

# Legal Education and Teaching Methodologies\*

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## 1. Introduction

Nepal is an independent, indivisible, sovereign, secular, inclusive, democratic, socialism oriented, federal democratic republican state<sup>1</sup> having multi-ethnic, multi-lingual, multi-religious and multi-cultural characteristics and encompasses itself the cultural diversities of various ethnic, tribal and social groups inhabiting in different altitudes and it manifests in various forms: music, dance, art, craft, architecture, folklore, folktales, languages, philosophy, religions, festivals, celebrations, food and drinks. The form of government of Nepal stated in the existing Constitution is multi-party, competitive, federal, democratic, republican, parliamentary form based on pluralism.<sup>2</sup> Economic development of Nepal rests primarily on agriculture, water resources, industry and tourism. Nepal is also famous for traditional (indigenous) knowledge which comprises extensive knowledge of the practical uses of the resources as sources of medicines, foodstuffs, and other goods and has been used in a number of industries as a starting point for few product development sectors such as food and beverages, pharmaceuticals, agriculture, horticulture, personal care and cosmetics. Nepal is endowed with beautiful landscape, panoramic view of Himalaya, lofty mountains, attractive water resources, rich bio-diversity, diverse culture and pleasant climate.

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<sup>1</sup> CONSTITUTION OF NEPAL, Art. 4(1), Government of Nepal, Ministry of Law, Justice and Parliamentary Affairs, Law Books Management, Board, Date of Publication in Nepal Gazette- (September 20, 2015).

<sup>2</sup> Ibid Art.74.

Every society gives high priority to education. There must be some qualifications of the modern doctrine that the best education allows a person to develop entirely as his/her nature prompts. Education has social, political, technological, religious, cultural and human resource development considerations. Education is integral and inescapable part of overall and sustainable development of individual and the country. It is to be noted that importance, purpose and role of education are varied<sup>3</sup> Education can help ensure a safer, healthier, more prosperous, environmentally sound world, simultaneously contributing to social, economic and cultural progress, tolerance and international cooperation, education is an indispensable key to personal and social improvement<sup>4</sup>. The end of education is to render the individual as much as possible an instrument of happiness, first to himself and next to others.<sup>5</sup> Education is discipline for the adventure of life, research is intellectual adventure and the universities should be homes of adventures shared in common by young and old.<sup>6</sup> Education is the most important single factor for achieving economic, scientific, technological progress and in creating social order, social welfare, social justice and equal opportunities. Development can be tangible and intangible, which can be taken from the perspective of productive approach, income approach and expenditure approach.

The World Education Forum in Dakar in April 2000 embraced a holistic concept of educational development and subsequently, declared the Education for All (EFA) to be achieved by participating countries 2015 A.D and Nepal as the member country of the Forum, had shown its commitment to achieve the EFA goals within the stipulated timeframe. It is evident that the enrolments of boys and girls have increased significantly at all levels of education in Nepal. Innovations in education are naturally characterized by novelty, uniqueness, greater efficiency, effectiveness, cost effectiveness, attractiveness, usefulness and above all relevance. Ideally an innovation needs to be backed by good reasoning and adequate logicity. Inevitably when a change is introduced there are barriers and resistance to change. Educational change and timely modification are no exception, though each education system may face problems of efficiency, effectiveness and relevance with the change of time and situation.

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<sup>3</sup> BAL BAHADUR MUKHIA, EDUCATIONAL ADMINISTRATION IN NEPAL & SOCIO-LEGAL ASPECTS OF PRIVATE EDUCATIONAL INSTITUTIONS, Published by Agam & Malati, Baneshwor, Kathmandu, Nepal, at 236-37, (June 11, 2003)

<sup>4</sup> WORLD DECLARATION ON EDUCATION FOR ALL, Preamble, (March 9, 1990)

<sup>5</sup> JAMES MILL.

<sup>6</sup> A.N.WHITEHEAD.

