



Nepal Administrative Staff College  
Jawalakhel, Lalitpur



# Basic Administration Training

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**PROGRAMME GUIDELINES**

## PROGRAMME OVERVIEW

### Introduction

Role of civil service is pivotal to fulfill the needs and aspirations of citizens in the changing socio-economic environment of Nepal. With the Promulgation of the new constitution, foundation of new structure of governance as federal system has been envisioned to leverage decision making authorities at local level with optimum utilization of resources; and accelerate national development activities. In order to capitalize these activities, human resource is one of the key components for successful implementation of the provisions and spirit of the constitution to execute and achieve this vision. This role greatly demand higher level of competencies and commitments of civil servants for effective, efficient and equitable delivery of public services.

Nepal Administrative Staff College (NASC) has been providing training to develop functional and behavioral competencies of the civil servants since decades. In this context, Basic Administration Training (BAT) is the induction training organized by NASC to inculcate and develop required knowledge, Skills and Attitudes (KSA) to the newly appointed Gazetted Class-III Officers of the Government of Nepal who have diverse academic and socio-cultural background with or without prior job experience. The programme aims to orient, socialize and sensitize the newly appointed officers with core values, functions and practices of civil service and to enhance their core competencies so that they can deliver quality service to the people with greater extent of professionalism, serving attitude and empathetic behavior.

BAT is one of the flagship trainings of NASC being organized since its inception in 2039 BS. The programme was non-residential with three months' duration till 2070 BS. However, 16<sup>th</sup> and 17<sup>th</sup> batches in 2056 and 2057 were residential. Detailed Training Need Assessment (TNA) had been conducted in 2070 BS and the programme was redesigned to ensure that it incorporates more practical approaches that is comprised of 'Internship' and 'Know Your Country' (KYC)

programme as well. The redesigned programme has been residential with six-month duration since then.

In this 33<sup>rd</sup> series of the BAT, officers of Nepal Administration Service (General Administration, Accounts and Revenue groups), Foreign Affairs, Audit, Legal and Parliament Service shall be participating. The programme has been divided into two phases. In the first phase (of three months), officers of all service/groups have to attend the foundation course. After completing the foundation course, officers other than general administration group graduate from NASC and shall join their respective training institutions being further entitled to receive service related specific training. However, officers of the general administration shall continue with specialized activities for the next three months at NASC itself. The specialized training programme for general administration group of officer trainees has mandatory residential component of 30 days on the basis of rotation.

### Course Aim

Develop functional and behavioral competencies of newly appointed officers to enable them to provide quality service to the citizens with greater degree of professionalism.

### Course Objectives

Upon the successful completion of the BAT Course, officer trainees shall be able to:

- Demonstrate better and specific understanding of role, functions, work procedures, practices and culture of government organizations;
- Explain role and responsibilities of civil servants as change agents in improving governance system of the country in the changing context;
- Enhance and ensure all the essential managerial skills required to perform their job immediately after the deputation/placement to given duty stations;
- Demonstrate the most appropriate and better social etiquettes to the profession, context and people;
- Practice inclusive governance approaches in their actions, decisions and behavior;

- Communicate in English language with better confidence and precision; and,
- Develop and demonstrate practical computer skills and applications thereof essential for executing job responsibilities both efficiently and effectively.

## Course Structure

The course has been structured into different modules of Classroom sessions, Term paper writing, KYC programme, and various Extra and Co-Curricular Activities (ECCA) to develop personality and shape behavior of all the officer trainees appropriate to the ethos of civil service. Internship programme has been designed for the officers of general administration to provide them practical exposure of functions and work procedures of government organizations.

## Training Methods

The classroom sessions shall be delivered using social learning approach with participatory methods that is comprised of interactive lecture, brainstorming, group discussion, role play, case study, syndicate discussion, management games, project assignment, self-assessment instruments and practical exercises.

## Residential Arrangement

All the officer trainees must have residential programme of 3 days within six-month BAT programme duration on rotation basis. There are several ECCA programme which have been designed as integral component of the BAT from early morning till evening apart from daily classroom learning sessions. Therefore, no outing is allowed for the officer trainees during 3 day residential period, including public holidays.

## Resource Persons

Faculties of NASC and subject experts in the area of management, public administration, governance and related theme will be involved in the training as the resource persons to facilitate learning sessions.

## Value Commitment

Potential contribution of newly appointed officers in civil service is largely determined by their perception towards civil service and value system they are evolved from. Socialization is critical stage which orients them to live with core values of service to deliver excellence in their actions, decisions and behavior. With the realization of this fact, NASC brings officer trainees together in generating value commitment on their own through rigorous and inductive participation which they shall live with throughout their professional and personal life. For the purpose, a talk programme shall be organized by veterans from civil service to share philosophies of service, value systems and power of personal commitment in building integrity and delivering results in civil service.

Officer trainees shall derive core values of civil service through inductive approach; a facilitative discussion and series of contestations and discussion among their groups. The objective of this process is to ensure that the newly appointed civil servants will adhere by the values of civil service in order to provide qualitative service to citizens of the country in their respective work areas after placement. Each individual shall express commitment to those values after signing and reciting it as oath among themselves in the presence of the NASC officials and the representatives of the Government. The 33rd batch 'Value Commitment' shall be finally handed over to the government of Nepal. A monitoring team comprised of the coordinator and a representative from participants shall monitor the adherence of value commitment during the training programme and report its status periodically.

## Evaluation Criteria

Performance of the officer trainees shall be evaluated in every activities of the training programme against established criteria as follows. They are required to prepare assignments and submit to the Group Coordinator at time and present as scheduled.

S.N.	Evaluation Criteria	Marks	
		3-Month Group	6-Month Group
1	<b>Attendance</b>	<b>15</b>	<b>30</b>
2	<b>Participation and Involvement</b>	<b>15</b>	<b>30</b>
3	<b>Behavior</b>	<b>20</b>	<b>40</b>
4	<b>Module Tests</b>	<b>250</b>	<b>350</b>
5	<b>Term Paper</b>	<b>50</b>	<b>50</b>
	Paper (70%)	35	35
	Presentation (30%)	15	15
6	<b>Know Your Country</b>	<b>50</b>	<b>50</b>
	Report (70%)	35	35
	Presentation (30%)	15	15
7	<b>Internship</b>	-	<b>150</b>
	Supervisory Evaluation: NASC (20%)	-	30
	Supervisory Evaluation: Internship Office (10%)	-	15
	Internship Report (50%)	-	75
	Internship Report Presentation (20%)	-	30
8	<b>Case Studies (two;one at each internship office)</b>	-	<b>100</b>
	Case Study Reports (70%)	-	70
	Presentation (30%)	-	30
<b>Total</b>		<b>400</b>	<b>800</b>

## Grading System and Awards

The training performance of the officer trainees shall be evaluated in every module along with their participation, engagement, attitude and behavior. The merit based result of each officer trainee shall be published upon the successful completion of BAT.

With the aim to encourage and motivate officer trainees to further excel in their performance, module topper (merit based ranking) from each group shall get special award. Additionally, group topper (merit based) from each group shall also be awarded. Officer trainee securing the highest aggregate merit based rank in the six-month course of BAT shall be awarded with the “**Executive Director Gold Medal**”.

## COURSE MODULES AND CLASS-ROOM LEARNING

The classroom learning sessions provide analytical understanding as well as practical skills

in various thematic areas of management, public administration, governance and service delivery. Contents in the class room sessions have been structured at five different modules in foundation course for the officer trainees of all service/groups. Apart from this, two specialized modules have been organized for officer trainees from the General Administration Group.

### Foundation Course

#### Module I: Organizational Behavior (OB)

Upon the successful completion of the OB module, officer trainee shall be able to identify several ways of self-development; demonstrate appropriate social etiquette in professional life and develop essential skills to perform managerial functions effectively. The module covers the following areas of organizational behavior and management in 10 working days.

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
<b>Self-Development</b>					
1	Self-development	<ul style="list-style-type: none"> <li>Explain the process of self-development;</li> <li>Diagnose needs of self-development</li> <li>Prepare self-development plan</li> </ul>	<ul style="list-style-type: none"> <li>Self-development process</li> <li>Self-development tools and techniques</li> <li>Process of self-development plan</li> </ul>	Interactive lecture, Individual exercise (Self diagnostic instrument- <i>Johari</i> window and SWOT analysis)	2
2	Positive Attitude	<ul style="list-style-type: none"> <li>Describe three dimensions of positive attitude</li> <li>Identify and apply the skills for developing positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Three Dimensions of attitude- Positive thinking, believing and behaving</li> <li>Practical skills needed for developing positive attitude</li> </ul>	Interactive lecture, Individual exercise (self-diagnostic instrument)	1
3	Managing Inter-personal Relationships	<ul style="list-style-type: none"> <li>Identify barriers of managing relationships</li> <li>Techniques for effective interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Analyze relationship as transactions</li> <li>Barriers of interpersonal relationships</li> <li>Methods and skills for removing barriers to effective communication and develop interpersonal relationships</li> </ul>	Interactive Lecture, Brainstorming, Individual exercise (IPR frameworks-, Transaction analysis)	1
<b>Social Etiquette</b>					
4	Dining Etiquette	<ul style="list-style-type: none"> <li>Demonstrate dining etiquette in real life situation</li> <li>Enhance ability to interact with a diverse group of people in social situations associated with the context of dining</li> </ul>	<ul style="list-style-type: none"> <li>Table manners</li> <li>Dining styles in practice</li> <li>Different meal courses</li> <li>Beverages and drinks</li> <li>Handling difficult foods</li> <li>Socialize with food at hand</li> </ul>	Interactive lecture, Demonstration, Critical incidents	3

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
5	Dress Etiquette	<ul style="list-style-type: none"> <li>Explain the importance of professional appearance in work performance</li> <li>Distinguish between appropriate and inappropriate business attire</li> <li>Demonstrate behaviors beyond clothing choices that contributes for positive professional image</li> </ul>	<ul style="list-style-type: none"> <li>Importance of personal branding</li> <li>Choosing what is appropriate</li> <li>Traditional and modern business attire</li> <li>What others will see in you</li> <li>Beyond clothing choices: developing positive professional image including body language, vocal tones and personal habits</li> </ul>	Interactive lecture, Demonstration, Critical incidents	2
6	Diplomatic Etiquette	<ul style="list-style-type: none"> <li>Recognize the importance of etiquette and behavior in diplomatic setting</li> <li>Demonstrate diplomatic behaviors that enhance and strengthen country's image and reputation</li> </ul>	<ul style="list-style-type: none"> <li>Diplomatic etiquette: etiquette beyond borders and culture</li> <li>Diplomatic protocols in practice</li> <li>Appropriate behavior in diplomatic work environment</li> </ul>	Interactive lecture, Demonstration, Critical incidents	1
<b>Managerial Skills</b>					
7	Decision Making	<ul style="list-style-type: none"> <li>Identify key steps of rational decision making and its process</li> <li>Identify the barriers of effective decision- making</li> </ul>	<ul style="list-style-type: none"> <li>Decision making as essential managerial function</li> <li>Rational decision making process</li> <li>Styles and methods of decision-making</li> <li>Barriers to effective decision-making</li> </ul>	Interactive lecture Individual exercise	1
2	Memo ( <i>Tippani</i> ) Writing	<ul style="list-style-type: none"> <li>Recognize Memo (<i>Tippani</i>) as a decision making tool in practice</li> <li>Identify structure and components of the memo</li> <li>Write memo effectively</li> </ul>	<ul style="list-style-type: none"> <li>Importance of Memo as a decision making tool</li> <li>Structure and components of memo</li> <li>Memo writing techniques and skills</li> </ul>	Interactive lecture Individual exercise (Practical skill instruction)	6

