deviation(S.D.)	5.05	6.52
SE <sub>D</sub>		
df	148	
t-value	0.78	
t-entries in table (D) at	.01 level – 2.61 .05 level – 1.98	



The result obtained after statistical analysis shows that the obtained 't' value is 0.78. In the **Table 4**, 't' value for degree of freedom 148 at the .01 level of significance is 2.61 and at .05 level of significance, 1.98. On this basis, the null hypothesis is accepted and it can be concluded that there is no significant difference between students studying in rural government and private schools in regard to English communication skills.

#### **Results Related to the Hypothesis – IV**

To test this hypothesis 't' test was applied whole sample was divided into two groups according to the urban government and private students at higher secondary level.

Table: 5

#### **'t' Test between Urban Government and private School Students at Higher Secondary level**

<b>Particulars</b>	<b>Urban Government School</b>	<b>Urban Private School</b>
No. of students	75	75
Mean scores	16.02	18.54
Standard deviation(S.D.)	7.08	4.95
df	148	
t-value	7.4 8	



The result obtained after statistical analysis show that the obtained 't' value is 7.48. In **Table 5**, the 't' value for degree of freedom 148 at the .01 level of significance is 2.61 and at 0.5 level of significance, 1.98. On this basis, the null hypothesis is rejected and it was concluded that the difference between urban private and private schools is highly significant. English communication skills of the students studying in urban private schools are better.

### **Findings of the study**

Findings related to the status of English communication skills of students at higher secondary level in Kanchanpur district are as follows:

1. The competency and the ability of the 0.33% students fall in very poor category. 13% students came under poor category. 42.67% students are in below average. 29.33% students fall in average category. 12% students are under good category. 2.67% students fall in very good category and no student is excellent.
2. It has been concluded that the difference between urban & rural at higher secondary level is significant. Students studying in urban schools are better in their English communication skills.
3. It has been concluded that the difference between government and private school students at higher secondary level is significant and English communication skills of students studying in private schools are better in comparison to English communication skills of students studying in government schools.



4. It has been concluded that there is no significant difference between students studying in rural government and private schools with regard to English communication skills.
5. It was concluded that the difference between urban private and government schools is highly significant. English communication skills of the students studying in urban private schools are better.

### **Findings of the Study related to speaking Skills**

For the present investigation, “Skill Based Achievement Test” was prepared for higher secondary level students in English language to measure their communication skill in English. This Communication Skill test included test of comprehension, vocabulary, grammar, & composition. Although the test is an ideal measure of all communication skills like speaking, reading, & writing, significant effort have been made to adjudge listening & speaking skill in a more reliable way by recording. Hence a short “*Interview schedule*” was developed & audio recording was done to evaluate speaking and listening skill in English language. The interview schedule includes three types of questions as under:

1. *General introductory questions: Name, Class, Hobbies etc.*
2. *Speaking a few lines on some issues such as festivals they celebrate, about the school, any current issue etc.*
3. *Reading a passage*

While analyzing the data following components were taken into consideration (considering the objectives of teaching language).



1. *Vocabulary*
2. *Pronunciation*
3. *Fluency & accuracy*
4. *Stress & Intonation*
5. *Punctuation*

By implementing this proposal, the investigators believe, will help in ascertaining the magnitude of each achievement in the study as well as in ascertaining the validity of the hypotheses.

## **Conclusion**

At Higher Secondary level, Mean scores in English communication skill (listening & speaking) was found to be 11.4. The reason behind such skewed result is that the present period is a period of transition. We are constantly emphasizing the need and importance of English language, but our home environment surrounded by mother tongue constantly interferes. Hence, children find themselves free in communicating with Nepali languages in spite of the pressures exerted by the society to adopt English language.

## **Suggestions**

The present study was an attempt to ascertain the status of communication skills at higher secondary level to provide suggestions to enhance the skill. Researcher made an intensive effort to find out the barriers in communicative & competence measures so that the same can be



significantly lowered. The researcher purports to provide following suggestions to develop communication skills in English at higher secondary level:-

- Enrich The Organizational Climate
- Parental Concerns
- Exposure to the Real Language
- Pay Heed to Individual Student
- Using Literature
- Encourage Student to Verbalize their Knowledge
- Teaching through communicative Approach
- Application of Skill Approach
- Teacher As Participant in Language Learning Task
- Develop Self Instructional Material
- Exposure to Language Laboratory

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## Environmental Effect on Marketing Sector

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### Introduction

This is the age of marketing. Marketing activities are part of everyday life. Marketing has gained a great deal of importance in modern organizations to achieve goals. Thus organizational success depends on marketing ability (1). The history of marketing hand in hand with the history of human development. Marketing forms an integral part of socio-economic development of the society. Every marketing activity focus on fulfilling the needs and expectations of society. To the general public, marketing is selling products. However, selling is only a part of marketing. Marketing satisfies customer's needs and wants. It creates value of customers. Every marketing activity focus on the demand of desired customers. In simple terms, marketing refers to the delivery of customer's satisfaction at a profit. Marketing is concerned not only with finding and attracting customers, but also with retaining customers. It is carried on long after the customer has bought the product. It aims to develop long term relationship with the customer.

The historic marketing concept explains that there are so many categories of customers, including individuals and organizations or individual customers and society as well, whose needs and wants are not identifiable at all times. And other hand, there is high level of competition in the market.



All the needs and wants of customers cannot be satisfied by a single marketing effort or limited marketing efforts like in the various marketing concept. Holistic concept of marketing emphasize on internal marketing, integrated marketing, relationship marketing and performance marketing (11).

Referring to the definition of marketing, AMA states- “Marketing is the activity, set of institutions, and process for creating, communicating, delivering and exchanging offering that have value for customers, clients, partners and society at large”. (Koirala, K.D. Pp7)

This definition has included some important dimensions of modern marketing, such as creation, communication and delivery of value not only to customers, but also to the society at large.

Regarding the definition of Kotlar and Armstrong defines- “Marketing is a process by which individuals and groups obtain what they need and want through creating, offering and freely exchanging product and services of value with others”. (Koirala, K.D. Pp7)

In this definition Kotlar recognized marketing as a societal process and the knowledge of marketing can be used to meet various social problems.

Stanton, Etzel and Walker defines-“Marketing is a total system of business activities designed to plan, pricing, promote and distribute want-satisfying products to target markets to achieve organizational objectives”.(Shrestha, S.K. Pp3)

McCarthy states- “Marketing is the performance of activities that seek to accomplish an organization’s objectives by anticipating customer or client



need and directing a flow of need-satisfying goods and services from producer to customer or client”.(Agrawal, G.R. Pp1)

Regarding to the definition of Anonymous-“Marketing is the process in a society by which the demand structure for economic goods and services is anticipated or enlarged and satisfied through the conception, promotion and physical distribution of such goods and services.” (Shrestha, S.K. Pp3)

To carry out the marketing activities in an effective and efficient way, it is important to properly analyze and understand the environment where an organization operates. It is thus, prerequisite that company operating in Nepal analyzes the various components of marketing environment, it become easier to survive and succeed. Proper analysis of environment helps for maximizing marketing opportunities and minimizing possible threats. The major external forces affecting marketing activities in Nepal are its demography, economy, socio-culture, politics and law, technology and its natural forces (274).

**I. Demography:-** Demography is the scientific study of the structure and composition of population. The study of population structure and its changes is very important in marketing mainly because population constitutes of the consumer for every products and services. The major characteristics of the demography affecting marketing activities are: population structure, growth, average life-span and quality of life of people, migration and urbanization (350).

**a. Population Structure:-** Nepal’s population structure shows that the gender mix distributed with 50.05 percent female and 49.95 percent



male. (350) However, in the age mix almost 40 percent of the population is below the age of 15 indicating a huge size of the children's market. People above 60 years old constitute of about 20 percent.

**b. Population Growth:-** The 2001 census shows that Nepal's population has reached to 23.02 million. The current estimate (Dec.2010) shows that the population is expected to reach 28.5 million in 2011. The average annual growth in population in this decade has been 2.27 percent. (350)

**c. Life-Span and quality of life:-** The general improvement in health care has gradually increased the national average life expectancy at birth that has reached to 71.1 years in the urban areas. Currently, about 15 percent of the population is aged above 60 years.

**d. Migration and Urbanization:-** Nepal has been experiencing a rapid migration of people from hills to plain areas and from villages to towns. Earlier migration was more focused on hill to plain areas as the plain areas offered better agricultural lands. Recently, migration is more from rural areas to urban centers. This has indicated shift on people's dependency from agriculture to nonagricultural profession (350). The demographic change in the last decade has brought new opportunities



and challenges for marketers, such as: expansion of the market size, education and health services and life-style products and services.

**II. Economy:-** Economy plays a major role in the development of marketing activities in a country. Although the demography provides a market size, economy provides the buying power to the people. The major characteristics of the Nepal's economy can be studied in the context of the structure and growth of the economy (351).

**a. Economic Growth:-** The size of Nepal's economy is very small. Many multinational companies have higher revenues than the total revenue of the government of Nepal. The economy has been growing at an average annual rate of three percent in the last fifteen years. This is slightly above the average annual growth in population.

**b. Economic Structure:-** Nepal's economy is predominantly agrarian as about 60 percent of the population fully depends on income from agriculture. It is estimated that about 36 percent of the population still live below the poverty level line. Despite the efforts of the Nepalese government to reduce the incidence of poverty in the country, poverty alleviation efforts have failed miserably.

**c. Growth of Service Sector:-** Nepal's economic growth has been largely supported by the growth in the non-agricultural sector. The non-



agricultural sector currently contributes about 60 percent to the national GDP. This sector has been growing by more than 6 percent in the last decade. The major contribution has come from the service sector, particularly the financial services, trade services and tourism services (351).

**d. Income from foreign investment:-** One of the most striking developments in the Nepalese economy is the growing trend in seeking foreign employment is found to be more than the national budget. This money has eased out the country's balance of payment situation. Most of the money earned and repatriated to Nepal is going in to the consumption sector like buying land, houses, cars, gold and diamond.

The overall economic indicator provides limited scope for the expansion of marketing activities in Nepal. Despite the very slow growth of the Nepalese economy it has developed marketing opportunities in the following areas such as: urban life style product, financial institutions and tourism sectors.

**III. Socio-culture:-** Nepal is a multi- ethnic and multi-lingual society. It has several cultural groups based on geography, ethnicity, castes and religions. These sub-cultural groups show significant variations in their values, attitudes, customs and traditions. Nepal celebrates numerous festivals at the



national and local levels. Some of important socio-cultural aspects of the Nepalese people relevant in marketing are as follows: (353)

**a. Mobility and integration:-** The growth in transport, communication and education has been very rapid in the country. The steadily increasing transportation network has led to the development of a national market with the possibility of having a national distribution network. The development in the communication sector is very encouraging with good telephone networks, mobile telephone services increasing number of Nepali T.V channels and access to more foreign channels (353).

**b. Information- based Society:-** Nepal's accessibility to the global information super highway is not very distant as the country will have satellite and fiber optics-based communication systems. The internet services are readily available to urban consumers. Nepal has achieved good progress in the education sector with the literacy level gradually increasing and availability of advanced education in the country.

**c. Change in values and life-style:-** The development in the socio-cultural sectors has significantly changed the value, attitude and behavior of Nepalese people. Nepalese in general are gradually adopting the western value, attitude and adopting individualism, small families and loose relationship. They are increasingly distancing



themselves with established belief, religions and traditions. These changes are visible in people's life-style reflected in modern dressing, housing, food, education and entertainment (353).

**d. Status Consciousness:-** People in Nepal are getting more materialistic and status conscious. People in order to have better standard of living are looking for employment in foreign countries. It is estimated that more than 3 million people are working abroad for better income. The money earned through foreign employment is mostly spent on enhancing standard of living and changing life-style.

The socio-cultural dynamism experienced in the last two decades has brought numerous opportunities for marketing such as: housing, entertainment, status related offers and education.

**IV. Politics and Law:-** Politics and law of the country play important role in the development of marketing activities. Unfortunately, political and legal support has been minimal in Nepal. The following political dimensions of Nepal are relevant in marketing (354).

**a. Instability:-** The country has been politically unsuitable in the last two decades. The country has seen frequent changes of government. Due to political instability, government policy is also unsuitable (355).



**b. Inefficiency:-** Inefficient administration, ineffective governance mechanism and inadequate service delivery system has almost crippled all development projects in the country. Moreover, internal political conflicts are diverting resources to military purpose.

**c. Corruption:-** The political system and administrative mechanism have become corrupt. Foreign investment in the business sector is decreasing due to high cost of corruption and lack of security. On the whole political environment has not been conducive for development of marketing (355).

**d. Insecurity:-** The unsuitable politics has promoted many armed people groups involved in kidnapping of business people and professionals. Large business houses are reluctant to invest on nearly died due to insecurity and political strikes and bandhs (355).

**e. Lack of Legal Support:-** The legal framework of the country governing marketing activities is very weak. Law relating patents and copy-rights are non-existent. Business firms suffer due to pirating of original products. There is no law to govern advertising in the public media. Often firms need to pay several types of taxes on a single business activity. The country lack effective law regulating intellectual property right that protects innovators. Consumer confidence on the Nepalese products is low due to weak laws protecting consumers.



The political environment of Nepal has not contributed positively to marketing. Despite the unfavorable political atmosphere, the main challenges of political impact on marketing are: Deregulation, Short-term profit venture, Unhealthy business development.

**v. Technology:-** In Nepal's context, the following dimensions of technology has become relevant in marketing (356).

**a. Wide Gap:-** Nepal has eighty percent rural, where traditional labor-intensive technology predominates. In villages, consumer consciousness in terms of product features and quality is very low. The price is the critical variable in rural marketing in Nepal. Products marketed in the rural areas are mostly sub-standard on the other side, the urban market of Nepal has become very sophisticated that demand high tech and good performance products with adequate warranty and services (356).

**b. Change in Business Technology:-** Many Nepalese manufacturing enterprises are taking advantage of the technological development in the production process, systems, packaging materials, promotion techniques and even management styles.

**c. ICT Use:-** The use of internet, satellite- based communication and mobile phone has changed the Nepalese society. The people today



are better informed and not so exposed to mobile communication and computers. Many villages are also connected by the internet.

**VI. Natural Forces:-** Nepal's natural environment is a major constraint in the development of marketing in the country. The mountain terrain, fast flowing rivers, cold climate in the Himalayan regions imposes many difficulties in distribution of products. The following dimensions of the country's natural environment are relevant in marketing (357).

**a. Landlockedness:-** Nepal's location between two largest countries of Asia- India and China and absence of sea coast has become a constraint in its foreign trade. The nearest port from Nepal's border is 1200 kilometers away in Calcutta. Thus, the country's foreign trade has become expensive and uncompetitive in the global market (357).

**b. Topography:-** The country is mostly mountainous as almost 80 percent of the land area is covered by mountains and hills. It is very difficult to construct roads and maintain them for a poor country like Nepal. Lack of good road network makes the transportation of goods difficult and very expensive. Moreover, it is very expensive to construct bridges on the fast flowing large rivers in the country (357).



**c. Climate:-** A large part of the country has alpine climate, where it is very cold. This exile climate needs special care in packaging and transportation of products.

**d. Natural Resources:-** Except the water resources and solar energy the country is very poor in other natural resources like minerals and quality of agricultural soil. Nepal was very rich in forest resources, but excessive greed of bureaucrats, politicians and businessmen this resource has minimal level.

Although, Nepal faces many difficulties in conducting marketing activities due to its natural forces, these same forces can be wisely used to develop marketing opportunities in the country such as: Landlockedness, Natural diversity, Hydro-Power (357).

## **Conclusion**

Nepal is mountainous country. Our country Nepal is situated at the heart of Asia. It is a landlocked country and situated in the middle between India in the west, south and east. The Tibet Autonomous Region of China in the north. Modern marketing activities have started in our country very late. The nearest sea port for entry and exit of Nepalese cargos is the Calcutta port (274). For the last few years, Nepal has using Chittagang port of Bangladesh for launching international trade with rest of the world. To achieve organizational goal effectively and efficiently and to carry out the marketing



activities smoothly, it is important to properly analyze and understand the environmental effect, where an organization operates its activities. It is thus, prerequisite that company operating in Nepal analyzes the various components of marketing environment; it becomes easier to survive and succeed. Proper analysis of environment helps the marketers to maximize marketing opportunities and minimize the possible risk, uncertainties and threats. The size of Nepalese economy is very small. Nepal is an agrarian country. Nepal's economy is predominantly agrarian as about 60 percent of the population. One of the most striking developments in the Nepalese economy is the growing trend of foreign employment. The opportunities for growing Nepalese economy are computer software, insurance, banking, education, hospital, hotels and restaurants and tourism service. According to population census 2011, Nepal has 26.6 million people and is increasing at the rate of 2.25 percent annually. About 83.10 percent population lives in rural area.

Nepal is multi-ethnic and multi-lingual country. It has several cultural groups based on geography, ethnicity, caste and religion. The socio-cultural dynamism experienced in the last two decades has brought numerous opportunities such as: housing, entertainment, status related offers and education, politics and law play a vital role for the development of marketing. Unfortunately, politics and legal support has been minimal in Nepal, because of instability and inefficiency of political parties. Corruption, insecurity and lack of legal support are also the barriers for development of marketing in Nepal. Nepal is a labor-abundant country. Labor is comparatively cheap in



Nepal. Industrial development has not taken proper direction in Nepal, so use of appropriate technology still shy. Modern and appropriate technology has been gradually emerging in new industries, especially in medium and large scale of industry. Topographically, Nepal is classified in to three regions. Nepal is poor in natural resources, but rich in water resources. So there are tremendous opportunities for the marketing of hydropower, herbs processing and nursery in the country. Scenic beauties of Nepal are world famous and are the attraction of tourism industry. However landlockedness, environmental degradation, deforestation, exploitation of natural resources, overpopulation, has posed a great challenge to the country's Endeavour.