Scientific and technological revolution has virtually embraced all the major spheres of social life and production. New innovation and advancement in computer science, information technology and other fields demand a new and competent breed of human resource to sustain development and market. In this connection it may be stated that existing Constitution of Nepal has enshrined the policies to prepare human resources that are competent, competitive, ethical, and devoted to national interests, while making education scientific, technical, vocational, empirical, employment and people oriented<sup>7</sup>, to make prove sector investment made in education service-oriented by regulating and managing such investment, while enhancing the State's investment in the education sector,<sup>8</sup> to make higher education easy, qualitative and accessible and free gradually.<sup>9</sup> Education can be useful and helpful because there can be (a) possibility of redistribution of wealth, (b) poor, disadvantaged people and people from backward section of the community can take advantage from the educational programmes, (c) more education draws more earning and saving which are desirable for the people, society and the country.

Constitution of Nepal, laws in Nepal, law making process through legislatures (federal to local levels), adjudication system, powers and functions of executive at three levels from federal to local level have been re-organized. The most important development has been found in the sphere of public law, for instance, constitutional law, criminal law and administrative law. The legislative authority is recognized with a wide competence to make laws. Reformation of various avenues of law has been occurring due to political and economic factors, education and training, technological and scientific development, ICT, globalization, multilateralism and multiculturalism. Furthermore, legal system of Nepal has dynamic aspect as well as laws have been evolving, growing, developing with pace of social development. Some of novel developments in constitution making and laws making to mention a few are Constitution of Nepal 2015 (2072 B.S), statutes in the avenues of social security and other area Are: Consumer Protection Act 2075 B.S, Country (Muluki) Criminal (Code) 2017 (2074 B.S), Country (Muluki) Civil (Code) 2017 (2074 B.S ), Country (Muluki) Civil Procedure (Code) Act 2017 (2074 B.S), Country (Muluki) Penal (Code) Act 2017 (2074 B.S), Country (Muluki) Criminal Procedure

<sup>7</sup> CONSTITUTION OF NEPAL Art.51(h) (1), Government of Nepal, Ministry of Law, Justice and Parliamentary Affairs, Law Books Management, Board, Date of Publication in Nepal Gazette-September 20, 2015).

<sup>8</sup> Ibid Art 51(h) (2)

<sup>9</sup> Ibid Art.51(3) (3)

(Code) Act 2017 (2074 B.S), Copyright Act 2059 B.S (2002), , Electronic Transaction Act 2063 B.S ( New Information Bill has been drafted as well), Food Sovereignty and Right to Food Act 2075 B,S), Right to Housing Act 2075 B.S Right to Employment Act 2075 B.S Racial Discrimination and Untouchability Act (Crime and Punishment Act, 2068 B.S. Social Security Act 2075 and so on. Changes have occurred in Investigation system, Prosecution system, law making system (central level to local level) and Adjudication system. regardless of these changes Nepal falls within the poorest countries like Afghanistan, Angola, Burundi, El Salvador, Ethiopia, Guatemala, Haiti, Liberia, Mozambique, Nicaragua, Rwanda, Sierra Leone, Somalia, Uganda whose per capita income is less than US\$400/- per annum. In Nepal, poverty is the principal factor conflicts, in fact, conflicts manifest in many forms and conflicts are some of the contributing factors to poverty. We witness, according to IMF (October 2010) per capita income of USA, Canada, France, Britain, Germany, Italy, China, Russia, Mexico, Japan, South Korea, Brazil, Argentina, Turkey, South Africa, Saudia Arabia, India, Indonesia, Australia and EU(27) show US \$ 47,132, US \$ 45,888, US \$ 40,591, US \$ 36,298, US \$ 40,512, US \$ 33,829, US \$ 4,283, US \$ 10,522, US \$ 9,243, US \$ 42,325, US \$ 20,165, US \$ 10,471, US \$ 8,663, US \$ 10,207, US \$ 7,101, US \$ 16,641, US \$ 1,176, US \$ 2,963, US \$ 54,869, US \$ 32,284 respectively.<sup>10</sup>