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
3	Preparing Cabinet Proposals	<ul style="list-style-type: none"> <li>Identify structure and components of cabinet proposal</li> <li>Prepare cabinet proposal effectively</li> </ul>	<ul style="list-style-type: none"> <li>Structure and components of cabinet proposal</li> <li>Techniques and skills of presenting facts and opinions in effective cabinet proposal preparation</li> </ul>	Interactive lecture Individual exercise (Practical skill instruction)	4
8	Managing Conflicts at Workplace	<ul style="list-style-type: none"> <li>Analyze the causes and consequences of conflict</li> <li>Identify conflict handling process and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Causes and consequences of conflict</li> <li>Conflict management process and strategies</li> <li>Conflict as impetus for enhancing performance</li> </ul>	Interactive lecture, Individual exercise, Case study	1
9	Negotiation Skills	<ul style="list-style-type: none"> <li>Analyze situations for negotiation</li> <li>Apply seven element framework to effectively negotiate at workplace</li> </ul>	<ul style="list-style-type: none"> <li>Negotiation as essential function of a manager</li> <li>Communication and relationship skills for negotiation</li> <li>Framework for effective negotiation (e.g. Seven Element Framework)</li> </ul>	Interactive lecture Group Exercise Case study	2
10	Performance Appraisal	<ul style="list-style-type: none"> <li>Analyze the issues and challenges of performance appraisal in civil service</li> <li>Use performance appraisal tool</li> <li>Differentiate between performance evaluation and performance appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Performance management</li> <li>Performance appraisal tool and techniques</li> <li>Issues and challenges of performance appraisal</li> </ul>	Interactive lecture Buzz group Individual exercise	1
11	Grievance Handling	<ul style="list-style-type: none"> <li>Describe grievance handling procedures</li> <li>Apply different techniques of grievance handling in workplace</li> </ul>	<ul style="list-style-type: none"> <li>Nature and causes of grievance</li> <li>Grievance handling procedure</li> <li>Techniques to handle employee grievances (soft vs. hard approach)</li> <li>Existing provisions in Civil Service Acts, rules and regulation</li> </ul>	Interactive lecture, Critical incidents, Role play	1

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
12	Organizational Citizenship Behavior (OCB)	<ul style="list-style-type: none"> <li>Explain the importance of OCB in organization</li> <li>Identify OCB indicators</li> <li>Exhibit and demonstrate OCB at workplace</li> </ul>	<ul style="list-style-type: none"> <li>Value of OCB in organization</li> <li>OCB indicators and mechanism</li> <li>Ways to promote OCB in organization</li> </ul>	Interactive lecture, Video case	1
13	Team Building	<ul style="list-style-type: none"> <li>Recognize the value of diverse workforce and need of team building in workplace</li> <li>Identify the team building process</li> <li>Demonstrate essential skills to be a good team player and to promote teamwork in workplace</li> </ul>	<ul style="list-style-type: none"> <li>Team and workforce diversity</li> <li>Synergy and key elements of effective team</li> <li>Role of team members for building high performing teams</li> <li>Essential skills of a good team player</li> <li>Ways to fostering teamwork in organization</li> </ul>	Interactive lecture, Group Exercise (Management Game)	2

### Module II: Office Management (OM)

This module aims at developing essential skills and competencies of the participants to manage basic official procedures that include record management, office correspondence, meeting management, note taking and so forth. Duration of this module is 4 working days.

S.N.	Topics	Objectives	Contents	Methods	Session(s)
1	Office Correspondence	<ul style="list-style-type: none"> <li>Identify structure and components of official letter</li> <li>Write official letters precisely with greater degree of professionalism</li> <li>Register and dispatch letters</li> </ul>	<ul style="list-style-type: none"> <li>Types of letter</li> <li>Structure and components of letter</li> <li>Letter writing [Nepali and English]</li> <li>Registration and dispatch and process thereof</li> </ul>	Interactive lecture, Practical exercise, Demonstration	6+3



4	Meeting Management	<ul style="list-style-type: none"> <li>• Prepare agenda</li> <li>• Conduct meetings</li> <li>• Prepare minutes</li> <li>• Identify key considerations in managing meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of meeting and agenda setting</li> <li>• Communication for meeting</li> <li>• Conducting meeting</li> <li>• Note taking and minute writing</li> <li>• Key considerations</li> <li>• Post-meeting consideration</li> </ul>	Interactive lecture, Group exercise, Role play	2
5	Note Taking	<ul style="list-style-type: none"> <li>• Explain the rationale of note taking</li> <li>• Identify techniques of taking different notes</li> <li>• Prepare briefing notes</li> </ul>	<ul style="list-style-type: none"> <li>• Rationale of taking notes in official affairs</li> <li>• Types of notes</li> <li>• Note taking techniques</li> </ul>	Interactive lecture, Individual exercise-note taking	1
6	Records Management	<ul style="list-style-type: none"> <li>• Explain records management procedures</li> <li>• Identify filing and indexing techniques</li> <li>• Apply ways to manage digital records</li> </ul>	<ul style="list-style-type: none"> <li>• Records management procedures</li> <li>• Filing and indexing system and techniques</li> <li>• Techniques of managing digital records</li> </ul>	Interactive Lecture, Individual/group Exercise	1

### Module III: Governance and Service Delivery (GSD)

This module aims to enhance understanding and analytical ability of the officer trainees in the areas of governance and delivering services so that they can reflect the same on the state building process; analyze provisions and issues in governance system in the context of federalism and deliver service to the people adopting inclusive governance approach in their decisions, actions and behavior. The module has been designed for 7 days (20 sessions) and is comprised with the components as presented below.

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
<b>Nepal: State and Society (3 Sessions)</b>					
1	Socio-cultural Diversity	<ul style="list-style-type: none"> <li>Map the socio-cultural diversity profile of the country</li> <li>Explain the importance of socio-cultural diversity in national development</li> <li>Analyze the binding factors for national integration</li> </ul>	<ul style="list-style-type: none"> <li>Social structure and social systems</li> <li>Diversity as an asset</li> <li>Diversity dynamism</li> <li>Issues of diversity management and national integration</li> <li>Nation, nationality and social bond</li> </ul>	Interactive lecture	1
2	Economy, Local Livelihood and Social Change	<ul style="list-style-type: none"> <li>Identify different sources and strategies of livelihoods of people</li> <li>Analyze the livelihood strategies of people</li> <li>Analyze the ways to improve the quality of lives</li> </ul>	<ul style="list-style-type: none"> <li>Economic development and livelihood opportunities</li> <li>Changing livelihood strategies of Nepali people-indigenous to modern (market oriented)</li> <li>Emerging livelihood issues: foreign employment, modernized agriculture and entrepreneurship of people</li> </ul>	Case study, Group work	1
3	State Building Process from Grassroots	<ul style="list-style-type: none"> <li>Explain the process of state building from grassroots in Nepal,</li> <li>Analyze state and society/people interface</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of Nepali state building</li> <li>State and social relationship in post 1990 democratic regime</li> <li>State-people interface</li> </ul>	Interactive lecture	1

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
<b>Federalism in Nepal (3 sessions)</b>					
4	Implementing Federalism: State Restructuring and Power Sharing	<ul style="list-style-type: none"> <li>Explain the principles of federalism needs for state restructuring</li> <li>Analyze the context and principles of state restructuring</li> <li>Recognize constitutional provisions regarding state restructuring and power sharing</li> <li>Analyze the power sharing in different tiers of governments</li> </ul>	<ul style="list-style-type: none"> <li>Principles of federalism</li> <li>Needs and approaches of state restructuring</li> <li>Constitutional provisions for state restructuring in Nepal</li> <li>Principles of power sharing at different levels of government</li> <li>Constitutional allocation of powers to different levels of government</li> </ul>	Interactive lecture	1
5	Administrative Federalization	<ul style="list-style-type: none"> <li>Describe needs and different approaches of administrative federalization</li> <li>Discuss the process of administrative federalization</li> </ul>	<ul style="list-style-type: none"> <li>Needs of administrative federalization,</li> <li>Approaches of administrative federalization</li> <li>Process of administrative federalization (Function to structure to staffing)</li> <li>Efforts made for administrative federalization in Nepal</li> </ul>	Panel Discussion (Experts discussion with participants)	1
6	Fiscal Federalization	<ul style="list-style-type: none"> <li>Describe the approaches and process of fiscal federalization</li> <li>Describe major aspects of fiscal federalization</li> <li>Describe provisions for revenue and expenditure in the Constitution of Nepal</li> </ul>	<ul style="list-style-type: none"> <li>Approaches and process of fiscal federalization</li> <li>Aspects/scope of fiscal federalization</li> <li>Revenue and expenditure assignments as per the Constitution of Nepal</li> </ul>	Interactive presentation, case study	1

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
<b>Inclusive Governance (9 sessions)</b>					
7	Fundamentals of Inclusive Governance	<ul style="list-style-type: none"> <li>Explain the importance of inclusive governance in Nepal</li> <li>Define four components of inclusive governance – GESI, accountability, responsiveness, integrity (GESI+ARI)</li> <li>Identify factors that promote IG and factors that constrain IG</li> <li>Describe basic approaches to gender equality and social inclusion</li> <li>Explain GESI analysis in context of public service design and delivery</li> <li>Analyze the existing policy and institutional framework for GESI mainstreaming</li> <li>Develop a GESI friendly planning and mainstreaming strategy</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive governance: perspective and need</li> <li>Perspective of inclusive governance and need of IG in Nepal</li> <li>Components of inclusive governance: accountability, responsiveness, integrity &amp; ethics and GESI</li> <li>Factors promoting/ constraining IG</li> <li>Approaches to gender equality and social inclusion</li> <li>GESI analysis in public service design and delivery</li> <li>Policy frameworks and institutional mechanisms for GESI mainstreaming</li> <li>GESI friendly planning and strategy: Gender Responsive Budgeting practices in Nepal</li> </ul>	Interactive presentation, group work: policy analysis and developing action plan	2
8.	Accountability and Responsiveness: Approaches and Tools	<ul style="list-style-type: none"> <li>Explain three reasons why accountability is important</li> <li>Analyze three approaches of accountability</li> <li>Create linkages between accountability and public service delivery</li> <li>Explain how accountability enhances responsiveness and trust of public sector</li> <li>Identify and apply range of social accountability tools in practice</li> </ul>	<ul style="list-style-type: none"> <li>Importance and implication of accountability</li> <li>Approaches to (Individual, collective and institutional) accountability</li> <li>How accountability improves public service delivery?</li> <li>Responsiveness and Trust building through accountability</li> <li>Tools of Accountability: major social accountability tools in practice</li> </ul>	Interactive presentation, brainstorming, card sorting, Group activity: video cases	2