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## Corporate Social Responsibility in Nepal

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### **Abstract:**

This article discusses the concept of social responsibilities of corporate and its significance. It however emphasizes on the part of companies responsibilities towards society. It deals with contribution of the businesses toward the general public, economics or the environment.

### **Key words:**

Corporate, social responsibility, social philosophy, economic philosophy

### **Introduction:**

A corporate/ company may be a legal entity formed into an association and endowed by law with the rights and liabilities of a private corporate enjoy most of the rights and responsibilities that individual posses they will enter contracts loan and borrow money, sue and be sued, hire employees, own assets and pay tax. Generally companies are established with the aim of profit maximizes which is allow traditional objective by modern companies aims at wealth maximization. Wealth maximization is nearly universally accepted objective of a firm. Consistent



with this objective the manager should take decisions that maximize the shareholder wealth. In any business there are two philosophies alive. On the one hand, there's economic philosophy of business that believes on profit or wealth maximization on other hand, there's social philosophy. Social philosophy is that the study of questions on social behavior and inters pretentions of society and social institutions in terms of ethical values instead of empirical values. Social philosophy, it includes welfare work, consumer satisfaction, protection of environment, solution of unemployment, development of society and increasing diplomacy. For each organization profit gaining is that the main objective although CSR is additionally vital. Profit remains the first aim of business organization; however social responsibility of business organizations has become increasingly important over the last 50 years (Hines & Robert, 1998). During this era of globalization, business should be actively concerned with the welfare of society at large. For that the company must behave and performance as a responsible member of society. Every organization should actively work of social responsible task. They need responsibility to require care of society and environmental well being without expecting anything in returns.

### **Concept of Corporate Social Responsibility**

Corporate social responsibility (CSR) is about building a socially responsible business striving for social change along the road of seeking profit. The concept of CSR is associated (but not limited) with all the stake



holders like customer, employees, investors, society, and government. While all the responsibility helps in in-chancing the future value of creation of business. CSR may be a sort of business regulation with the aim of being socially accountable there's nobody right way companies can practice CSR . Early models of corporate social responsibility (CSR) typically held the “social” aspect and referred on to those responsibilities above and beyond economic and legal obligations. Thus, for many, CSR was and still expressing with voluntary and philanthropic acts by business organizations designed to alleviate social ills or benefit a disadvantaged group chosen by the corporation’s managers. However, in modern days, the models on CSR have four main sources, namely, economic, legal, philanthropic and ethical. So, we'll say that there are two divergent views about what corporate social responsibility is and therefore the way should its administered. The ‘Charity Principle’ focuses only on philanthropy and views that the rich within the society must help the poor whereas the ‘Stewardship Principle’ states that organizations are just gatekeepers of the society’s wealth which should be used for societal development since all of it comes from the society itself. The growing relevance of CSR is particularly because of five identifiable trends viz. growing affluence, ecological sustainability, globalization, name and free flow of knowledge.

In CSR, although plenty of labor has been exhausted developed countries, developing countries are far behind during this area and not much has been written thereon. CSR is an emerging issue in lately to reinforce conditions of factory workers in developing countries. CSR



dimensions within the context of Nepal, which remains considered underdeveloped country, is essentially challenging. Research evidence indicates that the character and extent of CSR practices may vary across countries, industry sectors, and therefore the size of the firm (Sweeney, 2009). Nepalese businesses too are practicing corporate social responsibility (CSR) in several ways for decades (Legal, 2006) but CSR has not well developed conceptually and institutionally in Nepal (Adhikari, 2012). However, the particular state of affairs can't be generalized without a strong study during a particular context. As a matter of fact, extant research has been focused on developed countries (Belal & Cooper, 2011) and students have emphasized the good necessity of exploring the character and extent of CSR practices in developing countries like Nepal (Visser, 2008, Kumar & Tiwari, 2011). Additionally, there are not any independent CSR rating agencies in Nepal to till date. Hence there's lack of adequate and reliable information regarding the status of CSR practices in Nepal. As a result, managers also as policy makers might not be ready to make absolute best decisions vis-à-vis CSR issues within the Nepalese context.

The issues faced by the developed countries aren't the same because the issues of under developed countries affecting CSR Practices. It also widely varies according to the local communities' participation, contribution and thus the conditions applicable to the state. Under-developed capital markets, weak legal controls and investors'



protection, and economic or political uncertainty often substitute the way of CSR engagement of corporations.

If we glance at our neighboring countries India and China, these countries follow unique CSR practices from the highly developed countries. With the influence lately Gandhi philosophy, the pioneering efforts of CSR were made by the Tata Group within the nineteenth century. Director of Tata Steel Limited (TISCO) announced that in future, TISCO wouldn't affect companies, which don't conform to the company's CSR standards.

In China, creating more and more employment opportunities is taken into account main dimension of CSR. In China, the general public won't even remember of a company's CSR initiatives. For this reason, many CSR programs unite with the priorities of the local or provincial governments, like education, health care and environmental protection.

### **Status of Corporate Social Responsibility in Nepal**

Although the concept and practice of CSR is originated from the West, social responsibility of business isn't a replacement phenomenon in our country. Within the past 100 years of history of Nepal, few business communities have contributed their wealth to make educational institutions, temples and massive Dharmasalas (inns built for religious purposes) for general public and pilgrims. Many acres of Guthi land (personal lands usually donated to temples) are donated by some landlords



within the name of Gods and Goddesses. When the country is hit by natural calamities like flood, famine and earthquake, the businessmen are always there at the front to donate food, cloth and other amenities. Within the past, the available texts and evidences indicate, Nepalese business, despite being small and inconsequential in view of its limited role within the economy, opted for the trail of responsible business practices and charity wherever feasible. These historical evidences of the participation of businessmen indicate that Nepalese business communities and corporations basically carried the social responsibility with gusto and commitment but are rather more philanthropic in nature.

Some of the notable CSR activities that we'll see in our society are that of Hotel Dwarika and Kathmandu Guest House. Dwarika's Hotel's primary method of CSR is additionally connected to its founding idea of collecting traditional pieces of woodwork from around Kathmandu valley. As a result, they have outlined their main initiative because the "restoration and conservation of our culture and architectural heritage,"

Kathmandu Guest House, within the hotel that mitigates their environmental like using LED light bulbs and recycled paper, and dual flush European style toilets, and investing during a efficient generator. Externally they organize volunteer days and work towards women's empowerment.

The study jointly done by Upadhyay and Dhungel (2013) on 14 public and personal commercial and development banks indicates that only 71 percent of them are reporting about their CSR activities. Consistent with



this study, most of the CSR activities these banks involved are associated with education and training (64 per cent); welfare to underprivileged, arts and cultural protection (64.29 per cent); contribution to associations, clubs and other organizations (42.86 per cent); contributions for health care (42.86 per cent); and environment (35.71 per cent) then forth. However, during a study conducted in seven financial and 6 manufacturing companies. A study conducted by Central Department of Management (2014), Tribhuvan University, applying Carroll's four-domain (economic, legal, ethical and philanthropic) reveals that the economic domain of CSR, followed by legal, philanthropic and ethical domains, is extremely active in Nepal. Based on above observation it appears that the concept of CSR is emerging in Nepal and dominated by the various motives of the businesses. However, in these researches and observations, except few cases, what activities are undergoing especially domain is yet to be clear. Therefore, during this paper, the researcher attempts to rank the CSR domain and explore the activities in each domain.

## **Evaluating the status of Corporate Social Responsibility in Nepal,**

### **i. Awareness:**

It's been seen that the Nepalese organizations are highly aware and involved within the activities, which are socially desirable. Thus far the notice of CSR cares; it's been rising in some selected Nepalese companies to guard their family-brand image, which isn't in the least wrong during this transitional period. However, it also appears that



companies still need to go extended thanks to specialize in both inside and out of doors CSR agenda. Once companies maintain Corporate Social Responsibility activities inside, they will come outside with Corporate Social Responsibility agenda in helping people in our society which may help to boost their brand-image, competitiveness and secure profits.

## **ii. Understanding:**

There's a mixed understanding regarding what Corporate Social Responsibility is and what activities should be named there under. Although there's high awareness about the topic the understanding seems to be low in our Nepalese society.

In Nepalese scenario, establishing an industry is considered Corporate Social Responsibility because it provides employment opportunity for people. At this example where many people are leaving the country for work, it's in fact necessary to make and supply opportunities to those people. To form companies socially responsible it's essential to pay VAT (value added tax) and repair tax. Industries shouldn't hide their actual income. So, CSR isn't just limited to relationship between business and therefore the society but the way businesses are administered in an ethical manner for the well-being of the society.



### **iii. Government Role:**

Government in developing countries usually promotes Foreign Direct Investment (FDI) for economic development instead of promoting standard CSR practices among corporations. Most corporations don't follow any national or international benchmark in practicing CSR and corporations perceive CSR as being practices like sponsorship of sporting events, donations to charities, and other social activities. Government features a positive role in advocating CSR practices among corporations. If the government's role is ineffective, market protection and sustainability are going to be compromised. Same is that the case with Nepal making us believe that the role of state of Nepal is very inadequate.

Institutional arrangement: There exists a billboard hoc institutional arrangement within the society. It looks like the people await some bad event to occur then take steps within the name of CSR.

### **iv. Disclosure:**

There are limited means, poor content, inadequate format and no third party verification for revelation of any CSR activity administered. CSR isn't mandatory in Nepal and every one the institutions practicing it have made the disclosure in voluntary basis. Child and ladies developments, religious activity, games and sports activities, blood donations were among the thrust areas of CSR. As an entire, giving in corporate Nepal is named Corporate Social Responsibility. The



tiny number of business houses mostly family owned and their profit-making attitudes are the key factors to effect on CSR intention of Nepalese companies.

### **Conclusion:**

Now we can say that Nepalese corporations are aware of what CSR is but have a mixed understanding and perspective on the way it should be administered. Most have philanthropic perspective while some have stakeholder perspective. As compared to the developed countries, CSR in Nepal remains in its initial stage and completing Corporate Social Responsibility activities don't have any specified rules or regulations. Therefore, we will say that although the status of CSR isn't very satisfactory but it's increasing and most firms are taking it positively by trying to require their social responsibilities more seriously. With good governance and adequate government role, CSR are often highly improved and therefore the Nepalese society are often made far better.

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# Modern Management Theories and Practices

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## Introduction

Managing is one of the most important human activities. From the time human beings began forming social organizations to accomplish their aims and objectives, they could not accomplish as individuals, so they started managing works through the coordination of individual efforts. As society continuously relied on group effort, and as many organized groups become large, the task of managers have become complex and difficult. Henceforth, managerial theory has become crucial to show the ways to manage complex organizations.

## Definition of Management

Management is the art, or science, of achieving goals through people. Since managers also supervise, management can be interpreted to mean literally “looking over” – i.e., making sure people do what they are supposed to do. Managers are, therefore, expected to ensure greater productivity or, using the current jargon, ‘continuous improvement’. More broadly, management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Koontz and Weihrich 1990, p. 4). In its expanded form, this



basic definition means several things. First, as managers, people carry out the managerial functions of planning, organizing, staffing, leading, and controlling. Second, management applies to any kind of organization. Third, management applies to managers at all organizational levels. Fourth, the aim of all managers is the same – to create surplus. Finally, managing is concerned with productivity – this implies effectiveness and efficiency.

## **Management Theories**

The different theories development in the field of management discipline are as under:

### **Scientific Management School**

The first management theory is what is popularly referred to as Frederick Taylor's Scientific Management. Frederick Taylor started the era of modern management. The concept put forward by Taylor are:

- Every work has the best method of doing. Managers should the best method of doing jobs in order to gain effectiveness and efficiency
- Work should be divided into simple task so that it can be performed with efficiency
- Worker should be scientifically selected and trained to perform the specific task.
- Work and responsibilities should be divided equally between worker and managers.
- Work should be perform through cooperation.



Alongside Taylor's postulates is Gilbreth's motion study. Gilbreth afford new techniques of doing work that would save time and energy to bring efficiency in organization.

### **Classical Organizational Theory**

In this category of management theory are the works of Max Weber's bureaucratic theory and Henri Fayol's administrative theory.

- Weber developed a set of principles for an "ideal" bureaucracy as follows:
- fixed and official jurisdictional areas.
- A firmly ordered hierarchy of supervisor and subordinates.
- Management based on written records.
- Thorough and expert training.
- Official activity taking priority over other activities.
- Management by rules and impersonal relationship.

Henri Fayol's administrative theory mainly focuses on the personal duties of management at a much more granular level. In other words, his work is more directed at the management layer. Fayol believed that management had five principle roles: to forecast and plan, to organize, to command, to coordinate, and to control. Fayol also developed fourteen principles of administration to go along with management's five primary roles.



## **Behavioral School**

The key scholar under this category is Elton Mayo. The origin of behavioralism is the human relations movement that was a result of the Hawthorne Works Experiment carried out at the Western Electric Company, in the United States of America that started in the early 1920s (1927-32). Elton Mayo and his associates' experiments disproved Taylor's beliefs that science dictated that the highest productivity was found in 'the one best way' and that way could be obtained by controlled experiment. The Hawthorne studies proved that performance is dependent on positive response and encouragement and praise from management side. This theory also found that interpersonal relationship, self-respect group norms were more important to gain higher productivity. It gave the new concept of group dynamics, team work and organizational social system.

## **Recent Developments in Management Theory**

Under this category of theory are the Systems Approach/ Situational / Contingency theory, Chaos theory, and Team Building theory. The systems theory has had a significant effect on management science and understanding of organizations. A system is a collection of part unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. A system can be looked at as having inputs (e.g., resources such as raw materials, money, technologies, people), processes (e.g., planning, organizing, motivating, and controlling), outputs (products or



services) and outcomes (e.g., enhanced quality of life or productivity for customers/clients, productivity). Systems share feedback among each of these four aspects of the system. The effect of systems theory in management is that it helps managers to look at the organization more broadly. It has also enabled managers to interpret patterns and events in the workplace – i.e., by enabling managers to recognize the various parts of the organization, and, in particular, the interrelations of the parts. The situational or contingency theory asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are key to the situation at hand.

The Chaos theory is advocated by Tom Peters (1942). Chaos theory recognize that events are rarely controlled. Chaos theorists suggest that systems naturally go to more complexity, and as they do so, they become more volatile and must, therefore, expend more energy to maintain that complexity. As they expand more energy, they seek more structure to maintain stability. This trend continues until the system splits, combines with another complex system or falls apart entirely. It will need an effective manager for the latter worst scenario not to happen.

The Team Building approach or theory emphasizes on quality circles, best practices, and continuous improvement. It is a theory that mainly hinges on reliance on teamwork. It also emphasizes flattening of management pyramid, and reducing the levels of hierarchy.



## Other Management Theories

In this category are the works of Edward W. Deming and Douglas McGregor. Edward Deming is the founder of modern quality management. He postulated several assumptions. They are:

- Create constancy of purpose for continual improvement of products and service.
- Adopt the new philosophy created in Japan.
- Cease dependence on mass inspection; build quality along with price.
- Improve constantly.
- Institute modern methods of training on-the-job.
- Adopt and institute leadership aimed at helping people to do a better job.
- Drive out fear.
- Encourage effective two-way communication.
- Breakdown barriers between departments and staff areas.
- Eliminate exhortations for the workforce.
- Eliminate quotas and numerical targets.
- Remove barriers to pride of workmanship.
- Encourage education and self-improvement for everyone.
- Define top management's permanent commitment.
- Obligation to implement all these principles.

Douglas McGregor (1906-1964) postulated management ideas as contained in "Theory X" and "Theory Y". Using human behavior research, he noted that



the way an organization runs depends on the beliefs of its managers. “Theory X” gives a negative view of human behavior Theory X assumes that most people are basically immature, need direction and control, and are incapable of taking responsibility. They are viewed as lazy, dislike work and need a mixture of financial inducements and threat of loss of their job to make them work. “Theory Y”, the opposite of “Theory X”, argues that people want to fulfill themselves by seeking self-respect, self-development, and self-fulfillment at work as in life in general. The six basic assumptions for ‘Theory Y’ are: work is as natural as play or rest. Second, effort at work need not depend on threat of punishment. Third, commitment to objectives is a function of the rewards associated with their achievement. Fourth, the average human being learns, under proper conditions. Fifth, high degrees of imagination, ingenuity and creativity are not restricted to a narrow group but are widely distributed in the population. Lastly, under the conditions of modern industrial life, the intellectual potentials of the average human being are being only partly utilized.

There is, however, one theory or approach, the quantitative approach that is hardly used and known by managers. It emerges from operations research and management science. It is a mathematical and statistical solution to problems using optimization models, and computer simulations. It is most effective management decision-making rather than managerial behavior.



## **Management as Practice**

Managing, like all other practices – whether medicine, music composition, engineering, accountancy, or even baseball – is an art; it is know-how. It is doing things in the light of the realities of a situation. Yet managers can work better by using the organized knowledge about management. It is this knowledge that constitutes science. However, the science underlying managing is fairly crude and inexact. This is true because the many variables with which managers deal are extremely complex. Nevertheless, such management knowledge can certainly improve managerial practice. Managers who attempt to manage without management science must put their trust to luck, intuition, or what they did in the past. In managing, as in any other field, unless practitioners are to learn by trial and error, there is no place they can turn for meaningful guidance other than the accumulated knowledge underlying their practice; this accumulated knowledge is theory.

For practical purposes, all managers must develop three sets of skills, namely; conceptual, technical, and human (see Fleet and Perterson 1994, p. 25). Conceptual skills allow the manager to develop relationships between factors that other people may not see. Managers who have well-developed conceptual skills are able to apply different management theories to the same situation. For a manager to be technical, it implies that he or she should act professionally. Professionalism demands that the manager performs his or her duties within established procedures, rules and regulations. Any behavior that compromises the manager's professional etiquette is certainly bound to



interfere adversely with the organization's productivity. Lastly, a manager should be able to see members of the organization as human beings who have needs and psychological feelings and emotions. These needs and feelings must be positively harnessed for the good of the organization; motivation of the employees, therefore, becomes a critical factor in increasing productivity.

