

34th Basic

Administration Training

PROGRAMME GUIDELINES

2076

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 demands 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, 16th and 17th 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 34th series of the BAT, newly appointed class III officers of Nepal Foreign Affairs Service, Nepal Parliamentary Service and Nepal Audit Service shall be participating. The training programme is three months' foundation course comprised of six different modules. After successful completion the foundation course, officer trainees shall be entitled for graduation.

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.

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 about 30 days within three-month BAT programme duration. There are several ECCA programme which have been designed as integral component of the BAT from early morning till evening apart from daily class room learning sessions. Therefore, no outing is allowed for the officer trainees during 30-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 34th 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	Total Marks
1	Attendance	15
2	Participation, Involvement & Behavior	35
3	Module Tests (In-house Module)	250
4	Term Paper	50
	Paper (70%)	35
	Presentation (30%)	15
5	Know Your Country (Field Excursion Module)	50
	Report & Presentation	35+15
Total		400

Grading System, Eligibility Criteria 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.

For each officer trainee to be eligible for graduation and certification, s/he must not be absent in more than 18 sessions across total sessions of foundation course of BAT. However, Know Your Country (KYC-field excursion) module is mandatory to complete.

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 foundation course of BAT shall be awarded with the ***“Best performer award - BAT Foundation course”***.

All the process of result preparation, grading, certification, awarding and eligibility criteria verification shall be done by **Program Monitoring and Evaluation Committee (PMEC)**.

COURSE MODULES AND CLASSROOM 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)
Self-Development					
1	Self-development	<ul style="list-style-type: none"> Explain the process of self-development; Diagnose needs of self-development Prepare self-development plan 	<ul style="list-style-type: none"> Self-development process Self-development tools and techniques Process of self-development plan 	Interactive lecture, Individual exercise (Self diagnostic instrument- <i>Johari</i> window and SWOT analysis)	2
2	Positive Attitude	<ul style="list-style-type: none"> Describe three dimensions of positive attitude Identify and apply the skills for developing positive attitude 	<ul style="list-style-type: none"> Three Dimensions of attitude- Positive thinking, believing and behaving Practical skills needed for developing positive attitude 	Interactive lecture, Individual exercise (self-diagnostic instrument)	1
3	Managing Inter-personal Relationships	<ul style="list-style-type: none"> Identify barriers of managing relationships 	<ul style="list-style-type: none"> Analyze relationship as transactions Barriers of interpersonal relationships 	Interactive Lecture, Brainstorming, Individual exercise	2

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
		<ul style="list-style-type: none"> Techniques for effective interpersonal relationships 	<ul style="list-style-type: none"> Methods and skills for removing barriers to effective communication and develop interpersonal relationships 	(IPR frameworks-, Transaction analysis)	
Social Etiquette					
4	Dining Etiquette	<ul style="list-style-type: none"> Demonstrate dining etiquette in real life situation Enhance ability to interact with a diverse group of people in social situations associated with the context of dining 	<ul style="list-style-type: none"> Table manners Dining styles in practice Different meal courses Beverages and drinks Handling difficult foods Socialize with food at hand 	Interactive lecture, Demonstration, Critical incidents	3
5	Dress Etiquette	<ul style="list-style-type: none"> Explain the importance of professional appearance in work performance Distinguish between appropriate and inappropriate business attire Demonstrate behaviors beyond clothing choices that contributes for positive professional image 	<ul style="list-style-type: none"> Importance of personal branding Choosing what is appropriate Traditional and modern business attire What others will see in you Beyond clothing choices: developing positive professional image including body language, vocal tones and personal habits 	Interactive lecture, Demonstration, Critical incidents	1
6	Diplomatic Etiquette	<ul style="list-style-type: none"> Recognize the importance of etiquette and behavior in diplomatic setting Demonstrate diplomatic behaviors that enhance and strengthen country's image and reputation 	<ul style="list-style-type: none"> Diplomatic etiquette: etiquette beyond borders and culture Diplomatic protocols in practice Appropriate behavior in diplomatic work environment 	Interactive lecture, Demonstration, Critical incidents	1
Managerial Skills					
7	Decision Making	<ul style="list-style-type: none"> Identify key steps of rational decision making and its process 	<ul style="list-style-type: none"> Decision making as essential managerial function 	Interactive lecture Individual exercise	1