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
9.	Right to Information (RTI)	<ul style="list-style-type: none"> <li>Explain RTI and its Importance as an accountability tools</li> <li>Identify ways to implement RTI in the areas of their responsibilities as accountability tool for effective service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Right to information: An Accountability tool</li> <li>RTI: Basic principles and Constitutional provisions</li> <li>RTI implementation: Process, Techniques and considerations</li> </ul>	Interactive lecture, Brainstorming, Group discussion	1
10.	Integrity and Ethics	<ul style="list-style-type: none"> <li>Explain the foundation of integrity and ethics in civil service</li> <li>Analyze four factors affecting integrity and ethics in civil service</li> <li>Analyze ethical and unethical behaviour</li> <li>Demonstrate integrity and ethical behaviour in their workplace</li> </ul>	<ul style="list-style-type: none"> <li>Foundations and elements of integrity and ethics; factors affecting integrity and ethics in civil service</li> <li>Characteristics of ethical and unethical behaviour</li> <li>Ways to promote integrity and ethical behavior in professional life</li> </ul>	Interactive presentation, group work, Case study	2
11.	E-Government	<ul style="list-style-type: none"> <li>Describe the concepts of e-Government</li> <li>Identify state of e-Government Applications in Nepal</li> <li>Use Social Media Applications appropriately at workplace</li> </ul>	<ul style="list-style-type: none"> <li>E-Government: Concepts and Applications</li> <li>Implementations of e-government applications in public service</li> <li>Use of Social Media in government organization and service delivery</li> </ul>	Interactive Lecture, Demonstration, Case Study	2

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
<b>Public Service Delivery in Practice (5 sessions)</b>					
12.	Public Service Delivery in Practice	<ul style="list-style-type: none"> <li>Recognize service delivery as essential job of civil servants</li> <li>Explain principle of public-ness in public service delivery</li> <li>Analyze the mechanism of public service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Service delivery: Essential job of civil servants</li> <li>Fundamental principle: public-ness in public service delivery</li> <li>Mechanisms of service delivery in Nepal</li> </ul>	Interactive lecture Group exercise- case study (Service delivery check-point and checklist accordingly, in change context)	1 Classroom Session + 2 Sessions for organization visit+2 sessions
13	Public Service Delivery in Practice (Practical)	<ul style="list-style-type: none"> <li>Explain core and specific functions of different government-organizations</li> <li>Recognize governing rules, regulation and working procedures</li> <li>Analyze issues and challenges in service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Administrative structure and functions of different government organizations</li> <li>Rules regulations, working procedures and work culture</li> <li>Service delivery experience: Issues and challenges</li> </ul>	Organization visit (Field observation), Group activity and presentation in plenary	Preparation for report and reflection/sharing

#### **Module IV: Computer and Report Writing Skills (CRWS)**

In this module, Officer Trainees shall enhance their skills and competencies in using computer and writing persuasive and professional reports. The module covers Microsoft office package including MS Word, MS PowerPoint, and MS Excel and also provides opportunities to develop general understanding in computer hardware and utilities. Similarly, the report writing component shall be comprised of practical sessions in planning, writing, editing and presentation of professional reports. The module has been scheduled for 27 sessions and shall last for 10 working days.

S.N.	Topics	Objective	Content	Methodology	Session(s)
<b>Computer skills</b>					
1	Introduction to MS Word 2010	<ul style="list-style-type: none"> <li>Explain features and uses of MS-Word 2010</li> <li>Create and customize documents using MS-Word 2010</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of MS Word 2010</li> <li>Introduction to standard menus and important shortcuts</li> <li>Creating, saving and editing the document</li> <li>Inserting special characters and graphical objects, symbols and special Characters</li> <li>Applying view and design of word document for easy handling and better readability</li> <li>Securing the document</li> </ul>	Interactive Lecture (IL), Demonstration, Computer Aided Quiz Contest (CAQC)	2
2	Formatting Document	<ul style="list-style-type: none"> <li>Use MS-Word 2010 to create official documents and managerial reports</li> </ul>	<ul style="list-style-type: none"> <li>Formatting text</li> <li>Formatting paragraphs</li> <li>Formatting the page: margin, orientation, size, indenting and spacing</li> <li>Formatting the document: Inserting page number, header, footer, breaks to prepare a managerial report</li> <li>Adding tables</li> <li>Organizing data in tables</li> <li>Inserting graphic objects</li> <li>Automating mail merges</li> <li>Controlling page appearance</li> <li>Proofing a document</li> </ul>	Interactive Lecture (IL), Demonstration	3
3	Optimizing Document	<ul style="list-style-type: none"> <li>Apply MS-Word 2010 advanced features in data and information management</li> </ul>	<ul style="list-style-type: none"> <li>Managing lists</li> <li>Customizing tables and charts</li> <li>Using templates to automate document creation</li> <li>Using macros to automate tasks</li> <li>Comparing document</li> <li>Tracking document</li> <li>Restrict editing</li> <li>Survey form development using developers and macros</li> <li>Use of controls in developing form portion</li> </ul>	Interactive Lecture (IL), Demonstration	2

4	Customizing MS-Excel 2010 Environment	<ul style="list-style-type: none"> <li>• Create and customize documents using MS-Excel 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Modifying a worksheet;</li> <li>• Formatting a worksheet;</li> <li>• Printing workbook contents;</li> <li>• Setting standard menu options for better accessibility and performance</li> <li>• Customizing the ribbon and quick access toolbar</li> <li>• Enable excel add and excel options</li> <li>• Performing calculations using formulas</li> </ul>	Interactive Lecture (IL), Demonstration	1
5	Formulas and Functions	<ul style="list-style-type: none"> <li>• Apply basic formulas and functions for data aggregation, calculation and analysis for organizational purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Using aggregate functions (SUM, COUNT, MIN, MAX, AVG)</li> <li>• Calculating data with Advanced Formulas (MEDIAN, MODE, NUMBERS, NOW, IF, AVERAGEIF, SUMIF)</li> <li>• Calculating data with financial Formulas ( XNPV, PMT, IMPT,EFFECT,DB, FV)</li> <li>• Using Dated Functions (Now, Today, Dated if, Time, Second)</li> <li>• Using Logical Functions(And, IF, Not, Error, False, Not, OR)</li> </ul>	Interactive Lecture (IL), Demonstration	3
6	Tables, Charts and Datasets	<ul style="list-style-type: none"> <li>• Manage tables and datasets for numerical calculations, analysis and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing worksheet and table data</li> <li>• Create and modify tables</li> <li>• Insert a table using the default and user defined style</li> <li>• Sorting and filtering data in table</li> <li>• Presenting data using charts</li> <li>• Formatting charts</li> <li>• Analyzing data using pivot tables and pivot charts;</li> <li>• Create a pivot chart report inserting graphic objects</li> <li>• Using lookup and reference functions</li> <li>• Inserting graphic objects</li> </ul>	Interactive Lecture (IL), Demonstration	3



7	PowerPoint Presentation Skills	<ul style="list-style-type: none"> <li>• Prepare presentation using MIS-PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting text on slides</li> <li>• Adding graphical objects to a presentation</li> <li>• Modifying objects</li> <li>• Adding tables to a presentation</li> <li>• Inserting charts in a presentation</li> <li>• Adding animation and transition</li> <li>• Setup a slide master</li> <li>• Adding header and footer</li> <li>• Modify the notes master</li> <li>• Converting a presentation into a video</li> </ul>	Interactive Lecture (IL), Demonstration	2
8	Windows Utilities and its Application	<ul style="list-style-type: none"> <li>• Use common utility tools of information management and dissemination</li> </ul>	<ul style="list-style-type: none"> <li>• Managing documents using adobe photoshop: Image basics, working with layers and text</li> <li>• Preparing of passport size photos</li> <li>• Preparing of office letter head</li> <li>• Introduction to PDF</li> <li>• Converting from PDF to word and Vice versa</li> <li>• Manage, edit, trim PDF document.</li> <li>• Network troubleshooting (Ping, Ipconfig, Tracert, Net stat)</li> <li>• Introduction to Remote desktop(Any Desk, Team viewer)</li> <li>• Using Nepali fonts: Google in unicode, preeti keyboard, madan font</li> <li>• Conversion from unicode to other and vice-versa</li> <li>• Conversion of unicode in web</li> <li>• Basic e-mail and internet</li> </ul>	Interactive Lecture (IL), Demonstration	4
9	Practical Test	<ul style="list-style-type: none"> <li>• Demonstration of participant's competencies on basic computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lab test</li> </ul>	Observation & giving feedback	1

Report writing Skills			
1	<p>Planning for Report writing</p> <ul style="list-style-type: none"> <li>• Explain the basics of report: purpose, types and elements</li> <li>• Analyze the terms of reference given</li> <li>• Explain the process of collection and analysis of information</li> <li>• Develop an outline of report</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of Report: Purpose, elements and types</li> <li>• Terms of reference</li> <li>• Collecting information</li> <li>• Organizing and analyzing information</li> <li>• Mind-mapping and clustering of a report</li> <li>• Outlining of the report</li> </ul>	<p>Interactive presentation, Group exercise</p> <p>2</p>
2	<p>Writing Report</p> <ul style="list-style-type: none"> <li>• Analyze the structure of sentences and paragraphs</li> <li>• Apply citation and referencing techniques</li> <li>• Modify and develop a report writing format</li> </ul>	<ul style="list-style-type: none"> <li>• Format/Structure and components of a report</li> <li>• Contents, main sections and subsections</li> <li>• Sentence and paragraph development</li> <li>• Language (clarity) and style</li> <li>• Citation and Referencing</li> <li>• Summary and conclusion</li> <li>• Editing report</li> </ul>	<p>Group work- report analysis (given)</p> <p>2</p>
3	<p>Presentation Skills</p> <ul style="list-style-type: none"> <li>• Identify effective ways of presenting report and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Essential skills in (report) presentation</li> </ul>	<p>Practicum Plenary discussion</p> <p>2</p>

### Module V: Communicative English (CE)

This module aims to develop practical communication skills of officer trainees in English language. The 12 work day CE module covers practical sessions in Listening, Speaking, Reading, and Writing skills as presented below.

S.N.	Topics	Objective	Content	Methodology	Session(s)
1	Introduction	<ul style="list-style-type: none"> <li>Understand different skills in English language</li> <li>Express their expectation in English language</li> </ul>	<ul style="list-style-type: none"> <li>Course syllabus</li> <li>Examination and evaluation system</li> </ul>	Icebreaking activities, presentation, group activity, interaction, video/audio recording	1
2	Greeting, Introducing, Welcoming, Thanking, Bidding goodbyes	<ul style="list-style-type: none"> <li>Identify appropriate language to greet and welcome others</li> <li>Use appropriate language to greet and welcome others</li> </ul>	<ul style="list-style-type: none"> <li>How do you greet people?</li> <li>How do you introduce yourself and others?</li> <li>How do you thank people and bid them good-bye?</li> </ul>	Pair work, group work, role-play, video, PPT presentation	1
3	Agreeing, Disagreeing, Refusing	<ul style="list-style-type: none"> <li>Use appropriate language to agree and disagree with others properly</li> </ul>	<ul style="list-style-type: none"> <li>How do you agree and disagree with others properly?</li> <li>How do you refuse to do something in an appropriate manner?</li> </ul>	Pair work, group work, dramatization, video, PPT presentation	1
4	Expressing condolences, Apologies, Regrets	<ul style="list-style-type: none"> <li>Express condolences using correct language structure</li> <li>Apologize to others and express regret using appropriate language structure</li> </ul>	<ul style="list-style-type: none"> <li>How do you express condolences?</li> <li>How do you apologize to others?</li> <li>How do you express regret?</li> </ul>	Pair work, group work, role-play, video, ppt presentation	1
5	Announcing, Congratulating, Giving Compliments	<ul style="list-style-type: none"> <li>Prepare announcements</li> <li>Congratulate and give compliments to others</li> </ul>	<ul style="list-style-type: none"> <li>How do you make an announcement?</li> <li>How do you congratulate others?</li> <li>How do you give compliments to others?</li> </ul>	Pair work, group work, role-play, video, ppt presentation	1