## **Conclusion**

In conclusion, it has to be restated that management is the process of designing and maintaining an environment for the purpose of efficiently accomplishing the selected aims. Managers carry out the functions of planning, organizing, staffing, leading, and controlling. Managing is an essential activity at all organizational levels. However, the managerial skills required vary with organizational levels. The goal of all managers is to create a surplus and to be productive by achieving a favorable output-input ratio within a specific time period with due consideration for quality. Productivity implies effectiveness (achieving of objectives) and efficiency (using the least amount of resources). Managing as practice is art; organized knowledge about management is science. The development of management theory involves the development of concepts, principles, and techniques. There are many theories about management, and each contributes something to our knowledge of what managers do. Each approach or theory has its own characteristics and advantages as well as limitations. The operational, or management process, approach draws on each "school" and systematically integrates them. Finally, the organization is an open system that operates within and interacts with the



environment. The systems approach to management includes inputs from the external environment and from claimants, the transformation process, the communication system, external factors, outputs, and a way to reenergize the system. No doubt, a manager who makes serious attempts to translate theory into reality is bound to increase productivity more than a manager who chooses to use the ‘fire brigade’ or trial and error approach.

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## History of English Language in Nepal and Japan

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At present time in Nepal, English as a lingua franca, as the language of business and as a school subject and medium of instruction are all gaining increasing global traction. In Nepal, English fulfills the function of a lingua franca after Nepali language. It is increasingly the language of business, especially in the tourism sector, and is vital for students wishing to study abroad, as well as for migrant workers (Graddol, 2006, Phyak, 2011). According to the 2011 National Census, Central Bureau of Statistics (CBS) lists 123 Nepalese languages spoken as a mother tongue (first language) in Nepal. According to the report the percentage of Nepali speakers is 44.64%, Maithili 11.67%, Bhojpuri 5.98%, Tharu 5.77% and English 0.01%. All native languages spoken in Nepal are National languages of Nepal.

In our country Nepal English is spoken as a foreign language. It has long history. As Duwadi (2018) mentions in ancient Nepal, being educated was regarded as one of the greatest human qualities and virtues despite the fact that formal education was limited to the elites while boys and girls from lower castes would learn practical skills like ploughing, farming, keeping livestock and making tools within the family. How education, and within that access to English, become available to everyone in Nepal has a long history, one full of struggle. Historical records concerning the presence of English in



Nepal reveal that, long before the beginning of formal schooling, it was in use as early as 17<sup>th</sup> century (Giri, 2015). By the 19<sup>th</sup> century (105p.94) argues “A landmark of English education, was through the commencement of the recruitment of Gurkha soldiers as part of the famous Sugauli Treaty in 1815, the training for which took place in English.

Later on English style education was introduced by the prime minister of the time, Jung Bahadur realized the importance of English for communication with the outside world and felt that his sons should be given a “Western education”(Sharma, 1990,p.3). For this he established Durbar school in 1854 in Ranipokhari , Kathmandu. It was the first modern school in Nepal and where there was provision of English language, but education was limited to *Rana* families and was not available to the common people.

Education became formally available to the general public after the establishment of democracy in Nepal. After the establishment of democracy and the advent of greater social equality in Nepal, in 1854 the government of Nepal appointed Dr. Hugh B. Wood of America as an advisor to the Nepal National Educational Planning commission (NNEPC). NNEPC was established in 1952 to supervise and expand the existing educational facilities.

Later on National Education Sector Plan (NESP) in 1971 attempted to create a single unified system of public education and to empower district education offices to run schools (Thapa, 2011). Within two levels of primary and secondary education, there are two types of schools and colleges: community schools and private schools. In addition, there are also a few missionary foundation schools (such as St. Xavier’s and St. Mary’s), *gumbas*



(schools for selected Buddhist' children), Madrasas (schools for Muslim children) and *Gurukul* (Sanskrit school). The growth in the private sector came about due to the prevailing school liberalization policy in 1998 (Thapa, 2011). The significance of English in Nepalese society is also reflected in the way in which it is embraced in the education system (Giri, 2015).

In context of Japan, the most widely spoken language in Japan is Japanese, which is separated into numerous dialects with Tokyo dialect considered standard Japanese. In addition to the Japanese language, Ryukyuan languages are spoken in Okinawa and parts of Kagosima in the Ryukyu Islands. Japanese is the only common language among this largely homogeneous population. It is used by almost all residents in Japan, although regional and social varieties of spoken Japanese exist. Minority languages haven't attracted much attention in society nor in academic field; there are attempts to re-position Japan as a multilingual nation" (Mahar, 2001).

As English is an international language, it is also in practice in Japan. The earliest record of the initial contact between the Japanese and a native speaker took place on 19<sup>th</sup> April, 1600 when it is believed that Tokugawa Leyasu, founder of the Tokugawa Feudal Government, met with English man William Adams, a British navigator.

However, after the death of Tokugawa Leyasu in 1616, a change in the foreign policy of Bakufu ordered the closing of the English merchants' office in 1623, which consequently prompted the English to leave Japan. In 1848, American Ronald MacDonald came to Japan, pretending to be ship wrecked



and taught English to fourteen official Japanese interpreters of Dutch in Nagasaki under *Bakufu* orders ([en.m.wikipedia.org](http://en.m.wikipedia.org)).

English language education as a system started in 1854 when Japan concluded the Treaty of Peace and Amity with the United States and opened doors to the west (Hosoki, 2011). Yokohama Academy, one of the first English schools, was founded in Japan by the *Bakufu* in 1865 where American missionaries such as James Curtis Hepburn taught. By the year, 1874, there were 91 foreign language schools in Japan out of which 82 of them taught English. In 1921, Englishman Harold E. Palmer was invited to Japan by the Ministry of Education. Various schools in Japan experimented with his “Oral and Direct Methods.

Adamson (2006) has argued that the tracing of the influencing upon general English language education in the past would lead us to an understanding of the current complexities of English language education, it is essential to have knowledge on this changes, especially the transitions of English language education during the last four eras- the Meiji, Taisho, Showa and Heisei eras.

In Meiji Era (1868-1911), the government policy was to transform the entire country in aim of westernization so the government decided to send students to western countries to acquire and learn foreign knowledge, and the first group of four students was sent to the USA in 1871. Later on the students who were sent to western countries returned to Japan and started to teach English at the Japanese universities. Imura (2003) points out that these changes influenced the Japanese people's attitude towards English. While



government policy was still to import modern methodologies from the west, English gradually became one of the regular school subjects and the means to enter universities, and not the means to access western culture and knowledge.

As Fujimoto- Adamson (2006) claims, this quick turn -around created two trajectories in English language education at the end of the Meiji era: first was the authentic English language education supported by the government, and the other was English language Education for the purpose of preparing students for entrance examinations into universities and secondary School

In the Taisho Era (1912-1925), the Japanese government invited H.E. Palmer from the United Kingdom and who introduced Oral method in Japan. As Imura (2003) mentions that the status of English as a tool for westernization continued to decline and there was even a movement to abolish the teaching of English that became stronger towards the end of the era.

Similarly, in Showa Era (1926-1988) or before or during The World II, the study of English was discouraged because it was the enemy language, however, the policy was completely reversed after the war. An English conversation radio program raised people's interest in English and English language lessons resumed in junior high schools in 1947. In 1987, the government started the Japan Exchange and Teaching (JET) Program to hire foreign nationals as language instructions for junior and senior high schools to improve foreign language acquisition in Japan.



Next, in Heisei Era (1989-Present time), in 1997, the government announced its official slogans, 'globalization', 'cultural diversity' and 'international understanding' and the ministry of education, culture, sports, science and technology (MEXT) established an 'Action Plan' to cultivate "Japanese with English Abilities" in 2003 (Imura 2003).

Even though the acquisition of practical English gradually came to receive wider recognition, the educational value of learning English to pass the entrance examinations remained, and these two trajectories still exist in present day English language education in Japan.

### **English schooling system in Nepal and Japan**

Nepal has a system with 12 years of school education as in many Asian countries. The School Sector Reform Plan (SSRP) 2009-2015 (Ministry Education, 2009) has divided the system into two phases, like in Kenya, which was implemented from 2017. Basic school (Grade 1-8) and secondary school (Grade 9 -12). There is provision of compulsory English as a subject from grade 1-12. In secondary level there is also provision of major English if they like to study. Next, in bachelor level there is the provision of compulsory English subject in all universities of Nepal.

Furthermore, English is taught as compulsory subject in pre-schools. Most of the pre-schools are named with Montessori and Kindergarten in Nepal. These schools attract guardians with their English speaking environment and care. In addition to this, many private run institutes teach spoken and written English skills in the urban as well as in the rural areas of



the country. The first English language education opened to the people in 1951. Earlier education was limited to the members of the royal family and there were not public schools in the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patana University India.

Similarly in Japan, in 1947, the Fundamental Law of Education and the School Education Law were enacted. The 6-3-3-4 system of formal education was established with a goal of equal opportunity in education. This fundamental law and the 6-3-3-4 system still apply. In Japan, many children attend kindergarten for one, two or even three years before entering elementary school. All children are required to go to elementary school at the age of six and junior high school at the age of twelve. The total nine years of schooling is compulsory, and almost all students finish junior high school. A new system for universities began in 1949. A junior college system was established on a provisional basis in 1950 and on a permanent basis in 1964, following an amendment to the School Education Law.

Similarly, in 1954 more than half of the junior high school graduates (equivalent to the 9<sup>th</sup> grade) went on to high school, and by 1956 English was adopted as a subject for the entrance examinations to all high schools in Japan. Although English was not required subject by the law it became a *de facto* requirement for students in order to enter high schools.

At the high school level, MEXT has plans for students to develop an ability to communicate, including the surprisingly controversial goal of teaching English classes primarily in English. There is such resistance to this



rather commonsense goal, in large part, because of the political and educational issues at the heart of an "English as a medium of instruction" policy (Tollyfson & Tsui, 2004).

In 2009 the government tried to introduce English into elementary schools, "according to a report by the Japan Institute of Lifelong Learning, many teachers at public elementary schools expressed concerns about instruction methods, with 77 percent saying they needed to improve their language and English teaching skills, while 76.6 percent said they need more training. " (Japan Times, 2009)

In April 2011 English instruction became compulsory starting in the 5<sup>th</sup> grade of elementary school (age 10). According to the Benesse Educational Research & Development Center (2010) in public elementary schools in Japan, homeroom teachers teach English in 97.5% of surveyed schools. Many of these elementary teachers feel overwhelmed ( Fennelly & Luxton, 2011) because they have neither taught the language nor studied it since their university years decades ago ( JT,2011). In 2013 MEXT reported that it was considering the introduction of English education in grade three by 2020, yet elementary school teachers remain unprepared, unsupported and unqualified to accomplish this task (JT, 2013)

In Japan a mere 354-402 hours is allotted to foreign language study from primary to lower secondary school (6-30 hours per year for 2 years in primary for 3 years in lower secondary (MEXT,2011)."Since 2002, about 97 percent of public elementary schools have introduced English classes, with 82-9 percent of them starting in the first grade. Employs of the Japan



Exchange and Teaching Program are sponsored by the Government of Japan to assist language teachers at Japanese high schools and elementary schools in the Japanese rural countryside and cities. Benesse Educational Research & Development Center (2010). Shougakkou eigo ni kansuru kihan chousa [ The basic survey of primary school Education] [online] Benesse Educational Research and Development Center.

In April English Instruction became compulsory starting in the 5<sup>th</sup> grade of elementary school. It is planned to make English activity classes mandatory for third and fourth-graders, and turn into full-fledged lessons for fifth and sixth-graders by 2020.

Most Japanese students start learning English when they enter the first year of junior high school at the age of 12. MEXT doesn't stipulate English as the only foreign language taught in public junior high schools – learners can choose other foreign languages. However, almost all junior high schools teach only English as a subject to fulfill a foreign language requirement because English is a major subject along with math and Japanese for high school and university entrance.

Any foreign language can theoretically be taught to fulfill the foreign language requirement in junior high school and high schools, but in practice almost all schools offer only English for this requirement. In general, primary schools don't offer any foreign language courses and secondary schools don't offer foreign language other than English. Therefore, very few primary school students take English classes, while most junior and senior high school students do.



English education has just been officially introduced in the curriculum standards of elementary schools for raising international awareness in Japan. But almost ten years before the official announcement, a number of elementary schools started English programs based on their own objectives and necessity as a part of foreign cultural studies.

In addition to formal settings English learning, many Japanese study English at private English conversation schools or in English courses offered by their companies. Both radio and television offer English courses for different levels of ability. Similarly study-abroad programs are also widely available for learners both in formal and private institutions.

### **English language text books in Nepal and Japan**

Reading texts in books provide with opportunities for developing various reading skills such as skimming and scanning and vocabulary development. Practiced activities set in the book provide the students with basic writing skills. In our country Nepal, Curriculum Development Center (CDC) first designs curriculum then prepares text books with the help of the educators, experts and teachers. After this schools follow the curriculum and the text books prepared by the CDC. In the context of private schools, the private publishers hire experienced teachers and prepare text books, but these publishers have to take permission from the CDC. For this, a team of experts from the CDC evaluates the text books prepared by private publications and then only gives them permission to publish. They need to fulfill the requirement of text books designed in the curriculum.



In community run schools text books are provided by the CDC; but in private schools the guardians buy the books for their children. Private-run schools and governments run schools up to grade seven have different text books but both text books follow the same curriculum prepared by the CDC of Nepal. The English language text books at school level are prepared by Nepalese writers, but sometimes, native speakers of English, who has good ability in writing, are also hired for writing and editing the English books. In some schools we can see the English text books especially grammar books written by native speakers of English. Furthermore, some English medium schools in Kathmandu valley or other parts of Nepal follow the books written by foreign writers and foreign publishers, for this they need to fulfill the requirements of the CDC. Other books like collection of poems, story books and news stories written by the native speakers of English are also recommended in school level education in Nepal.

Similarly in Japan, The School Education Law enacted in 1947 created the current system of text book approval in Japan. In this system, non-governmental publishers create text books and submit them for official examination and approval by the ministry of education. These text books must meet the requirements of the curriculum of the curriculum guideline, a set of curriculum standards for Japanese schools. Beyond this, however, the publishers have freedom to include their own learning methods, and ideas in the material. The process of text book creation and approval involves several steps. First, a publisher gathers a team of academics and school teachers. This group writes text books, carrying out repeated discussions on content and



editorial stance. The entire process takes a considerable amount of time. Most text book projects run at least three years from the launch of the writing committee to the actual use of books in classroom (*mofa.go.jp*).

The government of Japan bears the cost of text books for all students at national, public and private compulsory – level schools (elementary schools, junior high schools first three years of integrated high schools for the blind, the deaf and the disabled. In case of public schools, authority to select and adopt text books rests with the competent Board of Education at the local level. In the case of provide school, it is principal who is authorized to select the text books to be used at those schools. A report outlining the requisite number of text books adopted is submitted to the minister. The goal is to prepare students for a globalizing world by helping them acquire four basic skills: listening, speaking, reading and writing in early stages.

Japanese textbooks are designed to arouse learner's interests in foreign culture and to foster their communicative attitude. MEXT closely supervises the curriculum and textbooks of public elementary, junior high and senior high schools. Therefore the contents of the classes are very similar throughout the country.

Tsuneyoshi claims that majority of Japanese do not need English for communication and merely tolerate it during school since it is an entrance exam subject and is required in some university classes (2013, P.121). She does concede that there are some Japanese who need communicative English because they are at the forefront of contact with the outside world where English is largely used as the language of communication (e.g. business



persons sent out aboard, international athletes, tour guides, etc.

### **Qualification and training for English Language in Nepal and Japan**

In Nepal, English language teachers are required to major English in intermediate, bachelor's or master's level degree. Only then they are qualified for the post of a teacher in Nepal. There is the provision of pre-service and in- service English language training. At school level, Nepal government has secondary Education Development Center (SEDU) to provide training to the teachers. Besides this, the teachers participate in different conferences, workshops and seminars for their professional development.

Similarly, Nepal English Language Teachers Association (NELTA) is a professional, non-government organization founded in 1992 with the help of the British Council. Its primary aim is to support English language teachers in improving the teaching and learning of English in Nepal in community and private schools. British Council Nepal has been working with NELTA providing venues for meetings and training courses and national planning meetings, sponsoring a key note speaker for NELTA international conferences, providing training and professional development for NELTA members at learning center, supporting NELTA members to attend ELT seminars, meetings and training events in other countries including the UK.

In Japan, a bachelor's degree is essential for any kind of formal teaching job. Some public schools and private recruiters prefer candidates with a CELTA/TEFL qualification and for previous teaching experience. Japanese language proficiency is not required but can be helpful in securing



better paid jobs. You don't need a degree in education or professional teaching experience to teach English in Japan, but earning your TEFL certification will provide you with the training and qualification you need to get hired. Teaching certification, such as TEFL, is preferred but not required. Thus one option for potential Japanese teacher is to get a bachelor's degree in education and then get certified in teaching and foreign languages. The praxis test for world languages applies to educators of all foreign languages.

As in NELTA in Japan, there is JALT in Japan, The Japan Association for Language Teaching (JALT) is a nonprofit organization dedicated to the improvement of language teaching and learning both within Japan and internationally with nearly 3000 members in chapters and affiliates a cross Japan as well as members abroad. JALT's mission of improving foreign and second language education in Japan. JALT was founded in 1975 in Japan. The international partners of JALT are Thailand TESOL. English Teaching Association of the Republic of china (ETA-ROC), The International Academic Forum (IAFOR), Malaysia English Language Teaching Association (MELTA). Another non-profitable organization for teachers' professional development in Japan is English Teachers in Japan (ETJ). ETJ is a free association for English teachers in Japan that encourages the exchange of information and teaching ideas and supports the professional development of teachers.