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
		<ul style="list-style-type: none"> Identify the barriers of effective decision- making 	<ul style="list-style-type: none"> Rational decision making process Styles and methods of decision-making Barriers to effective decision-making 		
2	Memo (<i>Tippani</i>) Writing	<ul style="list-style-type: none"> Recognize Memo (Tippani) as a decision making tool in practice Identify structure and components of the memo Write memo effectively 	<ul style="list-style-type: none"> Importance of Memo as a decision making tool Structure and components of memo Memo writing techniques and skills 	Interactive lecture Individual exercise (Practical skill instruction)	6
3	Preparing Cabinet Proposals	<ul style="list-style-type: none"> Identify structure and components of cabinet proposal Prepare cabinet proposal effectively 	<ul style="list-style-type: none"> Structure and components of cabinet proposal Techniques and skills of presenting facts and opinions in effective cabinet proposal preparation 	Interactive lecture Individual exercise (Practical skill instruction)	4
8	Managing Conflicts at Workplace	<ul style="list-style-type: none"> Analyze the causes and consequences of conflict Identify conflict handling process and strategies 	<ul style="list-style-type: none"> Causes and consequences of conflict Conflict management process and strategies Conflict as impetus for enhancing performance 	Interactive lecture, Individual exercise, Case study	1
9	Negotiation Skills	<ul style="list-style-type: none"> Analyze situations for negotiation Apply seven element framework to effectively negotiate at workplace 	<ul style="list-style-type: none"> Negotiation as essential function of a manager Communication and relationship skills for negotiation Framework for effective negotiation (e.g. Seven Element Framework) 	Interactive lecture Group Exercise Case study	2
10	Performance Appraisal	<ul style="list-style-type: none"> Analyze the issues and challenges of performance appraisal in civil service Use performance appraisal tool 	<ul style="list-style-type: none"> Performance management Performance appraisal tool and techniques Issues and challenges of performance appraisal 	Interactive lecture Buzz group Individual exercise	1

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
		<ul style="list-style-type: none"> Differentiate between performance evaluation and performance appraisal 			
11	Grievance Handling	<ul style="list-style-type: none"> Describe grievance handling procedures Apply different techniques of grievance handling in workplace 	<ul style="list-style-type: none"> Nature and causes of grievance Grievance handling procedure Techniques to handle employee grievances (soft vs. hard approach) Existing provisions in Civil Service Acts, rules and regulation 	Interactive lecture, Critical incidents, Role play	1
12	Organizational Citizenship Behavior (OCB)	<ul style="list-style-type: none"> Explain the importance of OCB in organization Identify OCB indicators Exhibit and demonstrate OCB at workplace 	<ul style="list-style-type: none"> Value of OCB in organization OCB indicators and mechanism Ways to promote OCB in organization 	Interactive lecture, Video case	1
13	Team Building	<ul style="list-style-type: none"> Recognize the value of diverse workforce and need of team building in workplace Identify the team building process Demonstrate essential skills to be a good team player and to promote teamwork in workplace 	<ul style="list-style-type: none"> Team and workforce diversity Synergy and key elements of effective team Role of team members for building high performing teams Essential skills of a good team player Ways to fostering teamwork in organization 	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 split over 11 classroom sessions.

S.N.	Topics	Objectives	Contents	Methods	Session(s)
1	Office Correspondence	<ul style="list-style-type: none"> Identify structure and components of official letter Write official letters precisely with greater degree of professionalism Register and dispatch letters 	<ul style="list-style-type: none"> Types of letter Structure and components of letter Letter writing [Nepali and English] Registration and dispatch and process thereof 	Interactive lecture, Practical exercise, Demonstration	4+2
4	Meeting Management	<ul style="list-style-type: none"> Prepare agenda Conduct meetings Prepare minutes Identify key considerations in managing meetings 	<ul style="list-style-type: none"> Preparation of meeting and agenda setting Communication for meeting Conducting meeting Note taking and minute writing Key considerations Post-meeting consideration 	Interactive lecture, Group exercise, Role play	1
5	Note Taking	<ul style="list-style-type: none"> Explain the rationale of note taking Identify techniques of taking different notes Prepare briefing notes 	<ul style="list-style-type: none"> Rationale of taking notes in official affairs Types of notes Note taking techniques 	Interactive lecture, Individual exercise-note taking	1
6	Records Management	<ul style="list-style-type: none"> Explain records management procedures Identify filing and indexing techniques Apply ways to manage digital records 	<ul style="list-style-type: none"> Records management procedures Filing and indexing system and techniques Techniques of managing digital records 	Interactive Lecture, Individual/group Exercise	1+2