6	Making Requests, Suggesting	<ul style="list-style-type: none"> <li>Identify and use appropriate language to request politely and make suggestions</li> </ul>	<ul style="list-style-type: none"> <li>How do you request?</li> <li>How do you make a suggestion?</li> </ul>	Pair work, group work, role-play, video, ppt presentation	1
7	Narrating an Event	<ul style="list-style-type: none"> <li>Explain about events and actions that happened in the past</li> <li>Narrate past events using correct form of language structure</li> </ul>	<ul style="list-style-type: none"> <li>How to speak correctly about past actions and events.</li> </ul>	Audio listening, video analysis, role-play, listening comprehension, peer-review	1
8	Talking About Daily Life	<ul style="list-style-type: none"> <li>Explain about events and actions that happen in the everyday life</li> <li>Use correct form of language structure</li> </ul>	<ul style="list-style-type: none"> <li>How to speak correctly about the actions and events that happen in everyday life.</li> </ul>	Audio listening, video analysis, role-play, listening comprehension, peer-review	1
9	Talking About Plans, Predictions, and Promises	<ul style="list-style-type: none"> <li>Explain about events and actions that may occur in future</li> </ul>	<ul style="list-style-type: none"> <li>How to speak correctly about the actions and events that may occur in future.</li> </ul>	Audio listening, video analysis, role-play, listening comprehension, peer-review	1
10	Subject-Verb Agreement	<ul style="list-style-type: none"> <li>Identify the subject and determine the verb that agrees with it</li> <li>Use appropriate form of sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Subject, verb, sentence structures</li> </ul>	Demonstration, group work, writing games	1
11	Writing Paragraphs	<ul style="list-style-type: none"> <li>Explain the structure of writing paragraph</li> <li>Design and write a paragraph design with appropriate structure</li> </ul>	<ul style="list-style-type: none"> <li>Main idea, topic sentence, support sentences, signpost words, closing sentences</li> </ul>	Lecture, demonstration, class discussion, group work	2

12	Signposts	<ul style="list-style-type: none"> <li>Use conjunctions appropriately to link ideas</li> <li>Use different variety of sentences through the use of conjunction</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions, guide words</li> <li>Structural variation</li> </ul>	Lecture, demonstration, class discussion	1
13	Written vs. Spoken English	<ul style="list-style-type: none"> <li>Differentiate between spoken and written English</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal words</li> <li>Contractions</li> </ul>	Lecture, demonstration, class discussion	1
14	Avoid Common Errors in Writing	<ul style="list-style-type: none"> <li>Identify common errors in writing</li> <li>Avoid common errors in writing</li> </ul>	<ul style="list-style-type: none"> <li>How to avoid common errors in writing</li> </ul>	Lecture, demonstration, class discussion	1
15	Purposeful Reading	<ul style="list-style-type: none"> <li>Read text and find out its meaning</li> </ul>	<ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Extensive and intensive reading</li> <li>Characteristics of a good reader</li> </ul>	Pair work, group activity, demonstration, reading comprehension	1
16	Learning to Learn	<ul style="list-style-type: none"> <li>Develop strategies for continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>How to become a good learner?</li> <li>How to develop lifelong learning strategies?</li> </ul>	Interactive lecture, class discussion	1
17	Queries and Concern	<ul style="list-style-type: none"> <li>Ask questions professionally</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal questions</li> <li>Wh-questions</li> </ul>	Pair work, group work, role-play	1
18	Pronunciation	<ul style="list-style-type: none"> <li>Identify techniques to improve pronunciation</li> <li>Apply those techniques to improve pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Sounds of English</li> <li>Challenging sounds for speakers of Nepali language</li> <li>Word stress, Sentence stress</li> <li>Minimal pairs</li> </ul>	Video, demonstration, choral/ individual drilling	2
19	Public Speaking	<ul style="list-style-type: none"> <li>Identify different aspects of speaking in public</li> <li>Apply those skills while speaking in public</li> </ul>	<ul style="list-style-type: none"> <li>Chunking, pausing and stressing</li> <li>Voice projection</li> <li>Different kinds of speeches- Opening, Body and Closing of a speech</li> </ul>	Demonstration, peer review, individual performance	3

20	Non-Verbal Communication	<ul style="list-style-type: none"> <li>Identify different ways of rapport building with the audience</li> <li>Use body language in interpersonal communications</li> <li>Gestures, postures and body</li> </ul>	<ul style="list-style-type: none"> <li>How to gain mastery in instant rapport building?</li> <li>How to use and control your touch behaviour?</li> <li>How to use non-verbal subtleties to aid your verbal communication?</li> </ul>	Demonstration, group activities, interactive lecture	1
22	Giving and Taking Feedback	<ul style="list-style-type: none"> <li>Identify techniques to give feedback</li> <li>Use those techniques of giving feedback</li> <li>Encourage others to give you feedback and use it properly</li> </ul>	<ul style="list-style-type: none"> <li>Giving feedback using feedback sandwich and SER techniques</li> <li>Applying feedback received to improve yourself</li> </ul>	Interactive lecture, pair work, group work, dramatization	1
23	Writing Emails, Letters and Blogs	<ul style="list-style-type: none"> <li>Write emails, letters and blogs purposefully</li> </ul>	<ul style="list-style-type: none"> <li>Addressing, subject, closing, positive, neutral and negative messages, sequencing of details, email etiquettes, different kinds of emails for different kinds of situations</li> <li>What is a blog? How do you write a blog?</li> </ul>	Interactive lecture, pair work, group work, writing exercises	4
24	Giving Instructions and Directions	<ul style="list-style-type: none"> <li>Identify and use appropriate language to give instructions, asking for directions, and giving directions</li> </ul>	<ul style="list-style-type: none"> <li>How do you give instructions?</li> <li>How do you ask for directions?</li> <li>How do you give directions?</li> </ul>	Pair work, group work, dramatization, video, PPT presentation	1
25	Language for Telephoning	<ul style="list-style-type: none"> <li>Use proper language for telephoning</li> </ul>	<ul style="list-style-type: none"> <li>Telephonic language</li> <li>Handling calls</li> <li>Leaving a message</li> <li>Telephone etiquette</li> </ul>	Lecture, demonstration, class discussion, pair work	1
26	Travel English	<ul style="list-style-type: none"> <li>Identify correct English for traveling purposes</li> <li>Use different travel vocabulary and idioms to explain travelling</li> </ul>	<ul style="list-style-type: none"> <li>Travel vocabulary, idioms</li> <li>Understanding signs at airports and train-stations</li> </ul>	Power point presentation, interactive lecture, class discussion	1

27	Assertive Language	<ul style="list-style-type: none"> <li>Using assertive language</li> <li>Use appropriate ways saying 'no' politely</li> </ul>	<ul style="list-style-type: none"> <li>Assertive body language</li> <li>Assertive words, phrases and sentences</li> <li>Practicing assertiveness</li> </ul>	Pair work, group work, dramatization, video, PPT presentation	1
28	Positive Communication Language	<ul style="list-style-type: none"> <li>Use positive words and language towards communication in English</li> </ul>	<ul style="list-style-type: none"> <li>Positive words and language</li> <li>Empathetic communication</li> </ul>	Presentation, lecture, group work, pair work, questionnaire, self-reflection	1
29	Speaking/ Written Test	<ul style="list-style-type: none"> <li>Demonstrate reading, writing, listening and speaking skills</li> <li>Demonstrate proper body language and attitude</li> <li>Give feedback</li> </ul>	<ul style="list-style-type: none"> <li>Expressing yourself using the techniques taught in the classroom</li> </ul>	Classroom discussion, activities and assessment	2

### Specialization Course for General Administration Group

Officer Trainees from general administration group must be indulged in specialized induction courses which expose them in further sharpening of their administrative skills and competencies. The specialized course has two additional modules and other various activities as presented below.

#### Module VI: Development Management (DM)

Upon the successful completion of this module, officer trainees shall demonstrate better understanding in the arenas of development planning and processes, project management and public financial management. The 10 work day module has been comprised of the following 29 sessions.

S.N.	Topics	Session Objective	Session Outline	Methodology	Session(s)
<b>Development Planning</b>					
1	Basics of Public Policy Formulation Process	<ul style="list-style-type: none"> <li>Demonstrate better understanding of policy context</li> <li>Explain public policy process</li> <li>Identify the problems of policy implementation</li> </ul>	<ul style="list-style-type: none"> <li>Policy context</li> <li>Policy formulation and implementation processes</li> <li>Problems in implementation</li> </ul>	Interactive lecture, Brainstorming	1

S.N.	Topics	Session Objective	Session Outline	Methodology	Session(s)
2	Development Planning Process	<ul style="list-style-type: none"> <li>Explain framework of development planning</li> <li>Analyze planning process, techniques and tools</li> </ul>	<ul style="list-style-type: none"> <li>Directives of National Planning Commission</li> <li>Demand based consideration</li> <li>Planning process, techniques and tools</li> </ul>	Interactive lecture, Brainstorming	2
3	Medium Term Expenditure Framework (MTEF)	<ul style="list-style-type: none"> <li>Describe the importance of MTEF</li> <li>Explain procedures in application of MTEF</li> </ul>	<ul style="list-style-type: none"> <li>MTEF: Concept and importance</li> <li>Usages and policy implication of MTEF</li> </ul>	Interactive lecture, Brainstorming	1
<b>Project Management</b>					
4	Problem Identification and Framing	<ul style="list-style-type: none"> <li>Explain techniques of problem identification</li> <li>Analyze the problem identification techniques and tools</li> <li>Translate problem tree to objective tree</li> </ul>	<ul style="list-style-type: none"> <li>Techniques of problem identification</li> <li>Analysis of problem tree and problem framing</li> <li>Translating problem tree to objective tree</li> </ul>	Interactive lecture, Group work-practical skill instruction	2
5	Logical Framework Analysis (LFA) in Project Proposal Writing	<ul style="list-style-type: none"> <li>Explain the concept of LFA</li> <li>Describe the components and structure of LFA</li> <li>Analyze the process of LFA in proposal writing</li> <li>Apply LFA techniques</li> </ul>	<ul style="list-style-type: none"> <li>Concept of LFA</li> <li>Components and structure of LFA</li> <li>Use of LFA in project proposal writing</li> </ul>	Interactive lecture, Group work-practical skill instruction	2
6	Preparation of Project Proposal and Presentation	<ul style="list-style-type: none"> <li>Identify generic structure and components of project proposal</li> <li>Develop a project proposal</li> <li>Present proposals and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Structure and components of project proposal</li> <li>Writing project proposal</li> <li>Proposal presentation</li> </ul>	Group work-proposal writing Plenary discussion	4