## **English as a subject and medium of instruction in Nepal and Japan**

The expansion of English-Medium (EM) schools in Nepal over the last 10-15 years is a highly significant development not only in the area of education but also for Nepali society as a whole. Any community (government) school can decide to change from Nepali to English as its medium of instruction. English has been used as medium of instruction in many private schools, colleges and universities, but, it has not received the same status in public institutions of higher learning in Nepal. Similarly, Ministry of Education (MOE) (2014a). in its National early grade reading program document mentions that “the main reason why community schools are shifting to English is to stave off the threat from private schools and to try and keep their enrolments from declining and responding to parental demand for English.”

English is considered as a foreign language for the speakers of Nepali. It is taught as a school subject. English as a subject is taught from very beginning from pre-school to college level classes in Nepal. English as a medium of instruction (MOI) ideology has expanded its roots in the Nepalese society. Parents are attracted towards the schools which are following English as a medium of instruction. English medium instruction (EMI) is considered bullet for economic development and of progress since it helps children to globalize themselves in the international arena.

To some extent, public schools are successful to attract students after the implementation of EMI. On the other hand, critics of EMI say that it doesn't have good effect in our children's learning. Not only do many



students in EMI schools struggle to achieve learning outcomes and express their ideas in English, many teachers are not sufficiently competent to deliver subject content in English (Roy- Campbell and Qorro, 1977).

Successful EMI requires teachers who, first of all proficient in English; second who are confident in their subject matter content knowledge and third who have pedagogical content and skills to teach their subject effectively to students for which English is not their first language, but in the context of Nepal, there is a shortage of linguistically qualified and competent teachers for EMI. At present time, School Sector Development Plan (SSDP) also encourages EMI schools to return to providing English as a subject only (Ministry of Education 2016).

Though the increase in enrolment is positive, the impact of EMI on students' academic achievement is still not clear as no research comparing achievement levels pre-and-post EMI in individual schools in Nepal has been found. However, Pinnock (2009), reviewing the evidence from international learning assessments in other countries , found that when the mother tongue is not the medium of instruction “the language used to deliver the school curriculum pulls down the educational performance of many of those who do not use it at home, particularly those who do not have regular access to it outside school.”

In Japan, English is compulsory subject in junior high school and high school. Most Japanese learn English for at least six years in school. English language education in public schools starts in the first year of junior high school and continues until the third year of high school, for a total of six years.



English is one of the elective foreign languages in the curricula of junior high school. However in the 2003 “Courses of Study for Lower Secondary Schools, ”MEXT encouraged the teaching of English by stating that, “for compulsory foreign language instruction, English should be selected in principle” (MEXT, 2003). Similarly, most universities have an English language section as part of their entrance examinations, so all the applicants study English very seriously to pass the test.

In sum up, both Nepal and Japan are two Asian countries and both teach English language as a foreign language. In both countries English has been taught as a subject and a medium of instruction. As in Nepal in Japan many academic institutes take English as a tool in the entrance exam and for job opportunities as well as higher studies too. In both countries, English is taught from school level even in preschools. English is taken as most important language in both countries. But, in terms of development of English language education, English language education developed formally Nepal and Japan, since the first English school, Darbar High School which was established by Jang Bahadur Rana in 1854 and in Japan first English school Yokohama Academy was established in 1865. Both countries produce text books themselves for the learners. Furthermore, both countries have governmental and non-governmental organizations for teacher training and professional development. In Nepal, a teacher must have majored in English subject to become an English teacher now, but in Japan a bachelor’s degree is essential for any kind of formal teaching. Some public schools and private recruiters



prefer candidates with a CELTA/TEFL qualification and/or previous teaching experience.

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# Monetary Policy and Nepalese Financial Market

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## Authors Abstracts:

A key role of central banks is to put a determination policy for regulating financial institutions. Banking advantage and price stability is derived from monetary policy. Monetary policy spillover through invoicing-currencies. Monetary policy ensures equilibrium price and stable market rate. Valid market rate mobilization exists, credit rationing, cash reserve ratio, and deposit ratio are the tools of monetary policy.

Since B.S 1994-Kartik -30 Nepal has been operating modern financial action. After the establishment of Nepal Bank Ltd. Kathmandu. Since B.S 2013 Nepal is inside the central banking. The central bank is honored to publish monetary quarterly and annually. The first monetary policy was introduced in A.D1989 by the central bank of Nepal. Since late A.D 1980 inflation targeting has emerged as the leading framework for monetary policy in the world. Canada, the euro area, the UK, and New Zealand, are the country starts monetary policies for retaining stable price rates in the market.

## 1. Introduction

The term monetary policy refers to what the Federal Reserve. The nation's central bank does influence the amount of money and credit in the



Nepalese economy. The main weapon at its disposal is the nation's money. The Central Bank sets the rates it Charge to loan. Monetary policy is the control of the quantity of money available in an economy and the channels by which new money is supplied(M2 money supplied by central banks in 2022 Jan is 44.820B in USD.) A policy that influences public liquidity position. (A.G hurt), Nepal has been publishing policy since 1989 A.D, for standardized market money stability. After the announced monetary policy banks are flourishing by fixed spread rate which is noticed out by monetary policy (for commercial banks 4.4% and development banks it is 5%). Monetary policy ensures lending limits for each bank,(Banks can lend 19% of their total capital and the figure will be 10% more if deposits increase by 2021 Aug A.D.) The monetary policy facilitates SLR (statutory liquidity ratios ) of banks,( 15% of its total deposits and 85% is CCD by 2021Aug A.D) Consumer price inflation is stated at 6.5%(CPI by 2021aug A.D). Central bank reforms their norms according to market situations. Due to the Corona virus, the economy was shrinking. The central bank reforms its provision for the current remedy.

### **1.1 Changes in provision for BFIs.**

The credit –to core –capital plus Deposit (CCD) ratio has been replaced by credit –deposit ratio. A CCD ratio indicates a BFIs ability to convert deposits and core capital into loans whereas a CD Ratio shows the ability to cover loans solely from its deposits. NRB is yet to issue a directive for the use of the CD ratio. The BFIs must maintain a CD ratio of 90% which



previously was a CCD ratio of 85%. The CD ratio should not be higher than 90% until mid-July 2022. According to Ghimire, the average CD ratio for banks was 78.74% in the quarter of FY2020/21 with NIC Asia having the highest CD ratio at 84.21%. Only 10 out of 27 commercial banks were able to achieve a CD ratio higher than 80% in the 3<sup>rd</sup> quarter. Similarly, according to the NRB data for 11 months of FY2020/21, deposits grew 20.8% and private sector credit grew 26.3% on a year-on-year basis in mid-June 2021.

Several recent studies have linked the importance of the monetary policy of Nepal to the dominant role of the Nepalese rupee in international trade and finance. Nepal has been the largest trade partner since the ancient period. Nepal's trade with India is 57% by 2017/18. China is another important trade partner from the Nepalese point of view, Chinese investors are investing 28.7% out of total Nepalese foreign investment by FY 2017/18.

SAFTA (South Asian free trade area) which came into force by Jan-1-2006 A.D. It aims to deepen trade and economic cooperation among member countries by promoting fair competition through the removal of barriers to facilitate cross-border movements of goods. During the last review period, SAFTA members had gradually been reducing tariffs to 0.5% on all tariff lines except the sensitive lists as per the trade liberalization program of the agreement.

BIMSTEC was founded in 1997 for accelerated growth through cooperation in various areas of shared interest. Nepal signed BIMSTEC 2004 Feb-8. The year in which a framework agreement with provision of liberalizing trade in goods and services. Nepal needs to harness its



hydropower potential of 45000mw. The generated power can be sold to BEMSTEC countries.

Also, transport and connectivity can be another area for the free flow of trade within the sun region .landlocked Nepal should connect with Southeast Asia through road connectivity.

Monetary policy is also bringing the facility to the financial area of Nepal. The current FDI of Nepal is increased by 19478.7NPR million in 2020,(According to NRB).

BOP (balance of trade)- 145004 NPR million, By Dec-2021.Import was 160934.5NPR million. Export was 15930NPR million, By Dec-2021.

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## **2. Literature review**

A literature review shows the reader that you have been an in-depth grasp of your subject. A literature review demonstrates a familiarity with a body of knowledge and established the creditability of your work. Previous work has considered the information effect from a theoretical perspective using several vantage points. Center bank creditability, the central bank the central bank's reactions function, the pressure of other economic shocks.

A theory provides various mechanisms for the information effect. Romer and Romer(2000), First provided empirical evidence of the central bank information effect. They saw that the Federal Reserve's inflation forecast is superior to private forecasters. Swanson and Wright (2004) find that this result is not robust to charge. In the sample period and modification in methodology. Brave and Swanson (2019) find little evidence that the



information effect dominates the response of equity prices to monetary policy.

### **3. Theoretical framework**

Consider a representative of a Nepalese financial institutions, (classified into A, B, C, D) that has an investment opportunity in the domestic country, (D). For all the investments made at time  $T_0$ , the return is, due to their limited risk-taking capacity, the financiers require an incentive to absorb the Nepalese imbalance of demand and supply of assets. In their model, adjustments of the exchange rate provided the mechanism by which risk-taking is compensated, leading to violation of unrecovered interest parity, (UIP). More broadly, violation of UIP and currency excess return had been the subject of several studies.

While we do not analyze the effects of capital flows on the exchange rate, our results indicate that in response to the monetary policy- Nepalese banks move a significant amount of capital across currencies. This relates to Gabaix and Maggiori(2015), who argue that exchange rates could be influenced by large, international capital flows intermediated by Nepalese financial institutions. Similarly, Bruno and shin,( 2015,2017) argue that Nepalese banks' risk-taking affects monetary policy spillover to international capital flows and exchange rates. Monetary policy spillovers to national capital flows and exchange rates. The rest of the paper is organized into three sections, in section I, I formalize the importance of the study, and in section III, I am showing the current economic situation, in 2021/22.



### **3.1 Important of the study**

- It harbingers overall development well being and prosperity of the society on health, development, education, employment, generation thought, and persuasion of a pragmatic monetary and fiscal policy.
- Monetary policy is another important instrument with which objectives of macroeconomic policy can be achieved.
- It represents the central bank of a nation by regulating the market of finance.
- The fiscal policy the broad objectives of monetary policy are established to equilibrium at the full-employment level of output.
- Monetary policy is concerned with changing the supply of money stock and rate of interest to establish the economy at full employment.
- It helps to move the financial market during a recession period by involving the adaption of some monetary tools which tends the increase the money supply and lower interest rates to stimulate aggregate demand in the economy.

### **3.2 Use of monetary policy in Nepal**

Monetary policy refers to the famous tools for financial analysis, which have been derived from central Bank, central bank determines the monetary policy to assist fiscal and economic policy in the domestic and foreign phenomena. Few usages are.

- To manage unemployment in the economy.
- To rescue economic disaster in recession.



- To implement banking policy on behalf of the central bank.
- To use sufficient market tools for maintaining current and future market effects.

### **3.3 Current economic situation:**

#### **3.3.1 Economic growth:**

- CBS estimate 4.01% in 2020/21 compared to the contraction of - 2.09% in 2019/20
- The ratio of domestic saving and gross national saving to GDP is estimated at 6.6% and 31.4% respectively in 2020/21. Such ratios were 6.3% and 32.6% in the previous year.
- The ratio of gross fixed capital formation to GDP is estimated at 27.3% in 2020/21 compared to 28.4% in the previous year.

#### **3.3.2 Inflation:**

- Average inflation stood at 3.6% in 2020/21 compared to the target of 7%.

#### **3.3.3 Government expenditure, revenue, and domestic debt mobilization:**

According to the report of the financial comptroller general published on 16 July 2021,

- The total expenditure of the federal government stood at Rs 1180.95 billion in 2020/21, it includes a recurrent 851.688 billion on capital



expenditure and 228.30 billion on financial expenditure 100.97 billion, likewise revenue mobilization of 938.32 billion.

### **3.3.4 Foreign trade, remittance, and balance of payment:**

- Merchandise export increased by 44.4% to 141.12 billion in 2020/21 and imports increased by 28.7% to 1539.84 billion. The trade deficit winded by 27.3% in the review year.
- The current account deficit and BOP surplus stood at Rs 333.67 billion and 1.23 billion respectively. In 2020/21 such a current deficit and BOP surplus were Rs 33.76 billion and 282.41 billion respectively in last year.

### **3.3.5 Financial sector situation:**

#### **3.3.5.1 Banking sector:**

- Deposit mobilization of the banks and financial institutions increased by 21.4% to 4662.73 billion, in 2020/21. Deposit mobilization had increased by 18.7% to 3839.73 billion in the previous year.
- Outstanding private sector credit of the banks and financial institutions increased by 27.6% to 4048.81 billion in 2020/21. Such credit had increased by 12% to Rs 3209.79 last year.
- Total paid off the capital of the BFIs( bank and financial institutions) by 10.8% to 390.43 billion in mid-July 2021, compared to 357.37 billion in mid-July 2020.



### **3.3.5.2 Capital adequacy ratio:**

- Commercial banks, development banks, and financial companies remained at 14.1%, 13.2%, and 22% respectively in mid-July 2021. Such ratios were 14%, 14.4%, and 19.6% in the mid-July 2020.
- Non-performing loan (NPL) of commercial banks, development banks, and financial institutions stood 1.5%, 1.5%, 6.2% respectively in mid-July 2021. Such ratios were 1.8%, 1.5%, 6.2% in mid-July.

### **4. Major finding:**

- Monetary policy is means of a quest for market-rate equilibrium.
- The central bank's role is essential for BFIs.
- Economic growth is estimated at 4.01% in 2020/21.
- The inflation rate remained at 3.6%.
- The total expenditure of the federal government stood at Rs 1180.95 billion in 2020/21.
- Revenue mobilization was 938.32 billion.

### **5. Conclusion:**

Monetary policy remains a lever tool for the national BFIs environment. Perhaps banks can operate without monetary policy but there must exist a lack of governmental influence which is the means of cartel and monopoly. Therefore monetary policy is idle for rolling price equilibrium and static market rate, which is driven by central banks.



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# Growth, Composition and Direction of Nepal's Foreign Trade

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## Abstract

*The objective of this article is to study and analyze the growth, composition, and direction of the Nepalese foreign trade. This is descriptive a study that uses secondary sources of information. The analysis is based on simple statistical tools like ratio and percent. This study finds the very low export performance of Nepal. This is creating the problem of trade deficit .The trade deficit is increasing due to increase in import by high rate and increase in export by low rate. Nepal is also unable to diversify its trade in terms of countries and commodities. The major causes of increasing trade deficit are low export, and high import, low-quality products, improper trade policy, higher cost of production, lack of publicity and advertisement, low production, slow industrial development, lack of trade diversification, etc. Nepal can reduce its trade deficit by diversification of its trade in terms of commodities and countries.*

## Introduction

Trade means the exchange of goods and services for the satisfaction of human wants. The process of exchange includes purchases and sales of goods and services. The trade may take place within the geographical boundaries of



a country or may extend across the boarder and foreign trade refers to the trade between two countries . In the modern age, all economies are dependent economies. All the economies import and export goods and services. A country imports those goods, which are not available in the country and exports those goods, which have excess supply in the country. International trade has played a very important role in the economic development of countries. The modernization of the backward countries would not be possible if there was no international trade. It promotes economic development by improving competitive capacity, expanding market, and providing modern technology and machinery for the industrial and agricultural sector. Therefore, it is also considered as the vehicle of economic development (Silwal, 2008).

In the past, Nepalese foreign trade was confined to India and Tibbet. Nepal initiated trade relations with overseas countries only after 1956 A D. In recent years, Nepalese foreign trade has been diversified to different countries around the world like Japan, USA, Germany, Malaysia, Singapore, Thailand, Kuwait, France, Bangladesh, Spain, etc. Nepal's foreign trade is rapidly increasing but with the increase in the total volume of trade, the trade deficit is also increasing (Kafle, 2017).

### **Problem and Issue**

The fall in Rana Regime and the introduction of democracy in the year 2007 BS was a turning point for Nepalese foreign trade. Then after, Nepals foreign trade volume is increasing year after year. However, Nepal is facing



a serious trade deficit problem as imports are continuously raising and exports are falling. Most of the exports are of the raw material in nature with large volume and low profitable value, although Nepal's export has changed from agriculture goods in the 1980s to manufactured goods after 1990s. As compared to imports, the rate of export is decreasing over time. The flow of remittance has increased the imports especially of vehicles, electronics, petroleum products, etc. whereas; instability and insecurity have decreased the export. Furthermore, the abolishment of export quota in 2005 further worsened the trade gap. Nepal is one of the most liberalized and trade-dependent economies in South Asia. The process of economic liberalization started in 1985 and geared up after 1990. By 2004 (the year of WTO membership), Nepal continued to broaden the openness and pushed down tariff walls and other kinds of import restrictions. However, when the domestic manufacturing sector is in its infant stage and the country is foreign-resource dependent for development finance, the costs of liberalization may outweigh its benefits (Silwal, 2008).

Thus, Nepal's main issue of foreign trade is increasing trade deficit even after various issues and policies.

### **Scope and Limitations**

The focus of this study is to assess the trade performance of Nepal. However, the study has some limitations, which are as follows:

- i. This study includes only merchandise trade in Nepal.



- ii. The findings of this study cannot be generalized to all developing countries because of their diverse characteristics.
- iii. The reliability of this study depends on the reliability of secondary data.
- iv. The study covers the period from the year 1990/91 to 2020/21

## **Objective**

The general objective of the study is to analyze Nepalese foreign trade but the specific objectives of the study are to:

- analyze the growth trend of Nepalese foreign trade
- assess the composition of Nepalese foreign trade
- identify the direction of the Nepalese foreign trade.