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)
Nepal: State and Society (3 Sessions)					
1	Socio-cultural diversity	<ul style="list-style-type: none"> Map the socio-cultural diversity profile of the country Explain the importance of socio-cultural diversity in national development Analyze the binding factors for national integration 	<ul style="list-style-type: none"> Social structure and social systems Diversity as an asset Diversity dynamism Issues of diversity management and national integration Nation, nationality and social bond 	Interactive lecture	1
2	Economy, local livelihood and social change	<ul style="list-style-type: none"> Identify different sources and strategies of livelihoods of people Analyze the livelihood strategies of people Analyze the ways to improve the quality of lives 	<ul style="list-style-type: none"> Economic development and livelihood opportunities Changing livelihood strategies of Nepali people-indigenous to modern (market oriented) Emerging livelihood issues: foreign employment, modernized agriculture and entrepreneurship of people 	Case study, Group work	1
3	State building process from grassroots	<ul style="list-style-type: none"> Explain the process of state building from grassroots in Nepal, Analyze state and society/people interface 	<ul style="list-style-type: none"> Evolution of Nepali state building State and social relationship in post 1990 democratic regime State-people interface 	Interactive lecture	1
Governance in Federal Context (12 Sessions)					
4	Landscape of Governance	<ul style="list-style-type: none"> Explain the concept and analyze the context of governance Explain fundamentals of federalism and state of multi-level governance 	<ul style="list-style-type: none"> Governance: concept and context Federalism: Multi-level governance 	Interactive lecture	2

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
		<ul style="list-style-type: none"> Analyze issues of intergovernmental relationship 	<ul style="list-style-type: none"> Intergovernmental relationship 		
5	Fiscal and Resources Management in Federal System	<ul style="list-style-type: none"> Describe the approaches and process of fiscal federalization Describe major aspects of fiscal federalization Describe provisions for revenue and expenditure in the Constitution of Nepal 	<ul style="list-style-type: none"> Approaches and process of fiscal federalization Aspects/scope of fiscal federalization Revenue and expenditure assignments as per the Constitution of Nepal 	Interactive presentation, case study	1
6	Fundamentals of Inclusive Governance	<ul style="list-style-type: none"> Explain the importance of inclusive governance in Nepal Define four components of inclusive governance – GESI, accountability, responsiveness, integrity (GESI+ARI) Identify factors that promote IG and factors that constrain IG Describe basic approaches to gender equality and social inclusion Explain GESI analysis in context of public service design and delivery Analyze the existing policy and institutional framework for GESI mainstreaming Develop a GESI friendly planning and mainstreaming strategy 	<ul style="list-style-type: none"> Inclusive governance: perspective and need Perspective of inclusive governance and need of IG in Nepal Components of inclusive governance: accountability, responsiveness, integrity & ethics and GESI Factors promoting/ constraining IG Approaches to gender equality and social inclusion GESI analysis in public service design and delivery Policy frameworks and institutional mechanisms for GESI mainstreaming 	Interactive presentation, group work: policy analysis and developing action plan	2