S.N.	Topics	Session Objective	Session Outline	Methodology	Session(s)
7	Project Design and Implementation	<ul style="list-style-type: none"> <li>Identify and select projects for further study/implementation</li> <li>Prepare budget and for project</li> </ul>	<ul style="list-style-type: none"> <li>Project identification</li> <li>Feasibility Study and project design</li> <li>Project budgeting and implementation</li> </ul>	Interactive lecture, Case study	2
8	Monitoring and Evaluation (M&E)	<ul style="list-style-type: none"> <li>Explain the importance of monitoring and evaluation of a project</li> <li>Recognize M&amp;E framework and apply monitoring and evaluation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Importance of monitoring and evaluation in effective implementation of projects</li> <li>Monitoring and Evaluation: Framework in practice, tools and techniques</li> </ul>	Interactive lecture, Group work- M&E framework	1
<b>Financial Management</b>					
9	Annual Action Plan and Budget	<ul style="list-style-type: none"> <li>Explain the dimensions of public financial management</li> <li>Identify the approaches and types of budgeting</li> <li>Explain budgeting process</li> <li>Prepare annual action plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Public financial management concept</li> <li>Approaches and types of budgeting</li> <li>Line Ministry Budget Information System (LMBIS)</li> <li>Budget making practices in Nepal</li> <li>Annual action plan and budget preparation</li> </ul>	Interactive Lecture, Individual exercise	3
10	Procurement Practices in Public Service	<ul style="list-style-type: none"> <li>Describe public procurement principles and practices in relation to public procurement act and regulation</li> <li>Explain procurement cycle and processes</li> <li>Analyze issues in public procurement</li> </ul>	<ul style="list-style-type: none"> <li>Procurement principles- Economy, Efficiency, Fairness, Competition, Transparency</li> <li>Procurement Cycle: Planning, Notice preparation, evaluation and selection</li> <li>Issues in public procurement</li> <li>Preparation of basic procurement plan</li> </ul>	Interactive Lecture, Syndicate	3
11	Store Management	<ul style="list-style-type: none"> <li>Explain store management</li> <li>Identify the process of store management</li> <li>Explain concept of bin card, Perpetual Inventory, ABC analysis, and Economic Order Quantity (EOQ)</li> <li>Apply methods of inventory valuation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Store management and its process</li> <li>Concept of bin card, Perpetual Inventory, ABC analysis, and Economic Order Quantity (EOQ)</li> <li>Inventory inspection report</li> <li>Methods of inventory valuation</li> </ul>	Interactive, Individual exercise	2

S.N.	Topics	Session Objective	Session Outline	Methodology	Session(s)
12	Accounting System of Government of Nepal	<ul style="list-style-type: none"> <li>Describe accounting system of GoN</li> <li>Prepare accounts</li> <li>Prepare financial statement</li> </ul>	<ul style="list-style-type: none"> <li>Concept and principle of accounting</li> <li>Basis of accounting: Cash, NPSAS Cash and Hybrid, Accrual</li> <li>Charts of accounts</li> <li>Accounting Procedures: Journal Voucher, ledger, payment order, bank cash book, budget sheet, Statement of Expenditure (SOE), Bank Reconciliation Statement, Financial Statement</li> <li>Financial Reporting</li> </ul>	Interactive Lecture, Individual exercise	4 [3+1]
13	Auditing	<ul style="list-style-type: none"> <li>Explain the objectives of auditing</li> <li>Describes the approaches, process, methods and types</li> <li>Identify the financial arrear (irregularities, non-compliance )</li> </ul>	<ul style="list-style-type: none"> <li>Objectives of auditing</li> <li>Auditing approaches</li> <li>Process of auditing</li> <li>Financial irregularities and noncompliance</li> </ul>	Interactive Lecture Case discussion	1+1

### Module VII: Sub-National Governance (SNG)

After the successful completion of this module, Officer Trainees shall demonstrate better understanding of administrative system and processes at local level in 4 working days (11 sessions). Content outline of the module has been presented below.

S.N.	Topics	Objective	Content	Methodology	Session(s)
<b>Administrative Management at District (3 Sessions)</b>					
1.	Administrative and Quasi-judicial Functions at District	<ul style="list-style-type: none"> <li>Explain the roles and responsibilities of district administration office</li> <li>Analyze the issues and challenges of administration, security management and service delivery at district</li> <li>Explain quasi-judicial functions of different offices at district</li> </ul>	<ul style="list-style-type: none"> <li>Jurisdiction of district administration</li> <li>Roles and responsibilities</li> <li>Issues and challenges of administration, security management and service delivery at district</li> <li>Monitoring and supervision, coordination and cooperation among district level offices (inter-agency relationship - pooled, sequential, and reciprocal)</li> <li>Quasi-judicial functions of DAO and sectoral offices, including local governments</li> </ul>	Interactive lecture, group activity	1

S.N.	Topics	Objective	Content	Methodology	Session(s)
2.	Issues of Security Management and Role of Security Agencies	<ul style="list-style-type: none"> <li>Explain the importance of security agencies in security management</li> <li>Analyze the issues and challenges of security management</li> <li>Analyze the roles and responsibilities of security agencies</li> </ul>	<ul style="list-style-type: none"> <li>Security management: role of security agencies</li> <li>Issues and challenges of security management</li> <li>Coordination between district administration office and an security agencies</li> </ul>	Panel discussion, (2 Experts on security management and administration)	2
<b>Sub-national Governance and Development Planning (8 Sessions)</b>					
3.	Provincial Governance	<ul style="list-style-type: none"> <li>Describe roles and functional assignments to provincial government</li> <li>Assess the relationship of province with federal and local government</li> </ul>	<ul style="list-style-type: none"> <li>Roles and functional assignments to provincial government</li> <li>Relationship of province with federal and local government</li> </ul>	Interactive lecture Group work	1
4.	Local Governance	<ul style="list-style-type: none"> <li>Explain the principles and policies of local governance in federal setup</li> <li>Appreciate working procedures of local governments</li> <li>Understanding the relationship of local government with province and federal government</li> <li>Analyze issues and challenges of local governments</li> </ul>	<ul style="list-style-type: none"> <li>Principles and policies of local governance</li> <li>Working procedures; structure and functions of local governments</li> <li>Basic features of Local Government Operation Act 2074</li> <li>Relationship of local government with provincial and federal government</li> <li>Issues and challenges of local governments</li> </ul>	Moderated panel discussion	2

S.N.	Topics	Objective	Content	Methodology	Session(s)
5.	Local Development Planning and Resource Mobilization Process	<ul style="list-style-type: none"> <li>Explain local development and plan formulation process</li> <li>Analyze implementation modalities of local development projects</li> <li>Communicate and coordinate with GOs and NGOs</li> <li>Apply M&amp;E framework</li> </ul>	<ul style="list-style-type: none"> <li>Local development and formulation of local development plans (LGOA-2074)</li> <li>Implementation modalities</li> <li>Resource generation by local governments: financial and other</li> <li>Procedures of financial expenditure and Auditing of local governments</li> <li>Coordination and cooperation among government and non-governmental organizations (GOs and NGOs)</li> <li>M&amp;E framework</li> </ul>	Interactive lecture, Group work-develop flow diagram	3
6.	Disaster Risk Management (DRM)/ Climate Risk Management (CRM)	<ul style="list-style-type: none"> <li>Identify the role of local, provincial and federal government in DRM/CRM</li> <li>Explain the co-ordination among the local, provincial and federal government and security agencies for disaster management.</li> <li>Identify the fund allocation and management in DRM/CRM</li> <li>Explain Disaster Cycle</li> <li>Explain the CRM/DRM cycle</li> <li>Identify the role of Local government in local level CRM/ DRM policy formulation and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Role of local, provincial and federal government in DRM/CRM</li> <li>Co-ordination among local, provincial and federal government and security agencies for disaster management</li> <li>Fund allocation and management in DRM/CRM</li> <li>Disaster Cycle</li> <li>Climate Risk Management Cycle</li> <li>Disaster Risk Management Cycle</li> <li>Role of Local government in local level CRM/DRM policy formulation and implementation</li> </ul>	Interactive Lecture, Group work	2

## Module Tests (MT)

Learning reflection of each officer trainee shall be assessed and evaluated after successful completion of each module through written tests with subjective questions in the given time of one hour.

## TERM PAPER

Officer trainees need to write a term paper as integral component of the foundation course. In the term paper, they must demonstrate analytical understanding and creative writing skills in certain thematic areas of public administration and governance. The main objective of writing a term paper is to help them develop creative, persuasive and analytical writing skills. Officer trainees shall choose any contemporary issues/themes in the areas of public administration and governance which have theoretical/conceptual dimensions and critically analyze the same in the context of Nepal and finally express it being innovative in their term paper.

## Selection of Topic

Officer Trainees are required to choose topic for the term paper either from a topic of their interest related to contemporary issues, public administration, governance and service delivery or similar with themes which are in close proximity with their job function/role or any pertinent issues of their interest which have been discussed in different modules of the Course). However, the topic must be concise, relevant, noble and meaningful.

## Format of the Paper

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Abstract

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### 1. General Background/ Introduction

- a. Set background of the Term Paper (NOT as partial fulfillment of your training programme but about the topic or area of writing) and introduce what the paper

is about and justification on selection of the topic. (1-2 pages,) Objective, scope and limitation, methodology used for writing of paper.

- b. Structure of the paper (Briefly mention what the following chapters/sections include)

### 2. Review of Literature

- a. Include theoretical (what theory says) and practical aspect including existing relevant literatures. Length should be at least (2-3) pages.

### 3. Critical Assessment (Analysis)

- a. Analyze the study topic from multiple dimensions and highlight the differences in theory and practice, and elaborate the basis why such differences exist (issues of structure or/and Behaviour such as Cultural, behavior, integrity, technology, resources, competency, skills etc.) Length should be at least (2-3) pages.

### 4. Conclusion

- a. Conclude your writing as summary of what you studied/reviewed, interpreted and found.
- b. Findings, Limitations, Length should be at least 1 page

### 5. Recommendation

- a. Put your thoughts as recommendation on how the issue could be resolved; the situation could be improved; or handled differently (the perspective is how you could do better if you were responsible one for the situation)
- b. Possibility for future works/ way forward.
- c. Length should be at least (1 -2) pages with clear description

### 6. References

List down the references of literatures-books, articles, and research papers etc. you reviewed for preparing the Term Paper in American Psychological Association (APA) format.

## 7. Annexure

Supporting documents/table/lists/figures etc. related to your paper (if any)

**Layout design:** Length 7-10 pages (excluding reference and annexure); **Font Style and Size:** Must

be Times New Roman, 12 Font, justified, Unicode Nepali 12 Font or Preeti 16 Font; **Spacing:** 1.5; **Paper Size:** A4; **Presentation Time:** 10 Minutes per person followed by 5 minutes of feedback and observation from evaluator and other officer trainees.

## Evaluation Criteria of Term Paper

SN	Criteria	Marks
<b>A. Term Paper Report</b>		
1	Rationale for and appropriateness of Topic	6
2	Presentation of facts/Literature Review	10
3	Critical Analysis	10
4	Conclusion and Recommendation	6
5	Organization of Report	3
<b>Full Marks</b>		<b>35</b>
<b>B. Term Paper Presentation</b>		
1	Expression Quality and Body Language	3
2	Content Covered in Relation to Time	3
3	Use of Presentation Aids	3
4	Self Confidence	3
5	Intellectual Interpretation and Response to Queries	3
<b>Full Marks</b>		<b>15</b>

## KNOW YOUR COUNTRY (KYC)

KYC is a week-long field excursion to different parts of the country to learn from direct observation of and interactions with local people. This is an important approach to develop perspectives of officer trainees in geographic, socio-economic, cultural aspects and livelihood of people in different places of the country for broadening their horizon of nationality and cross cultural understanding. Officer trainees shall also get opportunities to observe, learn and internalize the different dynamics of public service delivery; have direct experience of community diversity, culture and socio-economic lives; and understand places of historical, national and commercial importance. KYC helps to enhance commitment of officer trainees and prepare them for better service delivery.

## Format of the KYC Report

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### Chapter I: Know Your Country Overview (1 to 2 Page)

#### 1.1. Introduction

In this section, introduce the context of Know Your Country (KYC) as an integral component of the Basic Administration Training (BAT) and its relevance to the newly appointed officers of Government of Nepal.

#### 1.2. Objectives

In this section, mention the objective of KYC as explained above. The objectives can be divided into two sub-sections; general and specific. Action verbs are to be cautiously used/selected to ensure that report is worth reading.