## 2. Structure of Education in Nepal

Education transferred from elite circles to mass after the end of Rana Regime 1951 in the country that changed from domination to liberalization. At present there is provision of pre-primary education such nursery, kindergarten, upper kindergarten, primary level education, secondary level and higher secondary (10+2) education and higher education. There are provisions of general secondary education, Sanskrit secondary education, special education for blind, handicapped, lame, deaf, mentally retarded children, distant education, non-formal education in Nepal. At present there is the provision of general secondary education and Sanskrit secondary education, special education for blind, handicapped, deal, lame, mentally retarded children. Each community shall have the right to operate schools up to the primary level in its own mother tongue. Higher education (10+2) is imparted on various streams science, humanities, law and social sciences etc. National Education Commission in its report in 1992 (2049 B.S) recommended the establishment of universities and specified multi-university concepts.

<sup>10</sup> BAL BAHADUR MUKHIA, COMPARATIVE JURISPRUDENCE PART-I, Malati Mukhia & Tamanna Mukhia, Kathmandu, at 276., 291,408-411, (July 19, 2019)

Tribhuvan University, Kathmandu, Sanskrit University, Dang, Kathmandu University, Dhulikhel, Purbanchal University, Biratnagar, Pokhara University, Pokhara, Lumbini Baudha University, Lumbini, Mid-Western University, Surkhet, Far Western University, Mahendranagar, Agriculture and Forestry University, Chitwan, Nepal Open University, Kathmandu are existent in Nepal and B.P Koirala Health Science Institute, Dharan, Medical Science National Institute, Kathmandu, Patan Health Institute, Patan, Karnali Health Science Institute, Jumla and Pokhara Health Science Institute Kaski are also in operation in Nepal<sup>11</sup>. In terms of quantity, students are more aspiring higher education from pioneer and oldest university viz. Tribhuvan University which has 60 constituent campuses and 1084 affiliated colleges as of 2017.

### 3. Legal Education in Nepal

Legal education is an instrument which prepares legal intelligentsia required by the society and constitutes learning by reading, lecture, observation, case studies, problem solving, experiencing. Legal education requires adequate desired doctrinal knowledge of law, equally practical skills of advocacy, drafting legal documents and attitude for responding positively to the national needs, development of rule of law and establishing fair legal system in the country. Furthermore, legal education is required to inculcate art and skill of Advocacy, analytical skill development, legal research quality for being good lawyers, skills of drafting legal documents such as First Information Report, law suit, petitions, contract deeds, lease deeds, sale deeds, mortgage deeds, bank loan deeds, service contract, deeds of partition, deeds of transaction of property and goods, deeds of inheritance, procedures of registration of deeds and other various types legal deeds for preparing competent legal professionals.

With the advent and restoration of democracy in Nepal in 1951 political system had undergone a sea change from the Rana autocracy to democratic value. The concept of equality before the law had strong feeling in the minds of the Nepalese people. The changed system necessitated a framework for legal education in the country. Likewise, first Shrestha Pathshala was established in the year 1962 B.S (1905) was the first elementary school for legal training whose main objective was to produce clerical level trained human resource for working in the administration of justice in the country and then A Law College was established in Kathmandu in the year 1954 affiliated to Patna University of the Indian State Bihar with the objectives of meeting the demands

<sup>11</sup> UNIVERSITY GRANTS COMMISSION, Sanothimi, Bhaktapur, Nepal

and aspiration of the people of the post revolution period. It aimed to produce graduates to fill in the gaps at gazette level for legal service and upper grade legal practitioner. LL.B programme was commenced with the establishment of the Law College in Nepal and offered the courses of study which consisted of the doctrinal components of law and Indian laws. Neither the courses of study matched the traditional national legal system nor it was concerned with projecting the national needs on healthy legal environment. The Law College was de-affiliated from Patna University in 1959 and was placed under the Tribhuvan University. After its coming under the umbrella of Tribhuvan University, courses of study were revised and incorporated the Nepalese laws but suffered due to lack of professional orientation. LL.B degree was only a ground for obtaining an advocate license from the Supreme Court of Nepal. The Supreme Court of Nepal used to provide the license of advocate to those who applied for it after the completion of LL.B/B.L. degree.