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
			<ul style="list-style-type: none"> GESI friendly planning and strategy: Gender Responsive Budgeting practices in Nepal 		
7.	Accountability and Responsiveness: Approaches and tools	<ul style="list-style-type: none"> Explain three reasons why accountability is important Analyze three approaches of accountability Create linkages between accountability and public service delivery Explain how accountability enhances responsiveness and trust of public sector Identify and apply range of social accountability tools in practice 	<ul style="list-style-type: none"> Importance and implication of accountability Approaches to (Individual, collective and institutional) accountability How accountability improves public service delivery? Responsiveness and Trust building through accountability Tools of Accountability: major social accountability tools in practice 	Interactive presentation, brainstorming, card sorting, Group activity: video cases	2
8.	Right to Information (RTI)	<ul style="list-style-type: none"> Explain RTI and its Importance as an accountability tools Identify ways to implement RTI in the areas of their responsibilities as accountability tool for effective service delivery 	<ul style="list-style-type: none"> Right to information: An Accountability tool RTI: Basic principles and Constitutional provisions RTI implementation: Process, Techniques and considerations 	Interactive lecture Brainstorming Group discussion	1
9.	Integrity and Ethics	<ul style="list-style-type: none"> Explain the foundation of integrity and ethics in civil service Analyze four factors affecting integrity and ethics in civil service Analyze ethical and unethical behaviour Demonstrate integrity and ethical behaviour in their workplace 	<ul style="list-style-type: none"> Foundations and elements of integrity and ethics; factors affecting integrity and ethics in civil service Characteristics of ethical and unethical behaviour 	Interactive presentation, group work, Case study	2

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
			<ul style="list-style-type: none"> Ways to promote integrity and ethical behavior in professional life 		
10.	E-Government	<ul style="list-style-type: none"> Describe the concepts of e-Government Identify state of e-Government Applications in Nepal Use Social Media Applications appropriately at workplace 	<ul style="list-style-type: none"> E-Government: Concepts and Applications Implementation of e-government applications in public service Use of Social Media in government organization and service delivery 	Interactive Lecture, Demonstration, Case Study	2
Public Service Delivery in Practice (5 sessions)					
12.	Citizen Centric Public Service Delivery	<ul style="list-style-type: none"> Be familiar with the concept of 'citizen-centricity' in public service provision Understand the difference between 'citizen-centric' versus traditional, supply driven public service delivery Embrace the value, merit, and need for transforming public service delivery into one with more citizen-centric approaches widely practiced elsewhere in the world. 	<ul style="list-style-type: none"> Concept of 'citizen-centric' public service delivery Difference between citizen-centric and traditional public service delivery Approaches of citizen-centric public service delivery Values, merits and need for citizen-centricity 	Interactive lecture with quiz, videos on exemplary practices, and thought sharing	1 Classroom Session + 3 Sessions for organization visit+1 session for Debriefing
13	Public service delivery in practice (Practical)	<ul style="list-style-type: none"> Observe how core (mandated) and periphery (additional and/or auxiliary/support) services are provided Learn governing rules, regulation and working procedures, etc., and analyze if they are appropriately framed to address the needs of the service receivers (citizens) 	<ul style="list-style-type: none"> Current practice of public service at the office in question Rules, regulations, working procedures and work culture, etc Citizen-centricity of public service being delivered 	Organization visit (Field observation), Group activity and presentation in plenary	

S.N.	Topics	Objective/s	Content	Methodology	Session(s)
		<ul style="list-style-type: none"> Analyze good practices, issues, and challenges evidenced in the offices' service delivery 			

Module IV: Computer Usage and Report Writing Skills (CURWS)

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.No	Topics	Objectives	Content	Methodology	Sessions
1	Windows Utilities and Applications	Use common utility tools of information management and disseminations	<ul style="list-style-type: none"> Managing document using adobe Photoshop: Image basics, working with layers and text Preparing passport size photos Preparing official letter head Introduction to PDF Converting from PDF to word and Vice Versa Manage, edit, trim PDF document Network troubleshooting (ping, ipconfig, tracert, net start) Introduction to Remote Desktop (Any Desk, Team Viewer) Using Nepali Fonts: Google Unicode, Preeti Keyboard, Madan Font 	Interactive Lecture (IL), Demonstration	3