### 1.3. Methodology

In this section, mention major techniques or methods (e.g. field observation, interaction, interview, review of secondary sources etc.) which you have used for information collection and explain the methods of analysis.

### 1.4. Scope and Limitations

In this section, outline the scope of KYC and also state the limitations of study.

## Chapter II: Observation and Study (18 to 20 Pages)

### 2.1 Geographical Overview

In this section, describe the location, geography/topography, flora and fauna and climatic conditions of the places you have been assigned for in KYC.

### 2.2. Historical Places, Heritage and Monuments

In this section, explain the Historical, Kimbadanties and evolutionary aspects of the place along with its salient and special features/identity/fame/glory, and also mention about post-disaster status of renovation/reconstruction (if any).

### 2.3. Cultural Diversity

In this section, assess and explain the general way of life of people, socio-cultural diversity, language,

ethnic and religious aspects and traditions, specific cultural values of the place you have been involved for KYC.

### 2.4. Economy and Livelihood

In this section, explain about people and their needs, status of electricity, road and transport facility, local production, employment, major sources of income of people, specific resources of the places, industries and trade, development projects, status and prospects of tourism and so forth.

### 2.5. Service Delivery

In this section explain the status of public service delivery in relation to basic administrative, health, education, communication services and role of service providers in the observed context.

## Chapter III: Lesson Learned (2-3 Pages)

In this chapter, summarize the key lessons learned in relation to nation and nationality, respect to diversity, preservation of heritage and culture, development potential of the places, improving livelihood of the people and linkage with service delivery based on your observation, awareness, internalization and commitment to make a difference from your end.

## Evaluation Criteria of KYC

SN	Criteria	Marks
<b>C. KYC Report</b>		
1	Presentation of Information	3
2	Study Design	10
3	Analysis of Information	10
4	Findings and Conclusion	5
5	Recommendation and Applicability	7
	<b>Full Marks</b>	<b>35</b>
<b>D. Presentation</b>		
1	Expression Quality and Body Language	3
2	Content Covered in Relation to Time	3
3	Use of Presentation Aids	3
4	Self Confidence	3
5	Intellectual Interpretation and Response to Queries	3
	<b>Full Marks</b>	<b>15</b>

## Subsistence and Transportation Expenses

Each officer trainee shall be provided with daily expenses (as a field subsistence) of Rs.1600 (One thousand and six hundred NRS only). However, only fifty percent of the same amount shall be entitled to each officer trainees as field subsistence for the day they return to NASC after successful completion of KYC programme. Apart from this, NASC shall provide a dedicated transportation service to each KYC group for facilitating the field excursion.

## INTERNSHIP

Internship is one of the important components of Basic Administration Training. In internship, officer trainees of general administration group shall be placed as an intern to local level offices for two months. The main objective of internship is to inculcate hands-on experience of work procedures and practices of government organizations in officer trainees at field level. They shall be assigned in District Administration Office, Land Revenue Office and Municipality. As integral component of internship, officer trainees must prepare case studies in pertinent issue/s of administration and service delivery together with the internship report.

In the internship programme, officer trainees must oblige with the following activities

SN	Activity Name	First Internship Office	Second Internship Office	Remarks/Guidelines
1.	Update Daily Learning Log	Mandatory	Mandatory	Daily learning log must be filled and to be signed by supervisor at internship office on daily basis.
2.	Case Study	Mandatory	Mandatory	Total two Cases must be developed, submitted and presented at NASC, one from each of the internship offices.
3	Internship Report(Upon Internship Completion)	Mandatory		An internship report must be written, submitted and presented at NASC which provides the learning reflection of each officer trainee throughout the internship period in the prescribed format.
4.	Weekly Meeting with CDO	Mandatory	Mandatory	The progress of internship and learning reflection of each officer trainees must be presented/briefed/shared with CDO and Supervisor on weekly basis.
5.	Weekend Outings(If any)	Personal discretion	Personal discretion	<ul style="list-style-type: none"> <li>- Must inform and obtain permission from CDO if officer trainee plan to visit any other district at weekend.</li> <li>- Should inform CDO if officer trainee plan to visit any place within CDO's administrative boundary (Same district) at weekend.</li> </ul>



## Case Study and Evaluation Criteria

Case study is the systematic exploration of critical issues pertinent to public administration and service delivery in relation to the functioning of assigned organization. Officer trainees are required to prepare two case study reports during internship time; one from each of the two deputed organizations for internship purpose. In the case study, officer trainees shall define practical issue/problem, review historical background of the case, analyze major causes and consequences brought out by case, assess major initiatives taken by concern stakeholders including the steps taken by officer trainees (if any) to resolve/address the issues and conclude with major learning reflection from the case study. Writing case study demands in-depth understanding and systematic narration of events in the logical manner including all the multiple aspects case revolves around. The entire process help deepen the understanding of the officer trainees in defining analyzing problems in holistic approach based on evidence based approach.

- 1. Context:** Explain the context in which problem/issue emerged. It may be a situation in which service receiver, service provider, or any other person or organization encountered a problem at any stage of service processes.
- 2. Problem Statement:** State the problem any person or organization faced in service processes. Also mention the rationale behind addressing the problem/issue
- 3. Case Analysis:** Analyze the problem/issue with meticulous details; case history, cause and effects, and use evidences to support your case analysis.
- 4. Initiatives Taken to Solve Problem:** Analyze the initiatives taken so far or your inputs to address the case issue/problem or identify any possible alternatives with strong evidences to solve the issues or problems in case.
- 5. Conclusion:** Summarize the case including your insights and logical observation analytically along with references

## Guidelines for Case Study Report

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**Acknowledgement**

**Acronyms**

## Case Evaluation Criteria

SN	Criteria	Marks
<b>E. Case Study Report</b>		
1	Identification and Justification of Issue	10
2	Presentation of Information (Including Structure and Language)	3
3	Case Analysis	10
4	Initiatives taken to Address the issue/Problem	7
5	Conclusion	5
<b>Full Marks</b>		<b>35</b>
<b>F. Case Study Presentation</b>		
1	Expression Quality and Body Language	3
2	Content Covered in Relation to Time	3
3	Use of Presentation Aids	3
4	Self Confidence	3
5	Intellectual Interpretation and Response to Queries	3
<b>Full Marks</b>		<b>15</b>

## Internship Report and Evaluation Criteria

An overall learning reflection of two month internship has to be presented in the internship report. In this report, officer trainees present their practical experiences about the functioning of the organizations, working procedures, working culture and the like based upon their on-site internship experience, analytical observation and supporting factual evidences. Daily Learning Log (DLL) forms the basis for preparing internship report. Internship report is the comprehensive,

integrated and analytical summary of DLL sheet indeed, because, based upon the everyday learning of officer trainees, internship report is finally generated. In this sense, DLL and internship report must comply with each other.

### Guideline for Internship Report

#### A. Daily Learning Log (DLL)

DLL sheet is comprised of the following statements of specific and precise action verbs to exactly translate your daily learning in the narrative statements.

SN	DLL Sheet Check Lists	Remarks/Details
1	Tasks Performed	What did you do/on which department or unit/what specific task?
2	Problems/Issues in Task Performance	Challenges facing that task/ any type/ systemic/procedural/behavioral/intentional etc.
3	Your initiatives to Solve Problems/Issues	What specific actions you took to solve that problem or challenge?
4	Your Learning in Performing Tasks	What did you learn from the evidences/incidents on performing tasks at above situation?
5	Your Specific Observations (If Any)	Relate your experience with specific methods/ways/ procedures to overcome that task challenge and suggest experience based rectification measures to innovatively solve it (if any) - it must be practical and implementable.

#### B. Format of Internship Report

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Executive Summary (1 Page Maximum)

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*infrastructure and facilities. You may provide detail chart, tables, organogram etc. in annex)*

2.2 Major Job Responsibilities (1-2 Pages)

*Mention assigned section/unit and tasks performed over there)*

2.3 Learning Reflection (2-3 pages)

*(Mention what you learned in terms of service processes, managing people, working culture and other supporting factors for your learning. Also mention how you can perform things differently)*

### Chapter 1: Introduction to Internship (2-3 Pages)

1.1. Background

1.2. Objectives of Internship

1.3. Sources of Information

1.4. Limitations

### Chapter 3: Assignment in Organization B

3.1 Introduction of Organization B (1-2 Pages)

*(Mention Objectives and functions, organization structure, status of human resources and physical infrastructure and facilities. You may provide detail chart, tables, organogram etc. in annex)*

### Chapter 2: Assignment in Organization A

2.1 Introduction of Organization A (1-2 Pages)

*(Mention Objectives and functions, organization structure, status of human resources and physical*

**3.2 Major Job Responsibilities (1-2 Pages)**

*Mention assigned section/unit and tasks performed over there)*

**3.3 Learning Reflection (2-3 pages)**

*(Mention what you learned in terms of service processes, managing people, working culture and other supporting factors for your learning. Also mention how you can perform things differently)*

**Chapter 4: Conclusion and Recommendations (1-2 pages)****4.1 Conclusion**

*(Summarize your experiences and major learning)*

**4.2 Recommendations**

*(Mention result oriented and specific recommendations related to bring improvements in service processes and delivery of organization based on your DLL observations and experiences- What and how)*

**References****Annexure**

(Officer trainees must submit the compiled file of complete DLL attachment along with internship report).

**Internship Report Evaluation Criteria**

SN	Criteria	Marks
<b>A. Internship Report</b>		
1	Presentation of Information	10
2	Study Design	15
3	Analysis of Information	25
4	Findings and Conclusion	10
5	Recommendation and its Applicability	15
<b>Full Marks</b>		<b>75</b>
<b>B. Report Presentation</b>		
1	Expression Quality and Body Language	6
2	Content Covered in Relation to Time	6
3	Use of Presentation Aids	6
4	Self Confidence	6
5	Intellectual Interpretation and Response to Queries	6
<b>Full Marks</b>		<b>30</b>

**Supervision and Monitoring**

The physical supervision and monitoring of the officer trainees shall be conducted by NASC. The supervision and monitoring team shall take pertinent information about officer trainees including their performance evaluation and workplace behavior from their field supervisors, office chief and other related persons and provide necessary suggestions and advices wherever needed. The officer trainees shall be evaluated on the basis of same supervision and evaluation.

**Evaluation of Internship**

Regular monitoring and supervision of performance of officer trainees as interns shall be done by faculty of NASC and concerned supervisor of Internship office to ensure effective learning. Evaluation shall be conducted on the basis of established criteria as follows.

**Evaluation by NASC Supervisor**

The NASC supervisor is responsible for evaluating officer trainee's performance during internship

and submit it to the Program Evaluation and Monitoring Committee (PMEC) after the field supervision and monitoring of officer trainees.

The NASC supervisor shall discuss with supervisors of respective officer trainees, their colleagues and concerned officials for objective evaluation on the basis of indicators as mentioned below.

### Criteria of On-Site Supervisory Evaluation (NASC Supervisor)

Indicators of Evaluation	Marks
Behaviour (Discipline, time keeping, courtesy etc.)	20
Initiative to learn new and innovative ideas and proactive-ness in taking the responsibilities	20
Progress of internship report (Maintenance and signing of daily learning log-book, report preparation)	30
Progress of case study (selection of topic / problem identification/ collection of necessary data and information/ writing progress )	30
<b>Total</b>	<b>100</b>

### Supervisory Evaluation from 'Internship Office'

Supervisor of officer trainees at respective internship offices shall evaluate the performance of individual trainees throughout the period of internship on the basis of indicators mentioned below and forward to NASC confidentially.