## **Literature Review**

Chaudhary (2011) has studied the sensitivity or impact of trade openness in Nepal using various aspects of trade openness like vulnerability, sensitivity, and harmonization as well as the impact of trade openness on per capita income growth for the period of 1990/91 to 2010/11. The results suggest that overall trade openness vulnerability of Nepal is low with the manufacturing and service sector being more open in comparison to the agriculture and energy sectors. While there is a strong performance of the openness growth rate for the review period, the average ratio of the openness growth and per capita income growth both with nominal income, is negative.



The results indicate a low sensitivity of per capita income growth to the trade openness growth. The findings reveal that the productivity benefits from additional trade are higher for the trading partners of Nepal than themselves. He argues that Nepal has liberalized trade without introducing appropriate internal policies and institutions.

Ghani (2011) examined the impact of trade liberalization on the merchandise trade balance for a sample of developing countries that have adopted trade liberalization policies. The impact is differentiated according to the destinations and origins of the exports and imports, whether they are developing or industrial countries. This is important as one of the arguments for protection is based on the assumption of asymmetry in the elasticities of products traded between developing and industrial countries, and this asymmetry leads to disparity in economic growth. The paper shows that the impact on the merchandise trade balance differs between the two groups of trading partners; there is weak evidence that the trade balance worsens (increase in deficit) for trade with developing countries, but the trade balance improves (increase in surplus) for trade with industrial countries.

Upreti (2012) has analyzed the effect of trade liberalization on Nepalese international trade both in pre and post-liberalization periods using Philip Hanson Fully Modified Ordinary Least Square Cointegration Model. The main empirical outcome of his study is that there is no significant positive impact of trade liberalization on export, import and trade balance both in the pre-liberalization and post-liberalization period both in the long-run and



short-run. The study also shows no positive impact of trade liberalization on economic growth and balance of payment.

### **Research Methodology**

The study is descriptive in nature. It is based on secondary data. In identifying the growth trend, composition and diversification of Nepalese foreign trade, data have been collected after the liberalization of international trade in Nepal. The time period selected is from 1990/91 to 2020/21. Since the study is based on secondary sources, data have been collected from the various publications of the Ministry of Finance. Based on the problem, issues, and objectives, detailed information has been collected to describe and analyze the research objectives. The research is based on quantitative data. The description of the situation of the Nepalese foreign trade and trade performance is all in quantitative data. Simple statistical tools: ratios and percentages have been to analyze data.

### **Results and Discussion Growth of Nepalese Foreign Trade**

Before 1951 AD, Nepal's trade relation was only with India and Tibet. The trade relation of Nepal expanded with other many countries after the decline of the Rana regime. Nowadays, the foreign trade of Nepal has expanded rapidly with many countries of the world and the volume of trade has also increased. During the fiscal year 1956/57, Nepal had total exports equivalent to Rs. 9.6 crore and the total import was equivalent to Rs. 17 crore.



The total volume of trade was equivalent to Rs. 26.5 crore. But nowadays, it has increased thousands of times.

Table 1. Growth trend of the Nepalese foreign trade. (Rs.in crore/in million)

Fiscal Year	Export	Import	Volume of Trade	Trade Balance
1990/91	1370.7	3194.0	4564.7	-1823.4
2000/01	5565.4	11568.7	17134.1	-6003.3
2010/11	6433.9	39617.6	46051.4	-33183.7
2014/15	8531.91	77468.4	86000.0	-68936.50
2015/16	7011.7	77359.9	84371.6	-70348.2
2016/17	7304.9	99011.3	106316.2	91706.4
2017/18	8163.0	124282.7	132446.0	-116119.4
2018/19	9711.0	141853.5	151564.5	-132142.5
2019/20	9771.0	119679.9	129450.8	-109908

*Source: Economic Survey 1993, 2003, 2018 and 2020/21*

Table 1 shows the growth trend of the Nepalese foreign trade since the fiscal year 1990/91. In the fiscal year 1990/91, Nepal's export was equivalent to Rs. 1370.65 crore, the import was equivalent to Rs.3194 crore; the total volume of trade was 4564.65 crore, and the trade deficit was Rs. 1823.35 crore. In the fiscal year 2016/17, the total export was equivalent to Rs. 7304.9 crore; the total import was equivalent to Rs. 99011.3 crore; the volume of trade was Rs. 106316.2 crore and the trade deficit was Rs. 91706.4 crore. This shows that Nepal's export, import, the volume of trade, and trade deficit are



increasing rapidly. But the rate of increase in imports is higher than the rate of increase in export. Consequently, Nepal's trade deficit is very high and increasing rapidly every year. The persistent deficit in foreign trade is due to the low production of export-oriented goods and higher import of consumer goods. In order to reduce this deficit, the production of competitive goods should be increased, which will help to increase export and reduce import.

### **Composition of Nepalese Foreign Trade**

The composition of foreign trade refers to various items of export and import. It shows the present situation of export and import of various commodities. Hence, it gives the real picture of the economy, particularly on trade. The commodities traded in foreign countries are classified according to Standard International Trade Classification (SITC). The SITC includes ten types of export and import commodities. The following table shows comparative values of export and import of Nepal by the SITC group for the fiscal year 2019/20.

Table 2. Commodity Trade by SITC Group: FY 2020/21 (Rs crore/ten million)

<b>S.N</b>	<b>SITC Group</b>	<b>Exports</b>	<b>Imports</b>
<b>1</b>	Food and live animals	<b>1687.9</b>	<b>16602.9</b>
<b>2</b>	Tobacco and beverage	<b>18.5</b>	<b>641.1</b>
<b>3</b>	Crude materials and inedible	<b>346.0</b>	<b>4581.9</b>



<b>4</b>	4 Minerals, fuels, and lubricants	<b>0.0</b>	<b>19477.2</b>
<b>5</b>	Animals and vegetable oil and fats	<b>3119.7</b>	<b>4934.3</b>
<b>6</b>	Chemical and drugs	<b>401.9</b>	<b>13417.6</b>
<b>7</b>	7 Classified by materials	<b>3102.6</b>	<b>24067.1</b>
<b>8</b>	Machinery and transport equipment	<b>93.7</b>	<b>26432.1</b>
<b>9</b>	Misc. manufactured articles	<b>1000.7</b>	<b>8161.6</b>
<b>10</b>	Not classified	<b>0.0</b>	<b>1364.0</b>
	<b>Total</b>	<b>9771.0</b>	<b>119679.8</b>

Source: Economic Survey, 2020/21

The above table shows that the export value of animals and vegetables oil and fats (Rs. 3119.7 crore) occupied first place in export in the fiscal year 2019/20. Similarly, the second and third place were occupied by classified by materials (Rs. 3102.6 crore) and food items and animals (Rs. 1687.9) respectively. The import value of machinery and transport equipments (Rs. 26432.1 crore) occupied the first position in the fiscal year 2019/20. Similarly, second and third positions were occupied by classified by materials (Rs. 24067 crore) and minerals, fuels and lubricants (Rs 19477.2 crore) respectively.

Direction of Foreign Trade of Nepal



In the past, Nepalese foreign trade was confined to India only. Trade with India accounted for 95 percent of total trade. A small part of the trade was carried out with Tibet. Trade with other overseas countries was almost zero. The reasons for the concentration of trade with India are – Nepal bordering India, Open borders with India, the existence of traditional, historical, cultural, and religious relationship with India.

In recent years, Nepalese foreign trade has been diversified to different countries around the world. The main trading partners of Nepal are India, China and other overseas countries. Nepalese products are exported to India, China, the USA, Germany, Japan, Bangladesh, Great Britain, France, Italy, Spain, Switzerland and Belgium. Likewise, Nepal imports goods from India, China, Singapore, Great Britain, Thailand, Japan, Malaysia and Kuwait. The direction of Nepalese foreign trade is shown in the table below:

Table 3. Direction of foreign trade of Nepal (Rs. In crore/ten million)

Direction	Import	Export
India	73529.5	7011.0
China	18192.0	119.1
Other Countries	27958.3	2640.9
Total	119679.8	9771.0

Source: Economic Survey, 2019/20

- a. Country wise trade diversification: The table shows that Nepalese foreign trade largely depends on India. In 2019/20, 71.8 percent of Nepalese export is with India, towards China it is only 1.2 percent and



27.0 percent with other countries. Similarly, import trade also shows the same scenario that 61.4 percent of import trade is with India , 15.2 percent with China and 23,4 percent with other countries.

- b. Commodity wise trade diversification: Nepal has not been successful in commodity wise trade diversification. There is no diversification of the production of exportable goods. Nepal is exporting only a few commodities viz., readymade garments, carpets, pulses, handicrafts, leather, medicinal herbs and paper products. The export of these items also showing a decreasing trend in recent years.

## **Conclusion**

Because of low export performance, Nepal is facing the problem of rapidly increasing trade deficit. Nepal is also unable to diversify its trade in terms of countries and commodities. The major causes of Nepal's increasing trade deficit are poor access to transit facility, underdeveloped industrial sector, low export and high import, low quality goods, improper trade policy, higher cost of production, lack of publicity and advertisement, low production, tough competition with foreign goods, lack of trade diversification, etc. Until and unless, Nepal increases its trade competitiveness adopting different policies, it cannot reduce its ever-increasing trade deficit. Nepal should also improve its trade structure in terms of commodities and destination.



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## Physically Distance Education: A new experiment in Nepal

 Padam Bahadur Malla

### Introduction

Recently, Nepal encountered the pandemic in phase two, The Government of Nepal has made a response to the spread of the virus despite its rapid spread in many countries including its neighboring countries. Before complete recovery of COVID-19 impact on social and economic sector, the Nepal government decided to grant weekend leave (To be implemented on 15 May 2022) due to fuel crisis. With this decision along with all social political sphere traditional education system also been hampered. As a response to such an event, countries now plan to introduce an element of distance learning even in normal education. This will help facilitate coping once the crisis hits and minimize negative impacts. The approaches may include adjustments to the academic calendar, prioritizing students in grades preparing for Board examinations, and continuing with distance learning in parallel to schools. It is critical to jointly work building on the experience of previous outbreaks (SARS, Ebola, etc.) in support of Governments in understanding the options available and e-Pedagogy need to be considered as an alternative and innovative learning in education. A new experiment is sought to cope this challenge immediately and positive outcome also expected.



## **Impacts of COVID-19 on education in Nepal**

In order to understand the impacts of school closures and preparation of technolised education, it is important to understand the fundamental differences in what may be termed as the ‘normal’ education and the new socially/physically distanced education. While the former is community challenged the latter is community embedded, i.e., it takes places within the homes and residences of the students (Mahboob 2020). Consequently, as Mahboob further argues, given the inevitable variations in the socioeconomic, linguistic and educational backgrounds of parents, students will have varied access to information and support. Therefore, if home and community are to be mobilised, the backgrounds and limitations of the home and community need to be an important consideration. In other words, education during COVID-19 and beyond must be reimagined as a community-embedded practice. “While teachers in community-embedded education provide resources and help set goals and pathways that students can take,” it must be noted that the actual realisation of the educational practice (and, hence, its outcomes) will eventually depend on the facilities, resources, skills and expertise of those involved in the process (Mahboob 2020). It is too early to fully understand how the COVID-19 school and university closure has affected the education system in Nepal, a low-income country in South Asia, but there are several indications that it could have a lasting impact on students. What follows is the enumeration of the impacts of the pandemic on the Nepalese education.



## **Challenges and possible strategies to respond to COVID-19 impact on the school education**

While many other countries around the world are racing to fill the void with e-learning solutions, Nepal seems to lack proper strategies to face the challenges created by such pandemics. Almost all schools and universities were closed for more than one year and it is still not clear how long this situation will continue. Nepal government also implemented for virtual classes through radios and television and encouraged teachers to introduce online classes as well. However, making an immediate shift to online classes is extremely difficult in Nepal for the following three reasons. Firstly, almost all schools and universities lack experience of conducting online classes. Indeed, most teachers do not seem to have adequate skills to run online classes as they have neither been trained to do the job nor have been involved in online teaching before. According to Pandit 2020, only 1% of public-school teachers can run online classes. Second, it is estimated that only 56% of people have access to internet (many with just limited access). Sharma (2020) argues that only 8% families and 12 % schools have access both to internet and digital devices. Indeed, getting access to internet or technology is very costly for many parents and/or schools. For most schools, in addition to infrastructure, unfamiliarity on the part of teachers and school managers are barriers to providing distance learning. Third, many students and parents (including teachers) are not computer literate. Indeed, the national literacy rate is just 65.94% (Central Bureau of Statistics 2012) and computer illiteracy rate could be higher.



## **Consider students' family background and providing appropriate counselling and support**

The COVID-19 pandemic has a serious impact on health and wellbeing of young people. It is likely that mental health problems are increasing, and many more children have become a victim of domestic violence. There might also be a lack of physical activities for children, particularly in urban areas, due to lockdown which might lead to childhood obesity. Furthermore, some children are getting addicted to social media and digital devices. All of these might have indirect effect on their learning. In addition, it is likely that many students come back to school, when schools reopen, with more problems associated with their families. Some students, for instance, may come back with a high level of anxiety associated with the health or family issues created by the pandemic and the loss of learning during this pandemic. Managing health and well-being may become a major challenge for schools. A proper plan and remedial actions in hand to face the challenges will be needed. In order to address these problems, schools may need to counsel students and parents. During this pandemic as well, it is highly important that schools make a frequent contact with students and parents. There might be several ways to do so, such as telephone call, contact through social media and home visits maintaining a physical distance. It is also worth pointing out that the focus needs to be more on students' mental and physical well-being than on learning during this pandemic.



## **Supporting through both online and off-line methods**

There are potentially four types of students spanning from pre-primary to secondary education in Nepal in terms of their access to digital devices and internet. The first group (i.e. students and parents from very poor background or from remote areas) do not have access to any form of digital means and internet. The second group (most probably the largest group) where parents have access to mobile devices (but no access to internet). Third group where parents have a good access to mobile phones but limited access to internet and other digital devices. Parents and older siblings might not have sufficient digital literacy while the final group, the sophisticated users of the internet where family members have access to several digital devices (including smart phones, ipad, ipod and laptop) and internet, and have sufficient digital literacy to use digital resources. However, the policies and practices introduced thus far are just city oriented. As Phuyal (2020) rightly points out, our attitude exhibits urban mindset at the policy and decision-making levels. One of the fundamental challenges is that our decision makers tend to assume that everybody resides within the access of internet technology. Thus, various policies or action plans have to be introduced to address individual students' need. For instance, for most children living in remote areas with no or limited access to digital devices and internet (i.e. mostly the first group), it is indispensable to put together resources that are accessible to parents, potentially via post-offices.



## **Partnering with international organisations**

Another possible option to recover the loss of COVID-19 school closures could be that local schools/governments outsource for some opportunities. For instance, the Global Partnership for Education (GPE) has recently announced to provide “US\$250 million to help developing countries mitigate both the immediate and long-term disruptions to education being caused by the COVID-19 pandemic.” The GPE aims to support for the children’s education who are affected by school closures. Similarly, UNESCO has established a task force to support governments from low- and middle-income countries to combat the crisis. Thus, schools or the local governments may request GPE, UNESCO and other organisations in Nepal such as Global Action Nepal, and Room to Read for their support to mitigate the crisis created by the pandemic.

## **Teachers training to run online classes**

The present scenario in Nepal indicates that online classes in a few institutions are running without a proper plan or vision. Teachers are simply forced to do the job. This situation raises several questions, such as have we considered whether teachers are able to run online classes? Don’t they need training on online teaching? Do all students and teachers have access to internet and digital devices? In this context, Phuyal (2020) argues, One of the fundamental challenges, is that our decision makers tend to assume that everybody resides within the access of internet technology. For example, Nepal Telecom 4G service does not work in maximum part of Nepal. The key



question is: Can the telecommunication authority make the internet facility available to every student in the nation?’ In case the government answers affirmatively, a second question arises: ‘Can the students afford the tricky data plan of huge profit generating telecommunication companies?’ Alternatively, ‘Is the concerned agency going to pay the companies for the data use by students through specific web tools?’ The internet service providers are almost absent in rural areas, while the major telecommunication companies like Nepal Telecom, Ncell, and others have high data charges. Phuyal (2020) further argues that most people in Nepal cannot spend on data to broaden their mind; they must give first priority to their food to sustain their lives in such a crisis. Because of this pandemic, many people are dying of hunger and some have even suicided because of the food shortage. In such context, internet cannot be expected to be affordable to each student in Nepal. Therefore, the ground realities must be taken into considerations before decisions are made

### **Applying new approaches to assessment**

As mentioned in the above sections, SEE board exams also hampered in Nepal twice in 2066 / 67 and it is luckily possible from this year though a lot of uncertainties and debate for few months. One potential alternative for this could be the use of calculated grades provided by classroom teachers as in the UK, which have cancelled all exams for the main public qualifications (i.e., state level board exams, GCSEs and A levels) for the entire cohort (Meredith, 2020). However, Murphy and Wyness’s (2020), having studied



the UK's university application system, in which students apply based on predicted examination grades rather than actual results, argue that these are often inaccurate; “only 16 percent of applicants' predicted grades are accurate, with 75 percent of applicants having over-predicted grades”. Therefore, careful measures need to be introduced to assess students’ skills to ensure the reliability and validity of our assessments. Furthermore, it is also worth considering Vahid’s (2020) argument that we might “replace large high-stakes exams by many smaller low-stakes activities like homework, quizzes, or small custom projects.” These strategies might be useful for future classes if the pandemic continues.