			<ul style="list-style-type: none"> • Conversion from Unicode to other and vice-versa • Conversion of Unicode in web • Basic e-mail and internet 		
2	Formatting Documents	Use MS-Word word to create official documents and managerial reports	<ul style="list-style-type: none"> • Introduction to MS Word • Introduction to standard menus and important shortcuts • Securing the documents • Formatting texts and paragraphs • Formatting the page: margin, orientation, size, indention, and spacing • Formatting the documents: Inserting page number, header, footer, breaks to prepare a managerial report • Adding and organizing data in tables • Inserting graphic objects • Automating mail merge • Controlling page appearance • Proofing a document 	Interactive Lecture (IL), Demonstration	3
3	Optimizing Documents	Apply MS-Word advanced features in data and information management	<ul style="list-style-type: none"> • Managing list • Customizing tables and charts • Using templates to automate document creation • Using macros to automate tasks • Comparing document • Tracking document • Restrict editing • Survey form development using developers and macros 	Interactive Lecture (IL), Demonstration	2

			<ul style="list-style-type: none"> • Use of controls in developing form portion 		
4	Customizing MS-Excel Environment	Create and customize documents using MS-Excel	<ul style="list-style-type: none"> • Modifying a worksheet • Formatting a worksheet • Printing workbook contents • Setting standard menu options for better accessibility and performance • Customizing the ribbon and quick access toolbar • Performing calculations using formulas 	Interactive Lecture (IL), Demonstration	1
5	Formulas and Functions	Apply basic formulas and functions for data aggregation, calculation, and analysis	<ul style="list-style-type: none"> • Using aggregate functions (SUM, COUNT, MIN, MAX, AVG) • Calculating data with advanced formulas (MEDIAN, MODE, NUMBERS, NOW, IF, AVERAGEIF, SUMIF) • Calculating the data with financial formulas (XNPV, PMT, IMPT, EFFECT, DB, FV) • Using Dated Functions (Now, Today, Dated If, Time, Second) • Using Logical Functions (And, IF, Not, Error, False, Not, OR) 	Interactive Lecture (IL), Demonstration	3
6	Tables, Charts, and Datasets	Manage tables and datasets for numerical calculations, analysis, and presentation	<ul style="list-style-type: none"> • Organizing worksheet and table data • Create and modify tables • Insert a table using the default and user defined style • Sorting and filtering data in table • Presenting data using charts • Formatting charts • Analyzing data using pivot tables and pivot charts 	Interactive Lecture (IL), Demonstration	2

			<ul style="list-style-type: none"> • Create a pivot chart report inserting graphic objects • Using lookup reference functions • Inserting graphic objects 		
7	Power point presentation skills	Prepare presentation using MS-Power point	<ul style="list-style-type: none"> • Formatting text on slides • Adding graphical objects to presentation • Modifying objects • Adding tables to presentation • Inserting charts in a presentation • Adding animation and transition • Setup a slide master • Adding header and footer • Modifying the notes master • Converting a presentation into video 	Interactive Lecture (IL), Demonstration	2
8	Computer Technology usages in Government of Nepal (GoN)	Understand the usage of computers and information systems in GoN	<ul style="list-style-type: none"> • Introduction to GoN Portal • Introduction to GIDC and its roles (Gate Pass System, Server Colocation, Government Email) • Introduction to Department of IT (DoIT) • Digital Convergence and GoN status • Government information system service portals <ul style="list-style-type: none"> • Government Grievance Handling System (Hello Sarkar, Facebook, Twitter) • Personnel Information System (PIS) • Line Ministry Budgetary Information System (LMBIS) • Government Online Bidding System (bolpatra.gov.np) 	Interactive Lecture (IL), Demonstration	1

9	Electronic Government Portal	Understand the front end and the back end of an electronic government portal (Electronic Government Procurement)	<ul style="list-style-type: none"> • Introduction to Electronic Government Procurement portal • Explore front end of the procurement portal • Explore the backend of the procurement portal • The business process of online procurement 	Interactive Lecture (IL), Demonstration	2
10	Electronic Government Portal	Understand the front end and the back end of an electronic government portal (Office of Company Registrar)	<ul style="list-style-type: none"> • Introduction to Online Company Registration portal • Explore the front end of the company registration portal • Explore the backend of the company registration portal 	Interactive Lecture (IL), Demonstration	1
11	Practical Test	Demonstration of participant's competencies on computer skills and usage in government	Lab test		1
Report writing Skills					
12	Planning for Report writing	<ul style="list-style-type: none"> • Explain the basics of report: purpose, types and elements • Analyze the terms of reference given • Explain the process of collection and analysis of information • Develop an outline of report 	<ul style="list-style-type: none"> • Basics of Report: Purpose, elements and types • Terms of reference • Collecting information • Organizing and analyzing information • Mind-mapping and clustering of a report • Outlining of the report 	Interactive presentation, Group exercise	2
13	Writing Report	<ul style="list-style-type: none"> • Analyze the structure of sentences and paragraphs • Apply citation and referencing techniques 	<ul style="list-style-type: none"> • Format/Structure and components of a report • Contents, main sections and subsections • Sentence and paragraph development 	Group work- report analysis (given)	2