A major change in education system occurred with the implementation of NESP in Tribhuvan University. In the year 1971 (2028 B.S) National Education System Plan (NESP) was implemented with the objectives of producing necessary, competent human resource of different levels (low level, middle level, higher level and specialized level) in different areas to meet the country's human resource needs for its development goals. Higher education was therefore put up at four levels viz. Certificate Level, Diploma level, Degree level and Research level. Each level was expected to produce specific level of manpower as follows: (1) the first level or the Certificate Level aimed at producing lower level manpower, (2) The second level or Diploma level aimed at producing middle level manpower, (3) the third level or the Degree level aimed at producing high level manpower in the country and (4) Fourth level or Research level aimed at producing specialized manpower. These aims were to be achieved by Tribhuvan University through the 12 Institutes as follows: (i) Institute of Agriculture and Animal Sciences, (ii) Institute of Business Administration, Commerce and Public Administration, (iii) Institute of Applied Science and Technology, (iv) Institute of Education, (v) Institute of Engineering, (vi) Institute of Forestry, (vii) Institute of Humanities and Social Sciences, (viii) Institute of Law, (ix) Institute of Medicine, (x) Institute of Nepal and Asian Studies (xi) Institute of Sanskrit (xii) Institute of Science. Institute of Law created in the 1972 under the new structure entrusted with the task of strengthening legal education. The much needed and long awaited reform in the legal education system emerged.

Significantly, NESP made a great breakthrough in the legal education system as well in the country by incorporating Nepalese laws in the courses of study. The Institute prepared a 2 Year comprehensive curriculum for legal education which consisted of Elementary Law subject and some Humanities and Social Sciences subjects for the Proficiency Certificate Level and 3 Year Diploma curriculum which also included the advanced level law subjects together other Humanities and Social Science subjects. The Institute of Law in 2030 B.S considering the professionalization of legal education some of the practical subjects like Seminar, Moot -court, Court Observation were incorporated and conducted successfully.

Tribhuvan University underwent massive restructuring the above mentioned institutes were converted to five Institutes, four faculties and four Research Centres in 1983 and yearly system of examination was also introduced. In the beginning of the establishment of Institute of Law, there were four campuses throughout the country and the number of campuses increased to thirty six (36) out which 15 were the constituent campuses of Tribhuvan University and 21 were private affiliated to Tribhuvan University. After the commencement of phase out of the Certificate level in Law, the number of campuses reduced to twelve (ten T.U constituent campuses and 2 private campuses affiliated to T.U. )

National Education Commission of 14 Members was formed in the year 2047 B.S. (1990) and it submitted the report suggesting the needs of the reformation of managerial aspects of education and programs for raising the quality of education in the year 2049 B.S (1992). The National Education Commission in 1992(2049 B.S) has set the National Objective of Education for all levels of education from pre-primary education to higher education in Nepal as follows:

- (i) Education should assist to bring out the inherent genuine and potentialities of personality development in every person
- (ii) Education should help for healthy social life by protecting and promoting sovereign human value and national and social norm and conviction in every person
- (iii) Education should consolidate social unity by helping the socialization of individual
- (iv) Education should help for sociable life living of person, by maintaining his/her identity in national and international surroundings
- (v) Education should develop human resources for national building by assisting in modernization of society

- (vi) Education should help to protect and well utilize the natural environment and national heritage.
- (vii) Education should help in include socially backward people into national main stream

Higher Secondary Education Act 2046 B.S (1989) and its amendment of 2049 have opened the door of 10+2 Education at the school level and thought that Tribhuvan University would be relieved of the Proficiency Certificate Level Education. His Majesty Government also took the decision of phasing out the Proficiency Certificate Level from all the campuses of Tribhuvan University and affiliated to T.U campuses from the year 2057 B.S (2000), But Proficiency Certificate Level of Education has not been phased out from all the campuses till the academic year 2061/62. However, Tribhuvan University phased out Proficiency Certificate in Law from all campuses both constituent campuses and affiliated to T.U private campuses in the year 2052 B.S. (1995/1996).