### **Preparing to digital framework**

The COVID-19 has made us think an alternative way to teach our students. Although, few schools and universities have started to run online classes during this pandemic, most students in Nepal are out of schools/universities now. Therefore, the government should support schools and universities to strengthen their capacity to run online classes. Students also need support to get access to internet and technology as most students cannot afford them. During this pandemic, our focus should be more on virtual learning including television, radio and online education. It is assumed that pandemic of this scale happens in waves and is cyclical. Furthermore, WHO has recently pointed out that the Covid-19 may never be eradicated; people will have to live with it. As a response to such an event, countries now plan to introduce an element of distance learning even in normal education.



This will help facilitate coping once the crisis hits and minimize negative impacts. The approaches may include adjustments to the academic calendar, prioritizing students in grades preparing for high-stakes examinations, and continuing with distance learning in parallel to schools. It is critical to jointly work building on the experience of previous outbreaks (SARS, Ebola, etc.) in support of Governments in understanding the options available and e-Pedagogy need to be considered as an alternative and innovative learning in education. International agencies such as The World Bank and UNESCO are working with countries across the globe in each of the three stages of preparing, coping, and recovery of the COVID-19 now. Educational administrators and policymakers can use this crisis as an opportunity to introduce new learning modes that can reach everyone, to prepare for emergencies, and to make the system more resilient. Studies reviewed for this article suggest that virtual/online learning will probably never be an alternative to face-to-face learning particularly in the school contexts, as there are social and affective elements (essential ingredients of overall development) of learning absent in such a system, and therefore, it will perhaps never be a parallel education system at the school level. However, the education in the 21st century will increasingly embrace online/virtual classrooms. The recent pandemic created an opportunity for the Nepalese academia and decision makers to develop human resources and ICT infrastructures in schools. It is clear that the pedagogical approaches need to be changed and IT education curriculum has to be introduced at all levels of school education. As it is not certain how long this pandemic will continue



(and whether we will have to face another pandemic in a near future, a gradual incorporation of online/virtual education is the demand of the time.

## **Conclusion**

The article has provided a situational analysis of the state of education during the COVID-19 closures of schools and universities in Nepal. It has analyzed the impacts the pandemic has had on school education, pointed out some of the challenges arising from the school closures, and suggested some responses and strategies for the management of the impacts. It is evident that the COVID-19 pandemic has created some sort of educational anarchy with the government having no firm grip of the educational system. If proper actions are not taken on time, the whole education system will be stagnant or even collapse. A taskforce on education in each province needs to be set up under the leadership of the relevant ministry to explore possibilities, suggest immediate and short-term measures and enable teachers to compensate for the loss. Since the majority of students have almost no access to technology, the new measures must capitalize on low-tech approaches, and also provide some e-learning platforms to those students who have access to technology. This means, that the new strategies to mitigate the impact of the COVID-19 should range from hi-tech alternatives to lower-tech or no-tech options such as information through post offices and educational programming on radio. It is pleasing to see that the Government of Nepal has recently launched the unitary e-education portal under its Ministry of Education. The need is now to equip this national platform with a depository of course-wise lessons,



ebooks, and other teaching/learning materials. There exist different online teaching/learning systems provided by different institutions, both public and private separately. Such systems are, however, fragmented with different goals and formats. Bringing them to a single platform with a unitary depository will require time, resources and coordination. It will also require enhancement of education service platforms and mobilisation of all service providers to combine the traditional technologies (radio, TV, landline phones) with mobile technologies to reach their populations residing in the outlying parts of the country. This will involve upgrading the service platform to enable it to meet the required volume of demands.

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## कानून के हो ?

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उप.प्राध्यापक (व्यासायिक कानून)

कञ्चन विद्या मन्दिर कलेज, कञ्चनपुर

कानून प्राचीनकालदेखि नै समाजका चेतनशील सदस्यहरूले चिन्तन मनन एवं व्याख्या विश्लेषण गर्दै आएको विषय भएकोले रोमन तथा ग्रीक सभ्यताको सुरुवातसँगसँगै यसलाई अर्थ्याउने तथा परिभाषित गर्ने कार्यको पनि सुरुवात भएको पाइन्छ । संसारमा सामाजिक विकासका चरणहरूसँगै कानून र यस सम्बन्धी अवधारणाहरू पनि विकास हुँदै आएका छन् । विधिशास्त्रीय चिन्तनमा लागेका विद्वानहरूले विभिन्न समयमा विभिन्न चिन्तनहरू गरेर कानूनी साहित्यमा विभिन्न मतमतान्तरहरू राखेर गए । कानूनलाई परिभाषित गर्न विधिशास्त्रीहरूले जति कसरत गरे त्यति नै मात्रामा परिभाषित अभिव्यक्तिहरूसँग पूर्ण सहमति, आंशिक असहमति अर्थात् सहमति एवं आंशिक सहमतिपूर्ण तर्कहरू, आलोचनाहरू र विश्लेषणहरू पनि जन्मेको पाइन्छ । यसरी विश्व कानूनी साहित्यमा कानूनको एउटै अकाट्य र सर्वसम्मत परिभाषा उपलब्ध छैन । यसो हुनुको कारण के होला भन्ने प्रश्न स्वभाविक ढंगबाट नै उठ्दछ । यसर्थ संसारका विभिन्न कानूनविद्हरूले दिएका कानूनको भिन्न भिन्न मतका परिभाषाहरू बारे अध्ययन गर्नुपूर्व विधिशास्त्रमा कानूनको एउटै किसिमको सर्वमान्य परिभाषा दिन किन सकिदैन ? अर्थात् सर्वसम्मत परिभाषा दिनमा उत्पन्न हुने कठिनाईहरू बारे विचार गर्नु उपयुक्त हुन्छ ।

विद्वानहरूको कानूनलाई हेर्ने भिन्नाभिन्नै किसिमको दृष्टिकोण र अध्ययन पद्धति भएकाले यस सम्बन्धी विभिन्न विचारधाराहरूको (सम्प्रदाय) विकास भएको छ । यिनै भिन्न दृष्टिकोणहरूको कारण कानूनलाई परिभाषित गर्ने कार्यमा अनेकता आएको हो । कानूनको सर्वसम्मत परिभाषा गर्नमा बाधक तत्वहरू मध्ये सर्वप्रथम त कानून शब्दलाई विभिन्न ढंगमा प्रयोग गरिनु<sup>1</sup> लाई लिन सकिन्छ । जब कुनै शब्दका विभिन्न अर्थ र विभिन्न प्रयोग हुने गर्दछन् त्यो बेला सो शब्दको अर्थ

<sup>1</sup> यवराज संग्रौला, "विधिशास्त्र तथा कानूनका सिद्धान्त" प्रथम सं. २०४३, पृष्ठ-२१



के हो भन्ने प्रश्न गर्दा यही हो भनि निर्वाध रुपमा किटेर भन्न सकिने अवस्था नै हुँदैन । तसर्थ कानून शब्द पनि आफ्नो अनेकार्थक र बहुमुखी (Multiple) चरित्रको कारण परिभाषित हुनमा युगौदेखि कहिले यता कहिले उता, कहिले साँगुरो, कहिले विस्तृत, कहिले अपूर्ण, कहिले विषयवस्तु बाहिर भने कहिले दैवी उपहार कहिले मानवीय चेतनाको उपजको रुपमा बरालिएको पाइन्छ ।

यसरी कानूनको परिभाषामा एक रुपता नहुनुको महत्वपूर्ण कारणको रुपमा कानून शब्द कुनै एक निश्चित कुरा जनाउनको लागि प्रयोग नहुनुलाई लिन सकिन्छ । यसरी कानूनलाई बहुअर्थ लाग्ने शब्दको रुपमा अध्ययन गर्दा निम्न लिखित दृष्टिकोणहरु औल्याउन सकिन्छ ।

(क) मानवीय व्यवहार तथा आपसी सम्बन्धलाई नियन्त्रण गर्ने संयन्त्रको रुपमा कानून

मानिस स्वतन्त्र जन्मेका नाताले उसको महत्वपूर्ण क्रियाकलापहरु पनि निर्वाध र स्वतन्त्र छन् "Nature and fortune has left you free"<sup>2</sup> जस्ता धारणाहरुको आधारमा समाजका सबै मानिसहरुको आ-आफ्नो स्वार्थ अनुसार आफूखुशी भिन्नाभिन्नै क्रियाकलापहरु गर्ने छुट दिइयो भने समाज अस्तव्यस्त र अराजक हुन जान्छ । तसर्थ मानिसका क्रियाकलापहरुलाई अनियन्त्रित ढंगबाट संचालित हुन नदिएर समाजमा शान्ति, सुव्यवस्था कायम राख्न र आपसी विग्रह हुन नदिनकोलागि कुनै निश्चित नियम र कानूनी संयन्त्रको निर्माण भएको हुन्छ । त्यस्तो संयन्त्रलाई कानूनी व्यवस्था (Legal Order) भनिन्छ । तसर्थ कानून शब्दलाई कुनै निश्चित कानूनी संयन्त्र वा व्यवस्था (order) जनाउनको लागि प्रयोग गरिएको पाइन्छ ।

(ख) कानूनवेत्ता Wollheim ले आफ्नो पुस्तक "Nature of Law" मा उल्लेख गरे अनुसार कानून शब्दको प्रयोग संगठित राजनैतिक समाजले अर्थात राज्यले विधिवत रुपमा निर्धारित वा स्थापित गरेका कानूनका सम्पूर्ण नियमहरु (Legal Percepts) को संग्रह जनाउन पनि भएको हुन्छ ।<sup>3</sup> उहाँको उपरोक्त कथनबाट के कुरा चाँहि प्रष्ट पार्न खोजिएको छ भने कानून भन्नाले कुनै निश्चित नियम ऐन वा विद्यायिकीय संहितालाई मात्र नजनाएर यस शब्दले कुनै कानूनी

<sup>2</sup> Jean-Jacques Rousseau, "Emile" Every man's Library, 1993 page 48.

<sup>3</sup> Quoted by Yub Raj sangraula "विधिशास्त्र तथा कानूनका सिद्धान्तहरु" २०४३ पे. ३१



व्यवस्था अन्तर्गत अस्थित्वमा रहेका सम्पूर्ण कानून प्रावधानहरुको समष्टिरूप अथवा प्रणालीलाई समेत जनाउँछ ।

यसरी हेर्दा कानून शब्दको प्रयोग देशको वा कुनै राजनैतिक संगठित समुदायको न्यायपालिकीय, विद्यायिकीय तथा कार्यपालिकीय (राज्य संयन्त्र) संरचनाद्वारा श्रृजित अथवा निर्मित समष्टिगत राजकीय व्यवस्थापनलाई नै कानून शब्द अन्तर्गत राखिएको पाइन्छ ।

(ग) कानूनलाई राज्यको सम्पूर्ण विषय वस्तु माथिको आधिकारिक नियन्त्रणलाई जनाउन पनि प्रयोग गरिएको पाइन्छ । यसरी राज्यका क्रियाकलापहरु र गतिविधिहरुलाई समेत कानून शब्दको क्षेत्र भित्र राखिएको छ ।<sup>4</sup> यसकारण कानून शब्दको प्रयोग विभिन्न प्रयोजन र अर्थमा हुँदै आइरहेकोले कानूनको परिभाषा गर्न पनि त्यतिकै कठिन छ ।<sup>5</sup> कानून विद्हरुले कानूनको हजारौं परिभाषाहरु दिएको भए तापनि कुनै एउटा परिभाषालाई मात्र कानूनको उपयुक्त र सर्वसम्मत परिभाषाको रूपमा लिन सकिदैन किन भने कानूनको प्रकृति तथा क्षेत्र नै बहुआयामिक छ । विद्वानहरुले कानूनले कानूनको परिभाषा जतिसुकै मिहनेत र परिश्रमपूर्वक दिए पनि कानूनको केही निश्चित र आंशिक पक्षहरुलाई मात्र समेट्न सकिने हुँदा विश्व कानूनी साहित्यमा कानूनको परिभाषा अपूर्ण तथा अधुरो देखिनु स्वभाविक छ ।

(घ) कानून के हो भन्ने विषयमा विद्वानहरुका हजारौं दृष्टिकोणहरु भिन्नभिन्न र अनेकन विशेषताहरु बोकेर आएका छन् । तर कानून बारे गरिएका यस्ता पृथक पृथक परिभाषाहरुको पछिको अर्को महत्वपूर्ण कारणको रूपमा विद्वानहरुले कानूनलाई हेर्ने दृष्टिकोणमा अनेकता हुनु हो । यदि विधिशास्त्रीहरुमा कानूनलाई अर्थ्याउने शैली अथवा दर्शन एउटै प्रकारको भएको भए यस्तो पारिभाषिक विविधता आउने थिएन होला तर कानूनको दायरा नै व्यापक र विस्तृत भएकोले यसलाई हेर्ने दृष्टिकोणमा एकरूपता हुनु सम्भव छैन । अर्को कुरा प्रकृतिका हरेक वस्तुहरुलाई मानिसहरुले विभिन्न दृष्टिकोणले हेर्ने गर्दछ । उदाहरणार्थ हिन्दू समुदायका मानिसहरुले गाईलाई गौमाता भनि ढोग्छन् र शास्त्रीय विधि अनुसार पूजाआजा गर्दछन् भने त्यहि

<sup>4</sup> Quoted by Yub Raj sangraula "विधिशास्त्र तथा कानूनका सिद्धान्तहरु" २०४३ पे. ३१

<sup>5</sup> Quoted by Yub Raj sangraula "विधिशास्त्र तथा कानूनका सिद्धान्तहरु" २०४३ पे. ३२



गाईलाई मुस्लिम धर्मावलम्बीहरूले जिउँदै हेङ्गरमा भुन्ड्याएर क्रुरतापूर्वक 'हलाल' गरेर मासु खान्छन् । त्यस्तै गाई कै कुरा गर्दा कतिपय मानिसहरूले गाई एउटा साधारण जनावर भएकोले पूजा पनि गरी रहनु नपर्ने र हत्या गरेर मांसाहार पनि गर्नु नपर्ने दृष्टिकोण राख्छन् । यो त भयो एउटा उदाहरण । हामी यस्ता उदाहरण थुप्रै भेटाउन सक्छौं । त्यसो भएकोले हुनाले विद्वानहरूले आ-आफ्नो बौद्धिक तथा मानसिक परिवेश र स्वार्थ अनुकूल कानूनलाई परिभाषित गर्ने गरेकोले कुनै कानूनको परिभाषामा अनेकता र भ्रम उत्पन्न हुन गएको हो ।

कानूनलाई कुनै कुनै विद्वानहरूले प्रकृतिको उपहार भनेका छन् भने कसैले मानवीय व्यवहारमा एकरूपता ल्याउने साधन भनेका छन् । अनि कसैले नैतिक उद्देश्य (Ethical Purpose) प्राप्त गर्ने साधन मानेका छन् भने कसैले सम्प्रभूको आदेश मानेका छन् । कतिपय विद्वानहरू कानूनलाई व्यक्ति र समाजको हित रक्षा गर्ने साधन मान्दछन् भने कसैले सामाजिक एताको अभिव्यक्ति (Expression of Social Solidarity) हो भनेको छन् । यसर्थ यस्तै मत भिन्नताहरूले कानूनको परिभाषामा पनि अनेकता ल्याएको हो ।

(ङ) कानूनको सर्व सम्मत परिभाषा दिन नसकिनुको अर्को महत्वपूर्ण कारणको रूपमा कानूनको क्षेत्रगत व्यापकतालाई लिन सकिन्छ । क्षेत्रगत व्यापकता भन्नाले फौजदारी कानून, देवानी, कानून, सैनिक कानून, अन्तर्राष्ट्रिय कानून, दैवी कानून आदि कानूनका विभिन्न विधाहरू र उक्त विधाहरूले ओगटेको क्षेत्रगत विविधतालाई भन्न खोजिएको हो । यस्तो क्षेत्रगत व्यापकताले गर्दा कुनै पनि विद्वानले उपरोक्त सम्पूर्ण विधाहरूलाई समेट्न गरी एकै चोटी परिभाषा गर्न अछेरो र असम्भव हुन जान्छ । उदाहरणको लागि फौजदारी कानूनको सवालमा कानून भनेको मानिसका क्रियाकलापहरू माथि लगाइएको प्रतिबन्ध हो भने देवानी अधिकारको प्रसंगमा मानिसका हक तथा अधिकारहरूको सिर्जना एवं संरक्षण गर्ने साधन मान्न सकिन्छ । त्यसरी नै Natural Law को सिद्धान्त अनुसार कानून प्रकृतिले दिएको उपहार हो भने अन्तर्राष्ट्रिय कानूनमा कानूनलाई राष्ट्रहरूको आपसी आचरण निर्धारण गर्ने व्यवस्था अथवा Legal Control of State



Affairs को रुपमा परिभाषित गरिएको छ । तसर्थ कानूनको व्यापकता पनि यसको परिभाषा गर्नमा कठिनाई हुनुको महत्वपूर्ण कारण हो ।

(च) The meaning of the term law is not same in all ages.<sup>6</sup> समय-समयमा कानूनका स्रोतहरू विषयहरू तथा यसको कार्यान्वयन प्रणालीमा समेत परिवर्तन आइरहने क्रियाले गर्दा कानूनलाई परिभाषित गर्न जटिलता उत्पन्न भएको हुन्छ । कानूनको विषयवस्तुमा भएको परिवर्तनले गर्दा हिजोको कानून आज आफ्नो स्वरूप बदलेर जनमक्ष आउन सक्छ । त्यस्तै कानूनका स्रोतहरू तथा कार्यान्वयन प्रणाली माथि कानूनको विकासको क्रममा आएका फेरबदलहरूको कानूनको मौलिक एवं सैद्धान्तिक पक्षलाई नै प्रत्यक्ष असर गर्ने भएकोले अर्थात् कानून अत्यन्त विकासशील भएकाले यसको कुनै परिभाषा हिजो ठिक भए पनि आज असान्दर्भिक हुन सक्छ वा आज ठिक भए पनि भोलीका दिनहरूमा असान्दर्भिक हुन सक्छ । हुनत प्राचीन समयमा पनि सिसेरो, डेमोस्थी, जष्टिनियान तथा अल्पीयान जस्ता दार्शनिकहरूले कानून सम्बन्धी आफ्ना धारणाहरू राखेका छन् तर ती धारणाहरू पूर्णतया भावात्मक र दार्शनिक किसिमका भएकाले<sup>7</sup> र वर्तमान समयको लागि कुनै व्यवहारिक महत्व नराख्ने<sup>8</sup> हुनाले यहाँ चर्चा गर्नु उपयुक्त छैन । कानूनी साहित्यमा कानूनको परिभाषा सम्बन्धी उपरोक्त कठिनाई तथा समस्याहरू प्राचिनकालदेखि अद्यावधि कायमै भए तापनि संसारमा विभिन्न विद्वानहरूले समय समयमा कानूनलाई परिभाषित गर्ने कार्य भने जारिनै राखेको पाइन्छ ।<sup>9</sup> यसै क्रममा केही विश्व प्रख्यात कानूनविद्वद्हरूका परिभाषाहरू र तत्सम्बन्धी संक्षिप्त टिप्पणी यहाँ प्रस्तुत गर्ने जमर्को गरिएको छ ।

<sup>6</sup> Chakravarti, "Jurisprudence and Legal Theory" 1989 Page, 26.