		<ul style="list-style-type: none"> • Modify and develop a report writing format 	<ul style="list-style-type: none"> • Language (clarity) and style • Citation and Referencing • Summary and conclusion • Editing report 		
14	Presentation Skills	<ul style="list-style-type: none"> • Identify effective ways of presenting report and provide feedback 	<ul style="list-style-type: none"> • Essential skills in (report) presentation 	Practicum Plenary discussion	2

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"> • Understand different skills in English language • Express their expectation in English language 	<ul style="list-style-type: none"> • Course syllabus • Examination and evaluation system 	Icebreaking activities, presentation, group activity, interaction, video/audio recording	1
2	Greeting, Introducing, Welcoming, Thanking, Bidding goodbyes	<ul style="list-style-type: none"> • Identify appropriate language to greet and welcome others • Use appropriate language to greet and welcome others 	<ul style="list-style-type: none"> • How do you greet people? • How do you introduce yourself and others? • How do you thank people and bid them good-bye? 	Pair work, group work, role-play, video, PPT presentation	1
3	Agreeing, Disagreeing, Refusing	<ul style="list-style-type: none"> • Use appropriate language to agree and disagree with others properly 	<ul style="list-style-type: none"> • How do you agree and disagree with others properly? • How do you refuse to do something in an appropriate manner? 	Pair work, group work, dramatization, video, PPT presentation	1

4	Expressing condolences, Apologies, Regrets	<ul style="list-style-type: none"> Express condolences using correct language structure Apologize to others and express regret using appropriate language structure 	<ul style="list-style-type: none"> How do you express condolences? How do you apologize to others? How do you express regret? 	Pair work, group work, role-play, video, ppt presentation	1
5	Announcing, Congratulating, Giving Compliments	<ul style="list-style-type: none"> Prepare announcements Congratulate and give compliments to others 	<ul style="list-style-type: none"> How do you make an announcement? How do you congratulate others? How do you give compliments to others? 	Pair work, group work, role-play, video, ppt presentation	1
6	Making Requests, Suggesting	<ul style="list-style-type: none"> Identify and use appropriate language to request politely and make suggestions 	<ul style="list-style-type: none"> How do you request? How do you make a suggestion? 	Pair work, group work, role-play, video, ppt presentation	1
7	Narrating an Event	<ul style="list-style-type: none"> Explain about events and actions that happened in the past Narrate past events using correct form of language structure 	<ul style="list-style-type: none"> How to speak correctly about past actions and events. 	Audio listening, video analysis, role-play, listening comprehension, peer-review	1
8	Talking About Daily Life	<ul style="list-style-type: none"> Explain about events and actions that happen in the everyday life Use correct form of language structure 	<ul style="list-style-type: none"> How to speak correctly about the actions and events that happen in everyday life. 	Audio listening, video analysis, role-play, listening comprehension, peer-review	1
9	Talking About Plans, Predictions, and Promises	<ul style="list-style-type: none"> Explain about events and actions that may occur in future 	<ul style="list-style-type: none"> How to speak correctly about the actions and events that may occur in future. 	Audio listening, video analysis, role-play, listening comprehension, peer-review	1
10	Subject-Verb Agreement	<ul style="list-style-type: none"> Identify the subject and determine the verb that agrees with it 	<ul style="list-style-type: none"> Subject, verb, sentence structures 	Demonstration, group work, writing games	1