**Policies and Strategies relating to higher education in Nepal:**

- (i) Continue the policy of subsidizing the universities by providing grants to develop and strength physical, human and educational resources
- (ii) Adopt multi-university policy and the policy of establishing Open University on order to increase access to higher education
- (iii) Open new universities in agriculture, forestry and other feasible technical areas to supply high -level human resources required for national development
- (iv) Adopt the policy of developing the regional clusters of T. U. Campuses into separate universities in order to make the higher education system manageable, qualitative, and competitive and also fulfill the regional needs and so on.

**Three Year LL.B. of Tribhuvan University conducted in T.U campuses and affiliated to T.U. campuses:**

In conformity with recommendation made by the National Education Commission of Nepal 1992 and in view of the trends and practices of the universities of the world, particularly in the SAARC region, Tribhuvan University introduced three Year Bachelor's degree programme in Nepal in 1996. Faculty of Law initiated to phase out the Proficiency Certificate level in law in the year 1996 (2052/53). Curriculum of 3 Year LL.B incorporated thirty-three law subjects among which 15 are compulsory and out of 18 optional subjects students are required to select only 6 optional subjects throughout the duration



of the study. LL.B degree can be obtained after passing all the subjects prescribed and advocate license can be obtained after passing written and oral examinations of advocate conducted by Nepal Bar Council. Major objectives of 3 Year LL.B have been incorporated in the **curriculum such as** (a) to provide in depth knowledge of law and develop intellectual skills of reasoning, investigation of law and analysis and critical thought as well as practical skills of legal profession (b) to broaden the intellectual horizon and to develop the personalities of law students (c) to promote the values of justice, equal rights and liberty as well as to make the law graduates (LL.B completion) from Tribhuvan University be able to compete with other law graduates from the universities of Asia at least, SAARC region (d) to prepare law graduates for new roles and to fulfill needs of the legal professional manpower both for national development and private sectors LL.B. programme were conducted in ten constituent campuses of T.U and two private affiliated campuses to T.U.

There are six constituent campuses (Mahendra Multiple Campus, Dharan, Mahendra Multiple campus, Nepalgunj, Butwal Multiple campus,, Prithivi Narayan Multiple Campus, Pokhara, Mahendra Bindeshwori Multiple Campus Rajbiraj, Nepal law campus) and two affiliated campuses (National law college, Lalitpur and Hari Khetan campus, Birgunj) are catering legal education in Nepal. recently established Nepal Open University established in the year 1973 has started LL.B programme from the year 2018 (2075).

**Five year B.A.LL.B Integrated program/10 Semester B.A LL. B of T.U:** Five year B.A.LL.B Integrated program after 10+2 had been introduced in 2010 and Three Year LL.M programme was also introduced in the year 2013 A.D. T.U realized the need to review the annual education system and decided to introduce semester system in 2013. Faculty of Humanities & Social Sciences, Faculty of Management, Faculty of Education and Institute of Science and Technology introduced and implemented the semester system in 2014. Similarly. Faculty of Law prepared 10 semester based curriculum for B.A LL.B in 2015 and introduced the programme effective from 2017 (2073/74 B.S).

Other Universities and colleges such as Kathmandu School of Law, Bright Vision, CHEA College of Law, affiliated to Purbanchal University, Mid-western University, Kathmandu University and Nepal Open University are also known to have been imparting Master's Level and Undergraduate Level legal education in Nepal.