### Criteria of Supervisory Evaluation (Internship Office Supervisor)

Indicators of Evaluation	Marks
Behaviour (discipline, punctuality, courtesy, dressing etiquette, interpersonal communication etc.)	20
Initiative to learn new and innovative ideas and proactive-ness in taking the responsibilities	20
Inter-personal relationship with supervisor, colleagues and sub-ordinates	20
Dedication and commitment towards service delivery and behavior with service recipients	20
Degree of effectiveness and efficiency on performing the assigned task	20
<b>Total</b>	<b>100</b>

### Responsibilities of Concerned Authorities in Internship

The triangular role and responsibilities of concerned authorities of Government of Nepal, NASC and officer trainees are very pivotal in making the internship an effective one.

The responsibilities of concerned authorities shall be as follows:

1. **Ministry of Home Affairs, Ministry of Federal Affairs and Ministry of Land Reforms**
  - a. Concerned ministries would give written direction to their respective field offices to provide conducive work environment for the officer trainees to facilitate effective learning, and carry out necessary monitoring and supervision to ensure effective learning.

## 2. Ministry of Federal Affairs and General Administration (MoFAGA)

- a. Coordinate and facilitate with concerned ministries for effective implementation of the internship program.
- b. Monitor the performance of officer trainees in coordination with NASC.

## 3. Chief District Officer (CDO)

- a. Conduct a meeting with Mayor and Executive Officers in Municipalities and Chief Land Reform Officer at initial stage, inform about the roles and responsibilities of respective offices, and coordinate to the concerned offices/ organizations.
- b. Conduct a review meeting weekly to analyze the learning and performance of the trainee officers, provide feedbacks, and solve the problems if any in coordination with concerned organizations/offices.
- c. Evaluate the Performance of the individual officer trainees and send the evaluation sheets to NASC in fully confidential manner.
- d. Arrange security of officer trainees throughout their internship period and facilitate for their lodging.

## 4. Supervisor Assigned at the Respective Office

- a. Involve the officer trainees in the activities performed by the office and involve them in regular functioning of the office at the utmost level.
- b. Supervise the regular functioning of the officer trainees and give necessary instructions as and when needed.
- c. Keep the record of any disciplinary misconduct of officer trainees if any, and report to NASC.
- d. Take information of the activities to be learnt by the officer trainees as mentioned by NASC, and manage conducive environment for effective learning.
- e. Fill the performance evaluation report of the officer trainees with confidentiality and way send it to NASC.

- f. Monitor, approve and attest the daily attendance of the officer trainees and send its attested copy to NASC after the successful completion of internship period with confidentiality.

## 5. Nepal Administrative Staff College (NASC)

- a. Select districts for internship based on the principles of workload, time, possibility of physical monitoring, trainee number etc. and deploy them.
- b. Orient the officer trainees on the internship objectives, assignments to be completed during internship and other managerial aspects.
- c. Monitor involvement, participation, and performance demonstration of the officer trainees on regular basis in coordination with Ministry of Federal Affairs and General Administration (MoFAGA) and concerned offices.
- d. Conduct the on-site supervision, monitoring and evaluation of the work performance and assignments and provide officer trainees with constructive feedbacks.
- e. Provide the allowances and facilities to the officer trainees as decided.

## Responsibilities of the Officer Trainees in Internship

Primary obligations of the officer trainees shall be to observe and get directly/actively involved in organizational functions along with involvement in service delivery activities of the assigned offices. They must to be enthusiastic, proactive and creative enough to foster conducive environment to meet up the internship objectives. Apart from this, officer trainees must ensure the following responsibilities in order to successfully complete the internship programme.

- a. Regularly attend and perform the assigned jobs in the deputed office.
- b. Perform the tasks assigned by the office chief and supervisor in time as a responsible officer.
- c. Follow the office code of conduct and demonstrate professional behavior (communication, attitude, uniform, etc.)

- d. Show enthusiasm and interest in taking responsibilities, display and demonstrate innovative ideas in performing the assigned tasks.
- e. Find out the record of pending tasks and take initiation to complete or manage these tasks.
- f. Report daily to the respective supervisor, and weekly to CDO about the tasks performed and share their learning reflections and move ahead in accordance to the feedbacks received from supervisor.
- g. Complete the assignments of NASC (Daily Learning Log, Case Study, Internship Report and Location Profile) in prescribed format by the deadline.
- h. Inform the respective CDO and Coordinator/s in case of any severe difficulty or urgency faced in the internship period.

### Leave

The officer trainees shall not be entitled to any other leave except public holidays throughout the internship period.

### Subsistence and Transportation Expenses

Each officer trainee shall be provided with monthly expenses of NRs. 24,000 (In words Twenty-Four Thousand NRS) for subsistence during internship. Transportation cost is provided to and from internship location as per the bus ticket amount or revised bus transportation fair of GoN on the given destination whichever applicable.

### EXTRA AND CO-CURRICULAR ACTIVITIES (ECCA)

ECCA has been envisioned as an integral component of residential programme. In it, various Extra and Co-curricular Activities have been designed to facilitate the officer trainees' to enhance their holistic personality development. Physical Training, Yoga and Sports are conducted daily so that participants apply it as a way of their life. Cultural activities shall include art, dancing and literary festivals. Hiking to outskirts of Kathmandu valley shall be one-day excursion

for gaining and recreating geographical and socio-cultural understanding of the given location. Talk programme on contemporary issues, visits to different organizations to learn from best practices, documentary shows, Model United Nation (MUN) and so forth have been designed as Co-curricular activities that help broaden the learning horizon of officer trainees. Apart from this, officer trainees shall also participate in social works that include *Bagmati* cleaning campaign and Blood Donation Program. Such programmes have been found instrumental to foster teamwork, creativity, cooperation, demonstrate leadership skills and shape their way of life as disciplined and innovative civil servant.

### Physical Training (PT)

Officer trainees shall practice Physical Training early in the morning. Trainers from Nepal Police shall guide and manage the PT sessions.

### Yog

Yog sessions shall be organized on daily basis which intends to help the officer trainees to learn basic skills of yog, pranayama, meditation and other applied spiritual techniques for maintaining physical fitness, developing positive attitude, mental peace, managing stress and develop self-disciplined life style.

### Heritage Observation

The main objective of heritage observation is to enhance understanding of the officer trainees about historical, cultural, managerial perspectives of the national heritage places of Kathmandu Valley through field observation and interaction/discussion with concerned officials. During the visit, the participants shall observe and study the following aspects of cultural heritage.

- **Historical/Cultural Perspectives:** Historical background and the context of construction of heritages
- **Heritage Governance:** Government agencies, local bodies, social organizations etc. responsible for managing and preserving heritage places and general issues

- **Tourism Economy:** Flow of tourists in these areas, infrastructure for tourism promotion and future prospects
- **Post-Disaster Status:** Status of the heritage places after earthquake of April 25<sup>th</sup> and prospective reconstruction plan and priorities of government.

Officer Trainees are required to work in subgroups in these areas in the field and record key information in their notebook. After returning to NASC, they shall prepare brief presentation (of 10-minute max) and present in the plenary as learning reflection.

### NASC Model United Nations (MUN)

NASC MUN is an innovative effort to enhance skills of the newly appointed officers in public speaking at national and international level. It helps to develop analytical thinking and research skills on global agendas and contemporary issues. The programme shall be organized for all residential groups as co-curricular activity. The officer trainees participate as delegates to the United Nations and different UN committees. As the MUN requires substantial research, public speaking, debating, writing skills, critical thinking, teamwork, and leadership abilities, the officer trainees are provided with an overview of the process and practice of the United Nations. They shall be oriented on the methods of raising concerns and presenting ideas on the floor as delegates and assigned with different agendas or themes to be presented and discussed in simulated committees such as Economic and Social (ECOSOC) Committee, Disarmament and International Security (DISEC), World Food Programme (WFP), United Nations Office on Drugs and Crime (UNODC), United Nations Permanent Forum on Indigenous Issues (UNPFII), Economic and Finance Committee (COFIN) and the like.

### Talk Programme

The programme aims to broaden perspectives of officer trainees in socio-economic conditions, governance system and changing role of civil servants to make difference. Recognized experts in different disciplines shall share their experiences

and encourage participants to be a role model in civil service and deliver service with excellence.

### Documentary Show

Participants shall get opportunity to enhance their understanding of different cultures, geo-political situation and livelihood of people through screening of selected documentaries.

### Involvement in Social Activities

Officer trainees shall be provided with opportunities to be involved in different social activities with objectives to make them internalize social problems such as environmental degradation and difficulties of senior citizens; enhance and enrich their understanding and feeling of responsibility toward society and learn to be a part of solution. These activities include blood donation, *Bagmati* cleaning, visiting senior citizens, orphanages and so forth. Such efforts help in developing skills including teamwork, leadership, interpersonal relations and problem solving. After being involved in these activities, Officer Trainees are required to prepare learning notes and share in the classroom.

### Organization Visit (Component of Public Service Delivery Session)

The main objective of organization visit is to enhance understanding of the officer trainees into the nature, functions, structure, practices and service delivery mechanism of the concerned organization. The officers shall interact with leaders, managers and concerned officials during visit and observe service process flow, physical infrastructure, layout etc. that have direct and or indirect impact in service delivery.

### Areas for Discussion/Interaction and Observation

#### Physical

- Location of the organization (proximity of service recipients, road facility)
- Infrastructure (land and building, utilities, parking facility, seating arrangements, restroom facilities for service recipients etc.)
- Office layout and arrangements for service

## Objective and Functions of the Organization

- Vision, mission and objectives of the organization
- Major functions and range of services provided
- Inter-relation/ interdependency with other organizations

## Structure and Staffing

- Departmentalization (How the work is divided and organized)
- Reporting relationships (who reports to whom)
- Where the decisions are made
- Total no. of staff (*darbandi* and existing)
- Qualification and competence of staff
- Organizational Culture and Practices
- Communication pattern (how people interact with each other)
- How the decisions are made (participation, involvement, etc.)?
- Punctuality of staff members and availability
- Service orientation, commitment and dedication

## Service Delivery

- Service process flow (where and how services start and end)
- Average no. of service recipients served per day
- Technology (use of software, ICT)
- General impression of the service recipients

## Lesson Learned

Officer Trainees should record key lessons learned during observation, interaction/discussion which they are required to share in plenary in public service delivery session.

## Hiking

The main objective of Hiking is to enhance understanding of the officer trainees about geography, heritage, social and cultural aspects of specified location. The activity shall be designed to make the officers internalize the livelihood of countryside as they walk on foot to the destination. Officer trainees shall prepare notes about their hike as follows to share in plenary.

## A. Areas of observation/learning:

- Location and public infrastructure (Geography, road facility, Transport facility, Schools, Hospitals/health posts etc.)
- History, *Kimbadanti*/evolutionary aspects of the place
- Special features/identity/fame
- Livelihood of local people
- Culture and practices
- Tourism: Status and prospects
- Development Potential

## B. Lesson Learned:

Officer trainees should record key lessons learned during observation, interaction/discussion which they are required to share in plenary.

## Sports

Sports facilities are available to the officer trainees. Football, volleyball, badminton, basketball and table tennis can be played at given time inside NASC premises.

## Dance

Officer trainees shall have opportunity to learn and practice dancing skills that would help them to overcome hesitation in social life; maintain physical and mental fitness and socialize them into different communities and the people thereof.