<sup>7</sup> यद्यपि जष्टिनियानको संहिताले कानूनको बाध्यात्मक तत्व (Binding element) लाई स्वीकारेको हुँदा वर्तमान समयमा नि यसको वेवास्ता गर्न सकिदैन ।

<sup>8</sup> युवराज संग्रौला "विधिशास्त्र र कानूनका सिद्धान्त" २०४३, पेज ३४

<sup>9</sup> कानूनलाई हेर्ने आद आफ्नो दृष्टिकोण अनुसार विद्वानहरूका विभिन्न बर्गहरू (Schools) जर्निमएका छन् । ती विभिन्न वर्गका विद्वानहरूले आ-आफ्नो वर्गीय मतको वकालत गरेर कानूनी साहित्यमा तत् सम्बन्धी आफ्नो दृष्टिकोणलाई बलियो देखाउने आधार तथा तर्कहरू प्रस्तुत गरेका छन् तर यस कार्यपत्रमा तत् सम्बन्धी विस्तृत चर्चानगरी कार्यपत्रको विषय प्रसंग अनुसार संक्षिप्त रुपमा मात्रै अध्ययन गरिएको छ ।



सर्वप्रथम विश्लेषणात्मक सम्प्रदाय (Analytical School) का संस्थापक मानिनु हुने कानूनविद् वेथम (Bentham) का विचारमा कानून सर्वोच्च व्यक्तिले आफू मातहतका व्यक्तिहरुको आचरणको सम्बन्धमा व्यक्त गरेको इच्छा वा आफूले लागु गरेको कार्यलाई दिएको अभिव्यक्ति हो।<sup>10</sup> उनले आफ्नो पुस्तक Theory of Legislation मा अगाडि भनेका छन्- "..... Law is both an instrument of social stability and an agent of social change."<sup>11</sup> अर्थात कानून भनेको निम्न लिखित दुवै कुरा हो-

- (क) सामाजिक स्थायित्वको साधन
- (ख) सामाजिक परिवर्तनको प्रतिनिधि

वेथमको उपरोक्त परिभाषाबाट के प्रष्ट हुन्छ भने कानून सर्वोच्च व्यक्ति (शासक) ले अधिनस्थ व्यक्ति (शासित)हरुलाई दिएको आदेश हो। उनका अनुसार त्यस्तो आदेश स्थायी एवं व्यापक किसिमको हुन्छ। आफूले दिएको परिभाषाको व्याख्या गर्ने क्रममा उनले कानूनलाई सामाजिक एकता तथा स्थायित्वको लागि आवश्यक साधन मानेका छन् साथै कानून सामाजिक परिवर्तनको द्योतक अथवा प्रतिनिधि पनि मानेका छन्। तर उनको परिभाषानुसार कानून सम्प्रभुको स्थायी तथा व्यापक किसिमको आदेश भएकोले अस्थायी तवरले तथा केही निश्चित समयको लागि कुनै खास व्यक्तिलाई दिइएको सामान्य प्रकृतिको आदेशलाई वेथमको उपरोक्त परिभाषा भित्र अटाउन नसकिने हुँदा त्यस्तो सामान्य र अस्थायी किसिमका आदेश वा सम्प्रभुको इच्छालाई कानूनको दायरा भन्दा बाहिर राख्नु पर्ने हुन्छ। यस अर्थमा-

- १) या त Bentham को परिभाषालाई अपूर्ण र अपरिपक्व मान्नु पर्ने हुन्छ,
- २) या त स्थायी एवं व्यापक किसिमका आदेशहरु बाहेक सम्प्रभुका अन्य सामान्य र अस्थायी आदेशहरुलाई कानूनको सीमा भन्दा बाहिर राख्नु पर्दछ।

<sup>10</sup> Nomita Agrawal, "Jurisprudence" Page, 63

<sup>11</sup> Bentham's Theory of Legislation, "1979, Tripathi, Page, 1



तर उपरोक्त दुईवटा विकल्प मध्ये पहिलोलाई नजरअन्दाज गरेर हेर्ने हो भने कुनै पनि राज्य व्यवस्थामा सम्प्रभुका अस्थायी अथवा केही अल्पायुका लागि व्यक्त गरिएको इच्छा एवं आदेश र व्यापक प्रयोग प्रयोजनको लागि नभई सामान्य र न्यून उद्देश्यका लागि दिइएको आदेशहरूलाई पनि कानूनी दृष्टिले उपेक्षा नगरी अन्य प्रचलित कानून सरह नै पालना कार्यान्वयन र व्याख्या विश्लेषण समेत गर्नु गराउनु पर्ने हुन्छ । तसर्थ वेन्थम महोदयको परिभाषालाई अपूर्ण एवं अव्यवहारिक मान्नु पर्दछ ।

कानूनवेत्ता **Black Stone** का अनुसार- “विस्तृत अर्थमा कानून व्यवहारको नियम हो र कानून सजिव वा निर्जिव तथा बुद्धियुक्त वा बुद्धिहीन सबै किसिमका वस्तुहरूमाथि समान रूपले लागु हुन्छ ।<sup>12</sup>

यो परिभाषाले **Benthana** को परिभाषासँग केही हदसम्म मेल खाएको देखिन्छ । **Black Stone** को उपरोक्त परिभाषालाई अध्ययन गर्दा उनको परिभाषामा निम्न कुराहरू पाउन सकिन्छ-

- १) उनले कानूनलाई सामान्य र विस्तृत गरी दुई अर्थमा हेरेका छन् ।
- २) विस्तृत अर्थमा कानून मानवीय व्यवहारलाई व्यवस्थित गर्ने नियम हो ।
- ३) कानून सजीव निर्जिव, बुद्धियुक्त, बुद्धिहीन सम्पूर्ण संरचना माथि लागु हुन्छ ।
- ४) त्यसरी लागु हुँदा समान रूपमा लागु हुन्छ ।

उनको परिभाषामा निहित यी तथ्यहरूबाट यो कुरा स्पष्ट हुन्छ कि उनले एकातिर विशेष गरी कानून भन्नाले **Natural Law** अथवा **Divine Law** लाई इंगित गरेको छन् भने अर्कोतिर कानूनलाई मानवीय व्यवहारको नियम भनेर निश्चयात्मक कानून **Positive Law** अर्थात् **Man Made Law** भित्र समेट्न खोजेका छन् ।

तर **Black's Law Dictionary** ले लेख्दछ कि-

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<sup>12</sup> Coded form Nomita Agrawall "juris Pudence" Page, 29.



कानून भनेको "A binding custom or practice of community a rule or code of conduct or action that is prescribed or formally recognized by a supreme controlling authority or is made obligatory by a sanction (as an edict, decree, rescript, order, ordinance, statute, resolution, rule, Judicial decision or usages) made recognized or enforced by the controlling authority."<sup>13</sup>

Black's Law Dictionary ले गरेको कानूनको यो परिभाषामा दुईवटा पक्ष चाहि उपयुक्त र मान्य छन्-

- १) कानून सर्वोच्च नियन्त्रक शक्तिद्वारा निर्मित नियम हो ।
- २) त्यस्तो कानून दण्डको माध्यमद्वारा वाध्यात्मक गरिएको हुन्छ ।

उहाँको परिभाषामा रहेको उपरोक्त दुईवटा तथ्यहरु मध्ये पहिलो तथ्यमा चाहिँ विद्वानहरु यदाकदा असहमत हुने गर्दछन् किनभने उक्त तथ्यले कानून कसद्वारा निर्मित हुन्छ ? भन्ने प्रश्नका सम्भावित सबै उत्तरहरुलाई समेट्न समर्थ छैन तर दोस्रो तथ्य (Obligatory Power of Law) लाई कुनै पनि विद्वानले अस्वीकार गरेको पाइँदैन र अस्वीकार गर्न पनि सकिँदैन ।<sup>14</sup>

कानूनविद् John Austin को विचारमा Law is the Command of Soverign अर्थात् कानून सम्प्रभूको आदेश हो । उनको विचारमा कानून शासकले शासितहरुको आचरणलाई निर्देशित गर्न प्रतिपादन गरेर लागु गरेका नियम हुन् । विधिशास्त्री K.P. Chakravarti लेख्छन् "Austin defines law as the command of sovereign which obliges a person or persons to a course of conduct."<sup>15</sup> कानून

<sup>13</sup> Black's Law Dictionary" (Dilux), Centennial ed. 1981-91.

<sup>14</sup> Because statutory provision without sanction is no law, that may be morality, if it may bring any duty that may be moral duty.

<sup>15</sup> K.P. Chakravarti, "Jurisprudence and legal Theory," 1989, Page 26



निर्माण गर्नु सम्प्रभूको अधिकार हो भने सम्प्रभूद्वारा निर्मित कानूनको निश्चय पालना गर्नु शासितहरूको कर्तव्य हो । शासक सर्वोच्च हुन्छ र शासितहरू शासकको अधिनस्थ हुन्छ । यसकारण शासकको आदेशको अवज्ञा गर्नु दण्डनीय हुन्छ । सम्प्रभूमा निहित कानून निर्मित अधिकारका कारण कानून सम्प्रभूको सामान्य आदेश (General Command) को रूपमा रहेको हुनाले त्यस्ता आदेशहरू विनाश पालना गराउने शक्ति सम्प्रभूमा रहेको हुन्छ । उनकै शब्दमा भन्दा कानून बौद्धिक प्राणीले (intellectual being) आफ्नो शक्तिको अधिनस्थ रहेको बौद्धिक प्राणीको आचरण वा व्यवहारको मार्गदर्शनको लागि लागु गरेको (Inforced) नियम हो ।

John Austin को उपरोक्त धारणा अनुसार कानूनमा नैतिक तत्व (Moral Element) रहेको हुँदैन र कानून बाध्यात्मक हुन्छ भन्ने कुरा देखिन आउँछ । तसर्थ उनको परिभाषाको अध्ययनबाट उनको कानून सम्बन्धी धारणालाई यसरी केलाउन सकिन्छ-

1. Law is the command of sovereign.
2. Law as the command of sovereign is the general rule of conduct.
3. These general rules of conduct are prescribed or enforced for the guidance of governed.
4. Law is not obligatory for the sovereign because he is the supreme authority of political community.

त्यस्तै विधिशास्त्री John Chipman Gary को विचारमा कानून राज्य तथा अन्य कुनै संगठित समुदायको अदालतहरूले कानूनी अधिकार तथा कर्तव्यको निरोपण तथा निर्धारण गर्ने क्रममा प्रतिपादन गरेको नियमहरूको समूह हो । Gray ले आफ्नो पुस्तक "Nature and Sources of the Law" मा भनेका छन् Statutes (विधानहरू) तथा Texts (ग्रन्थहरू) कानून होइनन् पार्थिव श्रोत (Matirial Sources) मात्रै हुन् । जसको व्याख्याबाट अदालतले



कानूनको निर्माण गर्दछ । उनको आफ्नै शब्दमा भन्दा- "Moral Ideas and Statutory provisions are but raw materials from which courts make the law by judicial decision."<sup>16</sup>

उहाँको उपरोक्त परिभाषाको विद्वानहरूले प्रशस्त आलोचना गरेका छन् । विधिशास्त्री Roscoe Pound ले त व्यवस्थापिका तथा अदालतले एकलै एक अर्कोको सहयोग बिना नै कानूनको निर्माण गर्दछन् भन्ने कुरा आधारहीन तर्क हो<sup>17</sup> भनी उनको आलोचना गरेका छन् । ग्रे महोदयको परिभाषा आलोच्य हुनुको खास कारण चाहिँ उनको परिभाषामा अदालत प्रति बढी जोड दिइनु नै हो किनभने कानून निर्माण गर्ने दायित्व न्याय पालिकाको नभई व्यवस्थापिकाको हो । अदालतको कार्य त व्यवस्थापिकाद्वारा निर्मित कानूनहरूको व्याख्या गर्नु मात्रै हो । तर कानूनको व्याख्या गर्ने क्रममा अदालतले एकलै नौला र मौलिक कानूनी सिद्धान्तहरू तथा नियमहरू प्रतिपादन गर्ने हुनाले अप्रत्यक्ष रूपले अदालतले कानून निर्माण गर्दछ । तसर्थ कानून निर्माणको कार्यलाई कतिपय विद्वानहरू अदालतको संयोगित कार्य (Incidental Function) मान्दछन् ।

Salmond को विचारमा- “कानून न्यायिक प्रशासनको सिलसिलामा राज्यले मान्यता प्रदान गरेको तथा लागु गरेका सिद्धान्तहरूको संग्रह हो ।”

उनी पुनः दोहर्‍याउँछन् - “अर्को अर्थमा कानून न्यायिक अदालतले मान्यता दिएको वा व्यवहारमा लागु गरेको नियमहरूको संग्रह हो । "The law may define as the rules recognized and acted upon by courts of justice".<sup>18</sup>

यसरी Salmond ले आफ्नो परिभाषामा कानून अदालतद्वारा निर्मित हुने कुरामा जोड दिएका छन् । जबकि Austin ले कानून सम्प्रभू (व्यवस्थापिका) निर्मित हुन्छ भनेका छन् ।

<sup>16</sup> Coded from Roscoe Pound; Law and Morals", 1987, P. 39

<sup>17</sup> Roscoe Pound, "Jurisprudence." Vol-1Page 162.

<sup>18</sup> Salmond on, "Jurisprudence" 12th ed. 1966 page 11



Salmond को उपरोक्त परिभाषालाई विद्वानहरु Austin को परिभाषाको तुलनामा बढी व्यवहारिक मान्दछन् तापनि कानूनविद् भिनोग्राडोफ (Vinogradoff) ले उनको परिभाषाको यस प्रकार आलोचना गरेको पाइन्छ- उनको विचारमा न्यायाधिसहरुको मूलकार्य कानूनको व्याख्या गर्नु भएकोले Salmond ले दिएको कानूनको परिभाषा “कार ड्राइभरले हाँके सवारी साधन हो” भनि कारको परिभाषा गर्नु जस्तै हो ।<sup>19</sup>

Realistic School का विविध विधिशास्त्री न्यायाधिस Homes को विचारमा- अदालतले आफू समक्ष आएको कुनै तथ्यमा के निर्णय होला भन्ने अनुमान नै कानून हो । Homes भन्दछन् न्यायाधिशले आफ्नो निर्णयमा जे भन्दछ त्यो नै कानून हो । उनको विचारमा अदालतले आफ्नो निर्णय नदिउन्जेल कानूनले वास्तविक अस्थित्व पाइसकेको हुँदैन ।<sup>20</sup>

न्यायाधिस Solmos ले दिएको यस परिभाषामा तथ्य माथि जोड दिएकोले व्यवहारिक ढंगले उपयोगी परिभाषाको रूपमा मानिएको छ । उनको परिभाषा अनुसार मुद्दाको पुर्पक्षको सिलसिलामा अदालतले निर्णय गर्दा विकसित गरेको सिद्धान्तहरु नै कानून हुन् ।

कानूनविद् फ्रयाङ्गले पनि Holmes को उपरोक्त धारणाअनुसार रूप नै कानूनको परिभाषा गरेका छन् । धेरैजसो विद्वानहरु न्यायाधिश Holmes को धारणासँग सहमत भए पनि केही विद्वानहरुले कतिपय कानूनहरु अदालतको अधिकार क्षेत्र भन्दा बाहिरको हुने हुनाले अदालतमा मन्थन नगरिएका नियमहरुलाई कानून नै नमान्ने Holmes को उक्त विचारलाई स्वीकार गर्दैनन् ।

## निष्कर्ष

कानून, यस शब्दलाई आफ्नो अध्ययनको विषय वस्तु बनाउने विद्यार्थीहरु<sup>21</sup> आफ्नो समाजशास्त्रीय बकोध्यानमा थाकी सकेपछि पनि यति मात्रै भन्न रुचाउँदा रहेछन् कि- कानून

<sup>19</sup> Vinogradoff, "Historical Jurisprudence" 1st ed. P, 37

<sup>20</sup> Coded from “रंजित भक्त किशोर, “विधिशास्त्रको सामान्य रूप रेखा” 4th Ed. (2053), page 545

<sup>21</sup> विद्यार्थीहरु भन्नाले कानूनको खोज अनुसन्धान तथा चिन्तन मननमा लागेका विद्वानहरुलाई इंगित गर्न खोजिएको हो ।