**LL.M Programme of Tribhuvan University:** Preparation of experts and specialized professional manpower was felt because of the modernization and growth in various fields of law in Nepal. Development of sound, strong legal system in the country requires jurists, legal academicians, legal consultants with firm grounding in the legal traditions of their nation and those other legal system worldwide. The Master of Laws (LL.M) programme was needed to develop highly trained jurists, scholars and lawyers in the country. Prior to the establishment of LL.M programme in Nepal, all the advanced degree holders in law were educated and trained in foreign countries without resources to research and write about the unique aspects of Nepalese laws or their relations to laws elsewhere. In addition, the LL.M. programme was thought of promoting scholarship among the law Faculty which is neglected in the undergraduate law programmes (B.L/ LL.B). The need for this LL.M programme is crucial for achieving the goal of legal excellence backed by a body of highly trained jurists, scholars and lawyers of national standing as well as of international status in Nepal. Tribhuvan University established the first post graduate programme i.e the Two Year Master of Laws (LL.M) in the Faculty of Law in the year 1996 and Three year LL. M 2012. In accordance with the decision of the Tribhuvan University, the Faculty Board of Faculty of Law had decided to introduce Semester system in the year 2015 and consequently had implemented 10 semester B.A.LL.B, 4 Semester LL.M Day shift and 6-Semester LL.M morning shift effective from the year 2017.

**Ph.D. in Law at the Faculty of Law, Tribhuvan University:** Tribhuvan University has been running Doctor of Philosophy (Ph.D) in Law at the Faculty of Law with the objectives of preparing specialized manpower for enhancing research in various avenues of law, developing Nepalese jurisprudence and strengthening the Nepalese legal system. Furthermore, the doctoral level scholars are expected to achieve high standard of academic excellence and contribute to legal theory and legal system by conducting original research. Since the introduction of Doctor of Degree of Philosophy (Ph.D) in Law in the Faculty of Law the enrollment to this doctoral programme has started in the academic year 1997 (2054 B.S) . It is intended to enhance research and developments in the country and the admission is open for those who wish to develop their career in teaching, research and development in different avenues of law. The doctoral level students are expected to achieve high standard of academic excellence and contribute to legal theory through original research. The first and second **Ph.D degree in Law** holders from Faculty of

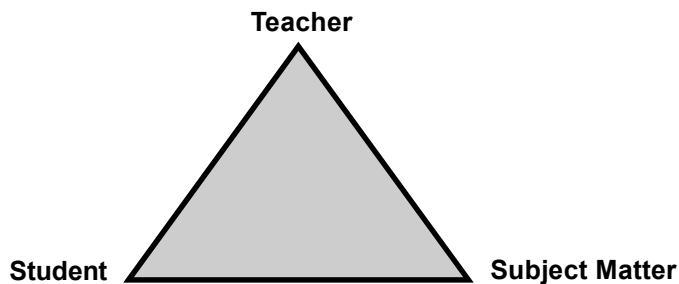
Law, Tribhuvan University are **Dr. Surendra Bhandari** and **Professor Dr. Bal Bahadur Mukhia** (working at Nepal Law Campus, T.U) in the years 2003 and December 19<sup>th</sup>, 2004 respectively. As of October, 2019, altogether 32 (thirty two) students have completed Ph. D studies from Faculty of Law, Trbhuvan University. From this year 2019 (2076 B.S) Ph.D programme at the Faculty of Law will be introduced with the newly developed curriculum, rules and regulations which have been approved by Tribhuvan University, aspirants Ph.D students are required to follow strictly these curriculum, rules and regulations.

#### 4. Teaching Methodologies

Educational leadership is leadership philosophy built upon the belief of realizing the potentialities of others. Considering the importance of education and role of teachers some pertinent objectives of education and teacher have been development of the civil competencies, development of economic competencies, development of human relationship and international understanding and the objectives of teacher should include: (i) professional competency, (ii) a broad general education, (iii) competency in teaching vocational education and crafts, (iv) personal competency as an individual and leader in a community. The best curriculum may fail unless the teacher can make best use of the curriculum

##### 4.1 Taxonomic levels in the Domains of Learning

Teaching learning process in formal education system constitute a tri-polar Process.