## Literary festivals

Officer trainees are encouraged to participate and exhibit/demonstrate their potential in competitive/participative literary festivals that is comprised of reciting poems, gazals, haiku, and sort stories and the like. Some refulgent creations shall be published in '*Srijanaka Phoolharu*'; a collection of profile of officer trainees and finally distributed in closing ceremony.

## Fine Arts

Officer trainees are provided with opportunity of painting skills to uncover their hidden potential of fine arts and foster creativity in different facets of life.



## Gardening

Officer trainees are encouraged to develop and maintain gardens within NASC premises with an aim to make them internalize the importance of clean and green environment and practice the skills inculcated in their work places.

## Cultural Activities

In order to acquaint the newly appointed officers with richness and diversity of national culture, they shall be provided opportunities to participate in national festivals and cultural programmes organized by concerned communities.

## Picnic

Officer trainees in their group (BAT-Group) may organize picnic (one time) within Kathmandu valley on holiday at their own expenses and management. NASC shall provide them with transportation facility (only to and from the picnic spot).

## CODE OF CONDUCT FOR OFFICER TRAINEES

### Non-Residential Officer Trainees: Code of Conduct

1. Must be present in each classroom session 5 minutes before session time and ensure attendance within 20 minutes in each session.
2. Must participate actively, decently and constructively in every class room session.
3. Use of mobile phone inside class room has been strictly prohibited. Mobile phones must either be switched off or must be at silent mode every now and then during classroom session.
4. Must not distract classroom activities unless urgency. Even in case of urgency, must seek permission of coordinator or session facilitator. No side talks during classroom session unless said for doing so.
5. Always ensure presence in decent manner as prescribed below:
  - a. Formal dress code every now and then within class room session (must ensure full- compliance)
  - b. Track suit and shoes provided by NASC in every activities except class room session within NASC premises.
  - c. Decent smart casual for Hostel/Dining.
6. Foods and meals must be taken in the dining hall or in the designated area only.
7. Demonstrate highest standard of participation, involvement and behavior with coordinator, resource person, session facilitator or any of the NASC official or fellow officer trainees.
8. Respect all and respect the diversity of culture and sentiments associated with peoples with diverse socio-cultural background.
9. One and only point of contact for communicating any issues/complaints/grievances about training and associated activities is the group coordinator and issues if any must be communicated through coordinators only. No single offensive behavior shall be accepted from officer trainees throughout the training program while presenting complaints/grievances; if any.
10. Use of fancy rings/jewelries (*mundra* and the like) and outfits inside the college premises is strictly prohibited.

### Residential Officer Trainees: Code of Conduct

1. Hostel room must be used by designated officer trainee only. S/he must not permit the use of the hostel room to any other person except himself/herself.
2. Officer trainees shall be provided with separate living room for each. Thus they are not allowed to enter into other's area. However, they can meet visitors/guests in their respective living room once granted permission from the hostel in-charge.
3. During the residential period, officer trainees must be present in the hostel and must comply with each and every scheduled activities during that period.
4. Must maintain cleanliness at the assigned rooms. Laundry drying must be done at the cloth-lines at the roof of the hostel blocks only.
5. Every facility provided at hostel room must be used responsibly. Each Officer trainee must be solely responsible and charged for

compensation in case of any damage or despairs caused at living room/hostel during the residential period.

6. Each officer trainee must use the supporting facilities like Television, radio, Internet or any other electronic/electrical utility appliances available at NASC hostel responsibly and carefully and must not disturb others.
7. Sticking of any unauthorized bills, papers and putting nails on any places within hostel premises has been strictly prohibited.
8. Rest rooms and shower rooms must be kept clean after every single use.
9. Officer trainees must ensure economic and rational use of water and electricity within NASC/Hostel premises.
10. No outing shall be allowed throughout entire residential period except for scheduled activities at BAT program calendar. In case of emergencies and special cases, the residential manager of NASC can grant permission of the same to the officer trainees upon receiving formal and written request along with strong supporting evidences upon his/her personal risk and discretion.
11. Officer trainees must hand over the hostel room and the associated official belongings thereof to the residential manager or the NASC official held responsible for it upon the successful completion of their residential period.

Apart from these code of conduct, officer trainees must oblige to the rules and directions set forth by NASC every now and then. Failure of compliance shall be taken as cardinal violation of code of conduct and the trainee inculcate shall be entitled for either of the following unavoidable circumstances upon the NASC's official discretion:

- a. Suspended from the BAT training
- b. Enlisted as ineligible candidate for any further/future training at NASC
- c. Written communication to Ministry of Federal Affairs and General Administration (MOFaGA) about the disciplinary non-compliance of the officer trainee and proceed for required sanction.

## PROGRAMME CALENDAR FACILITIES

Each officer trainee shall be provided with the following facilities during training period.

1. **Training kit** (Bag, BAT Guidelines, Note pad, Ball pen, Programme Schedule, ID card)
2. **Tie, pocket square for male, scarf for females**
3. **Learning materials**
4. **Transportation:** Transportation facility has been arranged for scheduled activities.
5. **Food**
  - a. Daily full course meal for the residential period (Morning Tea, Breakfast, Lunch, Evening Tea and Dinner) at NASC Canteen
  - b. Tea and *Khaja* during non-residential period at NASC Canteen
6. **Residential facilities**
  - a. Track suit (one set)
  - b. T-shirt (two pieces)
  - c. Two pair of Socks
  - d. A pair of sport shoes
  - e. Single study bed room including mattress, reading table, six hangers, water jug, glass, table lamp, quilt and blanket, pillow and a dust bin and broom.
  - f. Television in common room
  - g. Wi-Fi at NASC premises
7. **Library facilities:** NASC Knowledge Center shall remain open from 9:00 am to 6:00pm where officer trainees can refer books, journal and periodicals as per their learning requirements.
8. **Computer lab:** Learning sessions of computer and report writing modules shall be delivered through four lab facilities. Lab will remain open for preparing assignments, reports etc., as scheduled.
9. **Language lab:** A lab for facilitating English language skills is established in *Maitri* hall, *Sampada Sadan* Annex. Officer trainees may utilize the facility for English language learning sessions.

### 10. Training hall and classroom learning facilities with ICT facility and Video Conferencing:

Training facilities have been designed and arranged to create effective learning environment using information technology along with video conferencing.

**11. Medical Arrangements:** In case of accidents and health problems while participating in scheduled activities of NASC, first aid service shall be provided at NASC. If further medical intervention is required, officer trainees shall be referred to Civil Service Hospital, *Minbhawan*.

## ABOUT NASC

### Introduction

Nepal Administrative Staff College (NASC) is an autonomous, national level premier training institution established on 2039 Ashwin 11 (27 September 1982) under the Nepal Administrative Staff College Act, 2039. Coming to the three and half decades of establishment, it has gained maturity in terms of service years and value addition in capacity building of public sector. It has been providing quality service to the public sector through three broader functional domains- training, research and consulting services.

### Vision

*“Center of Excellence in developing managerial competencies and organizational capabilities of public sector for providing quality service to the people”*

### Mission

*“Providing unique learning opportunities to individuals and organizations of public sector through training, education, research and consulting services”*

### Objectives

Nepal Administrative Staff College has the following objectives as mentioned in NASC Act, 2039.

- Provide necessary training for the employees of the Government of Nepal and public enterprises,
- Identify measures for enhancing the capability of administration of the Nepal Government and management of public enterprises to contribute towards development program of the country, and
- Undertake problem-oriented research, consulting and information service programs for preparing training materials and making training more useful.

Since its establishment, NASC has been organizing various programs, projects and activities in the area of training, research and consulting services to achieve its broader objectives of capacity building of public sector. More than forty-seven thousand officers have been trained through more than two thousand programs in thirty-four years of service. It has also carried out a large number of training and research consultancies for public organizations. NASC believes in continuous improvements in its service and has been relentlessly striving to gain excellence in its overall operation.

## TESTIMONIALS FROM GRADUATES

Walking down the memory lane, BAT was not merely a Basic Administration Training it was a Behavior Adjustment Training to learn a life itself. After passing Section Officer Exam, I entered NASC with optimum joy and zeal and eventually departed from there with the crown of "Best Performer", learning a complete package of life. What I found is that the syllabus of overall induction training has been designed so meticulously that it helps in the metamorphosis of RAW OFFICERS into RESPONSIBLE OFFICERS who are capable of being change agents for the Nepalese public sector reform. I got ample opportunities and the best platform to learn a wide range of things from how to deliver empathetic and situation based judicious service in the changed socio-political situation to how to represent the nation in international forums which indeed opened up new avenues in my

perspective and presentation. Undoubtedly, since its inception, NASC has been striving for honing the talented minds of promising bureaucrats to fulfill the existing intellectual, moral and practical void in present Nepali bureaucracy and hope it will serve even better as a policy and practical think tank body being a Centre of Excellence in the days to come. *(Mr. Himel Gautam, First Position & Best Performance in Module Learning Test 31<sup>st</sup> BAT, Foundation Course)*

I would like to express my happiness to be a part of BAT-32 program. The training program is significant in the sense that it indulges trainee officers through interactive modern teaching and learning methods. These learning are important for building a solid foundation for our career.

The friendly interactions with instructors, opportunities for nurturing creativity and learning to deal with problems are key attributes of BAT program. I thoroughly engaged in this process that inculcates leadership skills within me. Moreover, the program focuses on building a dynamic personality, by expanding the learning process beyond the classroom and involving in extra curriculum activities. I personally had a good time involving in sports activities as well as other activities. For me, 'Know Your Country' program serves the purpose of observing and understanding the nature of our diverse Nepali society. Finally, I would like to reiterate the training program is effective for setting a milestone in our career ahead and the platform also serves for building an important network among fellow trainee officers. I wish a very successful career ahead for all trainee officers of BAT-33 *(Mr. Shree Krishna Silwal, Best performer, Foundation Course, BAT-32, NASC)*

After passing the exam of Section Officer, I entered NASC to be a part of Basic Administration Training with new excitement and joy and eventually graduated from there with the award of "Executive Director Gold Medal" for being the best performer among the participants. Three Academic sessions each day for three months, a busy and tight schedule of Residential training of one month with different extra activities, a

week of outing based academic field visit and two months of internship in different geography and society made BAT a complete package. It was not just a Basic Administration Training but a process of converting newly appointed Section officers into developed professionals. Different modules helped me to learn and perform things differently; the modules were focused to develop service delivery skills and converting those skills into actualization. The knowledge and skills that I have learnt from NASC in the period has made my service delivery effective, efficient, empathetic, situational, fair and just. What I found the best part of BAT is; it has enhanced my positive thinking, developed my inter personnel skills and behavior, implementing the knowledge for better delivery, reporting and presentation skills made me a matured Section Officer. *(Mr. Dev Chandra Gartaula, Executive Director Gold Medal winner, BAT-32, NASC)*

The more I express, the more will remain unexpressed about the highly enticing and enriching experience at NASC. It was a fun, fascinating, fanciful adventure and genuine Odyssey into the realms of professionalism, personal development, personal effectiveness, innovations and career success. Being a fresher in civil service, 'NASC' always worked as 'The Wake-up Call' in the long journey of my career in Government service. It taught me to believe that the more you nurture the embryo of the self-discipline, the more it will mature. The tight schedule of daily activities ranging from academia to sports, yoga to meditation, KYC to Internship and some other 'once in a lifetime experiences' to explore the 'self' and shelf of civil service during the BAT made me realize the true essence of William James' quote: Most people live- whether physically, intellectually or morally- in a very restricted circle of their potential being. We all have reservoirs of life to draw upon of which we do not dream. *(Mr. Madhusudhan Bhattarai, 2nd merit rank holder, BAT 32, NASC)*