अत्यन्त विवादास्पद शब्द हो, यस शब्दको प्रयोग संकीर्ण अर्थमा गर्न नमिल्ने हुनाले कानून भनेको यहि हो भनेर किटानी गर्न गाह्रो मात्रै होइन कि अस्पष्ट र दुविधाजनक पनि हुन जान्छ । त्यसैले होला विधिशास्त्रका यस्तै अन्यौलपूर्ण उपलब्धीहरूलाई सकार्दै प्रोफेसर एच.एल.ए हार्टले लेखेका छन्- “वास्तवमा कानून के हो ? भन्ने प्रश्नको समाधानमा नै सम्पूर्ण कानूनी साहित्य तथा कानून शास्त्रको सिर्जना भएको छ” ।<sup>22</sup> जेहोस् प्राचीन रोम तथा ग्रीक कालीन समयदेखि आजसम्म यस विषयमा गहिरो अध्ययन चिन्तन एवं विश्लेषण गरिँदा गरिँदै पनि यो अध्ययन तथा अनुसन्धानका दृष्टिले अन्त्यहीन विषय वस्तुको रूपमा सावित भई आएको पाइन्छ ।<sup>23</sup> कानून बारे प्राचिन दार्शनिक तथा विधिशास्त्रीहरूको विचार प्राकृतिक कानून (Natural Law) मा मात्रै सीमित रहेको पाइन्छ तर आधुनिक विधिशास्त्रीहरू कानून भन्नाले नागरिक कानून (Civil Law) अर्थात् प्रत्यक्ष कानून (Positive Law) लाई सम्झने हुनाले मानवीय सामाजिक सम्बन्ध तथा आचरणहरूलाई नै कानूनको विषयवस्तुको रूपमा सकारेको पाइन्छ । कानूनीसाहित्यमा कानून के हो ? भन्ने प्रश्नको सर्वसम्मत समाधान खोज्न नसकिए पनि विभिन्न समयमा विभिन्न विद्वानहरूले आ-आफ्नो आँकलन प्रस्तुत गर्ने गरेको पाइन्छ । यस परिप्रेक्ष्यमा कानून भन्नाले प्रत्यक्ष कानून (Positive Law) लाई बुझ्ने हो भने प्रत्यक्ष कानूनको निर्माण सबभन्दा पहिला ईसा पूर्व २०८८ मा बेविलोनियामा भएको पाइन्छ ।<sup>24</sup>

कानून शब्दलाई विभिन्न पर्यायवाची शब्दहरूद्वारा बुझ्ने गरिएको छ । जस्तै विधि, नियम, ‘ल’, स्ट्याच्युट, थिति, सवाल, ऐन, रोकका, विधान आदि । हिन्दू कानूनशास्त्रमा “विधि” भन्नाले वेदविधि, वा नियम अध्यादेश, निषेध, कानून, वेदाज्ञा तथा धार्मिक समादेश समेतलाई जनाउँछ । कानून शब्दको प्रयोग संगठित राजनैतिक समाजले अर्थात् राज्यले विधिवत रूपमा स्थापित वा निर्धारित गरेका कानून सम्बन्धी सम्पूर्ण नियमहरू (Legal Precepts) को संग्रह जनाउन

<sup>22</sup> Prof. H.L.A Hart, "The concept of Law" 1961 (Oxfor) Reprinted in 1986 page-1

<sup>23</sup> रजितभक्त-किशोर, “विधिशास्त्रको सामान्य रूपरेखा” चौथो सं २०५३ पृ. १-२

<sup>24</sup> डा.गोपाल शर्मा “विश्वका प्रमुख कानूनी प्रणालीहरूको रूपरेखा” प्रथम संस्करणमाडौँ २०५२ पेज १



पनि भएको हुन्छ।<sup>25</sup> यसरी देशकाल र परिस्थितिअनुसार कानून शब्दलाई व्यापक अर्थमा प्रयोग गर्ने गरिएको पाईन्छ। अस्तु !

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<sup>25</sup> Wollheim R., "The Nature of Law" (1985) Page, 2



## संगठनात्मक परिवर्तन (organizational change)

✍ भान बहादुर चन्द

प्राध्यापक

कञ्चन विद्या मन्दिर कलेज, कञ्चनपुर

परिवर्तन जिवनको महत्वपूर्ण सत्य हो, संसारमा एउटा मात्रै अपरिवर्तनिय वा स्थायी कुरा छ त्यो हो परिवर्तन', संसारको कुनै पनि क्षेत्र जस्तै विज्ञान, प्राविधिक कला, सामाजिक स्मास्कृतिक व्यवस्थापन, राजनैतिक, आर्थिक आदी परिवर्तन अछुतो रहेको छैन संगठनको सम्पूर्ण क्षेत्र गतिशिल छ । संगठन अन्तर्गत निरन्तर परिवर्तन भईरहने व्यवस्थापकको प्रकृती व्यवस्थापकिय शैली, संगठनात्मक संरचना, कार्यविधी व्यवस्थापकिय विचारधारा, नेतृत्व विधिहरु आदीको परिवर्तनशिलताले संगठनात्मक वा व्यवस्थापकिय कार्यक्रममा एकातर्फ समस्या थपिदिएको छ भने अर्को तर्फ नयाँ नयाँ अबसरक पनि सुजना गरेको पाइन्छ, संगठनात्मक व्यवस्थापन एक खुल्ला मानविय प्रगति हो जुन प्रत्येक स-साने परिवर्तनबाट पनि प्रभावित हुने गर्दछ । यस्तो अवस्थामा व्यवस्थापनका कतिपय निती, नियम रणनितीहरु परिवर्तनलाई आत्मसात गर्न सकिरहेका हुदैनन्छ । भने कतिपय अवसरहकमा व्यवस्थापन क्षमता र योग्यता पनि परिवर्तनहरुको जरिलताको कारणले अपूर्ण र असफल देखिने गरेको पाईन्छ । संगठनहरुले गतिशिल अथवा परिवर्तनशिल अवस्थामा कार्य गर्नुपर्दछ । सामान्यतया कनै निश्चीत रुपमा चलदै आएको शैलीमा फरक आउनु नै परिवर्तन हो । अर्थात परिवर्तनत भनेको एउटा स्वरूप बार अर्को स्वरूपमा वा एउटा अवस्था बाट अर्को अवस्थामा पुग्नु हो । यो पूर्व स्थापित जिवनमा शैली एवं विधीदममा आउने



कुनै पनि प्रकारको भीन्ता हो । यो परिवर्तन विकासको मुल पनि हो । जसले केही न केही नयाँपन को आभास गराउँछ।

परिवर्तन प्रकृतिको एउटा यस्तो नियम हो जुन सधै चलिरहन्छ । र परिवर्तनको यो नियम संगठनमा पनि लागु हुने गर्दछ । अर्थात अरू जस्तै संगठन पनि परिवर्तन हुने गर्दछ) संगठनात्मक ढाँचा, कार्य तालिका, निती, व्यक्ति, समुह कार्य विधी पद्धती आदी संगठनसँग सम्बन्धीत कुनै पनि तत्वमा भिन्नता देखापर्न सक्छ । जसलाई नै संगठनात्मक परिवर्तन भनिन्छ । अर्थात संगठनात्मक संरचना, परिधी, व्यवस्थापन, मानविय अवस्थामा फरक आउनु नै संगठनात्मक परिवर्तन हो । प्रत्येक संगठन आन्तरिक बाह्य परिवर्तनहरु बाट प्रभावित हुन्छन् । आजको जस्तो परिवर्तनशिल समयमा नात्मक सफलता तिनै परिवर्तनहरु संग प्रभावकारी समन्वय गर्न सक्नुमा नै निर्भर गर्दछ परिवर्तनले संस्थाको हितहरुको अनुकूल वा प्रतिकूल रुपमा प्रभावित गर्न सक्छ। संगठनात्मक परिवर्तनलाई विभिन्न सिद्धान्तहरुले निम्न अनुसार बाख्या गरेका छन्।

O Jeff. Harris " संगठनात्मक परिवर्तन भन्नाले संगठनका सदस्यहरुको धारणा तथा दष्टीकरण, सम्बन्ध, उत्तरदायित्व वा व्यवहारमा परिवर्तलाइ बुझाउदछ

Thomas & Bennis " कुनै संरचनात्मक नवप्रवर्तन, क्यो निती लक्ष्य वा सञ्चालकिय दर्शन, वातावरण तथा कार्यशैलीहरुमा परिवर्तनको विचारपूर्वक रूपरेखा बनाउनु र कार्यान्वयन गराउनु नै संगठनात्मक परिवर्तन हो ।



Siyalgi का अनुसार " संगठनात्मक परिवर्तन त्यो प्रक्रिया हो जस अन्तर्गत विचार पुष्कार केही कार्यहरू प्रक्रियाहरू व्यक्तिहरूमा परिवर्तन वा संशोधन गर्ने प्रयास गरिन्छ, ताकि संस्थाको अस्तित्व सुरक्षित राख्न सकियोस ।

एउटा संगठनको संरचना, नीति कार्य तालिम, व्यक्ति, समुद्र, प्रविधी, व्यवस्थापन आदी जस्ता कुराहरूमा आउने फरकपना नै संगठनात्मक परिवर्तन हो । यसले संगठनभित्र संरचनात्मक सम्बन्धको बदलाव र व्यक्तिहरूको परिवर्तित भूमिकालाई जनाउँदछ। संगठनात्मक परिवर्तन संगठनको सम्पूर्ण क्षेत्रमा लागू हुन्छ यसको मुख्य उद्देश्य खासगरी उच्च कार्यसम्पादन प्राप्त गर्नु समन्वय कायम गर्नु, उत्पादन वृद्धि गर्नु, नयाँ प्रविधी भिन्याउनु, प्रतिस्पर्धात्मक क्षमताको वृद्धि गर्नु, छवी कायम गरि संगठनात्मक सफलता हात पार्नु सँग सम्बन्धीत छ । संगठनात्मक परिवर्तन भन्नाले संगठन विचको संरचनात्मक सम्बन्धको परिवर्तन र सम्बन्धीत विभिन्न पक्षहरूको परिवर्तित भूमिकालाई जनाउँदछ।

संगठनमा विभिन्न कारणहरूले गर्दा परिवर्तन देखा पर्ने गर्दछ । संगठनमा हुने कुनै परिवर्तन संगठनात्मक अस्तित्व वृद्धिका लागी आवश्यक हुन्छ भने कुनै परिवर्तन नकारात्मक अवस्थाको स्थिति पनि पैदा गर्न सक/ संगठनात्मक परिवर्तनलाई दुई भागमा विभाजन गर्न सकिन्छ बाह्य शक्ति र आन्तरिक शक्ति ।



## 2 Forces of change (परिवर्तनका शक्तिहरू)

### ❖ Internal Forces (आन्तरिक शक्तिहरू)

संगठनको आन्तरिक परिस्थितिका कारणले गर्दा व्यवस्थापकले धेरै परिवर्तनहरू गर्न बाध्य हुने गर्दछ । अतःपरिवर्तनका लागी राध्य पार्ने केहि आन्तरिक शक्तिहरू निम्न हुन सक्दछन:

#### a) Goal change (लक्ष्य परिवर्तन):

संगणमा आवास कामदार तथा कर्मचारिहरूको आवश्यकता, इच्छा, आकासामा हुने परिवर्तनले तिनीहरूका लक्ष्यमा परिवर्तन ल्याउने गर्दछ) फलस्वरूप संगठनात्मक लक्ष्यलाई पनि परिवर्तन गर्न दवाव सिर्जना गर्दछ ।

#### b) Structure change (संरचना परिवर्तन)

संगठनात्मक संरचनाले संगठनका क्रियाकलापहरू सम्पादन गर्नका लागी कार्य र कार्य सम्बन्धी भूमिका परिभाषित गर्ने, जिम्मेवारी सुम्पने सम्बन्धी कार्य पर्दछन् । यदी संगठनात्मक संरचना परिवर्तन हरिन्छ भने, कर्मचारि कर्मचारिको पछ, भुमिका, कार्यशैली, कार्याचा आदी जस्ता तत्पद्रुमा परिवर्तन गर्नुपर्दछ।

#### c) Resource change (संसाधन परिवर्तन)

संगठनात्मक संसाधन अन्तर्गत मानविय तथा और मानविय संसाधन पर्दछन्, यी संसाधनमा आउने परिवर्तनले पनि संगठनलाई प्रभाव पार्ने गर्दछ ।



#### **d) change in Policies (नितिरकमा परिवर्तन):**

संगठनको नितिमा गरिएका परिवर्तनहरूका कारणले पनि सम्पूर्ण संस्थामा परिवर्तन गर्नुपर्ने आवश्यकता देखा पर्दछ, नयाँ बजार खण्डमा प्रवेश गर्ने वा नगर्ने, उत्पादन विविधिकरण गर्ने को नगर्ने, मूल्य निर्धारण, कर्मचारी सम्बन्ध आदी नितिहरूको निर्माण तथा तर्जुमा हो संरचनामा गहिरो असर पर्ने गर्दछ ।

#### **❖ External Forces (बाह्य शक्ति)**

संगठनमा बाहिर अवस्थित तत्त्वहरू नै यादय शक्तिहरू हुन नसले संगठनात्मक परिवर्तनमा प्रत्यक्ष वा अप्रत्यक्ष रूपमा प्रभाव पार्ने गर्दछ । अर्थात् संगठनले नियन्त्रण गर्न नसके तत्त्वहरूलाई बाह्य शक्ति भनिन्छ । संगठनात्मक परिवर्तनका कारण शक्तिहरू अन्तर्गत किन तत्त्वहरू पर्दछन्

#### **a) Political Forces (राजनैतिक शक्ति)**

संगठनात्मक परिवर्तन लाई प्रभाव पार्ने एक प्रमुख तत्व राजनैतिक शक्ति हो । यस अन्तर्गत देशको राजनैतिक अवस्था, विचारधारा, अन्तरराष्ट्रिय राजनैतिक अवस्था आदि पर्दछन् । देशले अपनाएको राजनैतिक प्रणालि राजनैतिक निति आदीका कारणले पनि व्यवस्थापकले परिवर्तन गर्नुपर्ने हुन्छ ।

#### **b) Socio culture Forces (सामाजिक- सांस्कृतिक शक्ति)**

संगठनमा आवद्ध कामदार तथा कर्मचारिको फरक-फरक परिवेश बाट आएका हुन्छन् । तिनीहरूको धर्म संस्कृति, रितिरिवाज, छ. परम्परा, मूल्य मान्यता आदी फरक हुने हुए सामाजिक सांस्कृतिक तथ्य अन्तर्गत पर्दछन् र यी तत्त्वद्वारा परिवर्तन आएमा संगठनात्मक परिवर्तन गर्नु आवश्यक हुन्छ ।



### 3) Technological forces (प्राविधिक शक्ति):

संगठनात्मक परिवर्तनका लागी दबाव दिला बाह्य शक्तिक मध्ये प्राविधिक शक्ति पनि एक महत्वपूर्ण तत्व हो । यसअन्तर्गत विज्ञान र प्रविधिको विकास पर्दछ । समय अनुसार नयाँ नयाँ मेशिन उपकरणहरूको आविष्कार, कम्प्युटर पद्धतिको प्रयोग, कार्य पहतीहरूमा विशिष्टीकरण आधिको प्रयोगले व्यावसायिक वातावरण प्रभावित हुने गर्दछ ।

### 4) Economic & Market Forces (आर्थिक तथा बजार शक्ति)

देशको आर्थिक तथा बजार अवस्था निरन्तर परिवर्तन भईरहेको हुन्छ । जसको प्रभाव संघरपरि पर्ने गर्दछ । संगठनात्मक परिवर्तनमा प्रभाव पान आर्थिक तथा बजार शक्तिअन्तर्गत देशको आर्थिक अवस्था, अर्थतन्त्रको स्थिती, भौतिक र वित्तीय निती राहिए आप, पुर्ण सिकली पुँजी आपूर्ति आदी पद मा परिवर्तन आउने बित्तिकै विनिकै समको प्रभाव प्रत्यक्ष वा अप्रत्यक्ष रुपमा संगठनमा पनि पर्ने गर्दछ । निष्कर्षमा संगठनात्मक परिवर्तन भन्नाले संगठनमा आबद व्यक्तिष्क तथा समुद्रहक को व्यवहारको ढाँचामा परिवर्तन वा सुधार लगाउनु हो । संगठनात्मक ढाँचा, कार्य तालिका, निती, व्यक्ति, सहमुह आदी संगठनसँग सम्बन्धित कुनै पनि तत्वहरूमा भिन्नता देखा पर्न सक्छ । जसलाई नै संगठनात्मक परिवर्तन भनिन्छ । अर्थात संगठनात्मक परिवर्तन भन्नाले एउटा स्वरूप बार उनको स्वरूपमा पागनु अवस्था बाट उनको अवस्थामा पुगनु हो । परिवर्तन नै विकास मूल हो । जसले केहि न केदी नमोपनको आभाष दिने गर्दछ । संगठनात्मक परिवर्तनका तत्पदक लाई दुई उपमा विभाजन आन्तरिक र बाराय गरि दुई भागमा विभाजन गर्न सकिन्छ। संगठनले नियन्त्रणलाई गर्न सक्ने तत्वहरू आन्तरिक तत्पदक हुन अर्थात भी तत्वलाई संगठनले आपुन अनुकूल हुने गरि परिमार्जन गर्न



सकिन्छ । जस्तै संगठनको लक्ष्य, संगठनात्मक संरचना का निती नियम, संगठनका उपलब्ध स्रोत साधन आदी आन्तरिक तत्व हुन भने संगठनले नियन्त्रण गर्न नसक्ने तत्वहरुलाई बाह्य तत्व भनिन्छ चितपद्मलाई संगठनले नियंजण तथा परिमार्जन गर्न नसक्ने दा संगठनात्मक सफलताको लागी परिवर्तित बाह्य तत्व अनुरूप संगठनले आफ्ना क्रियाकलापहरु परिमार्जन गर्नुपर्ने हुन्छ ।

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