Main task of a teacher is to transmit subject matter to students which is vicious circle. A teacher who is able to transmit knowledge, skill and change the attitude of learners accurately is said to be the effective teacher. While inculcating subject matter to the learners following domains of learning are required to be thought, planned and applied:

**(I) Cognitive Domain Learning:**

- (i) Knowledge/understanding: Involves the elementary skill of recalling information.
- (ii) Analysis: Involves breaking down a whole into its component parts, involving reasoning, relationship between elements.
- (iii) Application: Application is doing something in a specific manner and applying principle to solve problem.
- (iv) Comprehension: Comprehension involves understanding or perceiving including grasping and insight.
- (v) Synthesis: Synthesis is combining elements to form a whole involving deduction and designing.
- (v) Evaluation: Evaluation is the highest level.

**(II) Psychomotor Domain Learning:**

- (i) Imitation
- (ii) Naturalization
- (iii) Precision

**(III) Affective Domain Learning:**

- (i) Receiving: Listening to, awareness of the stimulus
- (ii) Valuing: Valuing involves that the attitude is regarded as having intrinsic merit or worth, usefulness, desirability. Involves accepting value, preferring a value and commitment to a value.
- (iii) Responding: Responding implies something more than mere attending. An attempt to reply, indicates interest and motivation.
- (iv) Organizing: The beginning of a value system. In a situation of varying values, being able to conceptualize and pattern one's own.
- (v) Characterizing: Concerned with a person's character. At this level values have been placed within a coherent framework.

Specifying learning objectives requires that a teacher states the observable behavior he/she expects students to perform to indicate they have learned what the teacher was trying to teach,

The lists presented in the following **Table No.1** are the examples of action verbs that may be used for stating each type of learning.

Table-1

Cognitive Domain	Psychomotor Domain	Affective Domain (Attitudes, Values, Beliefs)
Critique	Assemble (Mechanical)	Agree
Debate	Demonstrate	Affirm
Describe	Disassemble (Mechanical)	Disagree
Discuss	Lead	Discuss
List	Perform	Insist
Name	Role Play	Respond
Recall	Solve	Role Play
Report		
State		

The basic learning contents- knowledge, skill, values and attitude are required by human beings to be able to survive and develop their full potentialities.

## 4.2 Planning for teaching

### i. Teaching Goals:

- To assist students achieve an understanding of the value of learning objectives as a guide to planning learning activities.
- To present and discuss how learning objectives are specified in cognitive, psychomotor and affective domains of learning at the end of topic or course. For instance, to make them able to describe the theories of property and analyze metaphysical theory of property in detail. To enable them to solve the problems relating to right to property in accordance with the legal provisions of Nepal. To make them able to discuss the strengths and weaknesses of Federal Democratic Republic of Nepal, viz, Federation, The State and the Local Level).
- To assess students' understanding of learning objectives.

### ii. Instructional Objectives:

- Task/action/performance must be observable, measurable and verifiable

### iii. Learning objectives may be aimed at producing:

- Ability to perform what has been taught.
- Recall facts, principles, theories, elements, approaches, concepts etc.
- Positive feelings that doing what has been taught is important

- Ability to apply principles to real-life situations
  - Ability to use knowledge and procedures to solve problems.
  - Develop creativity and articulate idea.
- iv. At the end of teaching lesson/course/subject** the students will be able to:
- State the kinds of property, right to property and acquisition of property in accordance with the existing constitution and Muluki Civil Code Act 2074.
  - Demonstrate orally and in writing the neighboring rights in Nepal
  - Appreciate and positively respond to the provisions relating to additional provisions like punishment for match fixing, chhaupadi pratha, organized crime, grave human rights violation etc. in the Muluki Criminal Code Act 2074 (2015) which were not found in repealed Country Code (Muluki Ain), 1963 ( 2020 B.S.)

### 4.3 Teaching Strategies:

Scenario of Teaching has changed from the teacher centred to student centred.

#### 4.3.1 Spectrum of Teaching Methods

- (i) **Lecture Method:** Mini Lecture, Illustrated presentation, Sibling Teaching, Peer Teaching, Relay Teaching, Team Teaching, Co-teaching, Conversation, Question and answer session Socratic Discussion
- (ii) **Group Techniques:** Seminars, Conference , Workshop, Brainstorming, Force Field analysis, group meeting, Symposium forum, Panel Forum, Panel discussion, Colloquy (dialogue)
- (iii) **Monologue:** Team Teaching, Demonstration, Lecture with audio-visuals, Chalk/Board Marker/Board and Talk
- (iv) **Action:** Assignments and Workshops, Simulation and Role Play, Laboratory Work, Project Work, Law Clinical Work
- (v) **Dialogue: Case studies:** Problem solving, Group discussion, Interactive presentation, Question/answer techniques
- (vi) **Self study:** Programmed Instruction (PI), Computer Assistant Instruction (CAI), Computer Managed Instruction (CMI), Practical Task

#### 4.4 Instructional Materials and Supplies

Books, handouts, charts, slides, teacher manuals, transparencies, power point presentation, notebooks, white board, board marker pens, black board chalk, pen, pencils, graphs, flip charts, computer, lap-top, paper, photographs, films etc. whatever available can be utilized

#### Multi-media:

**Software:** Text and resources, teacher manuals, teacher guide, charts, sketches, lesson plan,/unit plan, flip charts etc.

**Hardware:** Video, CAI, CMI, Radio (distance learning) , e-learning, skype, slides, photographs, transparencies, Educational films, educational TV programs

#### 4.5. Weighting Abilities

i. Knowledge	40 %
ii. Understanding	20%
iii. Application	20%
iv. Evaluation	20%

#### 4.6 Evaluation scheme can be as furnished below:

- a) Unit Assignment/ Project/ Task (..%)
- b) Critical Comments/ Review /analysis
- c) Interaction with the Tutor
- d) Seminar
- e) Case Study
- f) Case analysis
- (g) Home assignments
- (h) Long answer question
- (i) Short Answer Questions
- (j) Problem Solving

### 5. Conclusion

John Dewey said that knowledge is successful practice, pragmatism attempted to link the truth with the practical success in solving problems, and in its developed form of instrumentalism. Legal paradigm is shifting towards dispute pre-emption, legal specialists, business focus, pragmatism, information based legal system. Legal system & legal education have dynamic aspects which must evolve, develop and grow. Now-a-days aspiration of all towards achieving quality education is taking firm root in the Nepalese society. Providing equal opportunities to all in education and hope to contribute

to the development of human relationship, friendship, cooperation, unity, international understanding, working together. Education like any other enterprise has its economic value, the input entails costs. There is also the question of attaining meritocracy or quality of education due of quantitative expansion of students and educational institutions, lacking effective planning, organization, control, problems of students ratio, physical facilities, discipline, attendance and regularity of teachers and students. Educational problems have not made entry only from education sector but also from outside.

Since 1951 Nepalese laws have been developing and having reception of jurisprudential doctrines developed by western jurists, Anglo-American system in particular and elsewhere and encompassing the heterogeneous phenomena such as rights, liberty of people, equality, sovereignty and self-determination, property, social welfare, social justice, women's rights, gender equality, trade, environment, consumer's rights, labour, tax, communication & information (publication, telecommunication, broadcasting), intellectual property, corporate bodies, essential services, foreign investment and technology transfer, industries and so on. Thus quality of legal education may not be overlooked. There are multiple issues relating to adequate and appropriate statutes in compliance with the changing trends occurring in the society and application of laws effectively helping to eliminate impoverishment, grievances of children, women, family, problems of discrimination, economic injustice & backwardness. Administration of justice and application of rule of law concept in reality is very weak and judicial system seemed to have been lacking to be pro-poor and pro-oppressed.

In summation it may be suggested that appropriate curriculum from time to time is required to developed, revised and introduced and orientation programme for teachers are required to be organized for making them equipped with knowledge and skill and orienting them towards the evaluation of students as well. Opportunity for further training and further education are required to be provided to the teachers already employed to make them qualified & competent in developing professionalism of teaching and conducting research activities. Required facilities and benefits are required to be provided for effective teaching learning. The world has become e-world and e-life so education system of the country is required to focus at the continuous technological advancement and multilateralism in order to ensure fulfillment of needs, expectations, desires, wants and prosperity of the people and the country.

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