		<ul style="list-style-type: none"> • Use appropriate form of sentence structure 			
11	Writing Paragraphs	<ul style="list-style-type: none"> • Explain the structure of writing paragraph • Design and write a paragraph design with appropriate structure 	<ul style="list-style-type: none"> • Main idea, topic sentence, support sentences, signpost words, closing sentences 	Lecture, demonstration, class discussion, group work	2
12	Signposts	<ul style="list-style-type: none"> • Use conjunctions appropriately to link ideas • Use different variety of sentences through the use of conjunction 	<ul style="list-style-type: none"> • Conjunctions, guide words • Structural variation 	Lecture, demonstration, class discussion	1
13	Written vs. Spoken English	<ul style="list-style-type: none"> • Differentiate between spoken and written English 	<ul style="list-style-type: none"> • Formal and informal words • Contractions 	Lecture, demonstration, class discussion	1
14	Avoid Common Errors in Writing	<ul style="list-style-type: none"> • Identify common errors in writing • Avoid common errors in writing 	<ul style="list-style-type: none"> • How to avoid common errors in writing 	Lecture, demonstration, class discussion	1
15	Purposeful Reading	<ul style="list-style-type: none"> • Read text and find out its meaning 	<ul style="list-style-type: none"> • Skimming and scanning • Extensive and intensive reading • Characteristics of a good reader 	Pair work, group activity, demonstration, reading comprehension	1
16	Learning to Learn	<ul style="list-style-type: none"> • Develop strategies for continuous learning 	<ul style="list-style-type: none"> • How to become a good learner? • How to develop lifelong learning strategies? 	Interactive lecture, class discussion	1
17	Queries and Concern	<ul style="list-style-type: none"> • Ask questions professionally 	<ul style="list-style-type: none"> • Formal and informal questions • Wh-questions 	Pair work, group work, role-play	1
18	Pronunciation	<ul style="list-style-type: none"> • Identify techniques to improve pronunciation • Apply those techniques to improve pronunciation 	<ul style="list-style-type: none"> • Sounds of English • Challenging sounds for speakers of Nepali language • Word stress, Sentence stress 	Video, demonstration, choral/ individual drilling	2

			<ul style="list-style-type: none"> Minimal pairs 		
19	Public Speaking	<ul style="list-style-type: none"> Identify different aspects of speaking in public Apply those skills while speaking in public 	<ul style="list-style-type: none"> Chunking, pausing and stressing Voice projection Different kinds of speeches- Opening, Body and Closing of a speech 	Demonstration, peer review, individual performance	3
20	Non-Verbal Communication	<ul style="list-style-type: none"> Identify different ways of rapport building with the audience Use body language in interpersonal communications Gestures, postures and body 	<ul style="list-style-type: none"> How to gain mastery in instant rapport building? How to use and control your touch behaviour? How to use non-verbal subtleties to aid your verbal communication? 	Demonstration, group activities, interactive lecture	1
22	Giving and Taking Feedback	<ul style="list-style-type: none"> Identify techniques to give feedback Use those techniques of giving feedback Encourage others to give you feedback and use it properly 	<ul style="list-style-type: none"> Giving feedback using feedback sandwich and SER techniques Applying feedback received to improve yourself 	Interactive lecture, pair work, group work, dramatization	1
23	Writing Emails, Letters and Blogs	<ul style="list-style-type: none"> Write emails, letters and blogs purposefully 	<ul style="list-style-type: none"> Addressing, subject, closing, positive, neutral and negative messages, sequencing of details, email etiquettes, different kinds of emails for different kinds of situations What is a blog? How do you write a blog? 	Interactive lecture, pair work, group work, writing exercises	4
24	Giving Instructions and Directions	<ul style="list-style-type: none"> Identify and use appropriate language to give instructions, asking for directions, and giving directions 	<ul style="list-style-type: none"> How do you give instructions? How do you ask for directions? How do you give directions? 	Pair work, group work, dramatization, video, PPT presentation	1
25	Language for Telephoning	<ul style="list-style-type: none"> Use proper language for telephoning 	<ul style="list-style-type: none"> Telephonic language Handling calls Leaving a message Telephone etiquette 	Lecture, demonstration, class discussion, pair work	1

26	Travel English	<ul style="list-style-type: none"> • Identify correct English for traveling purposes • Use different travel vocabulary and idioms to explain travelling 	<ul style="list-style-type: none"> • Travel vocabulary, idioms • Understanding signs at airports and train-stations 	Power point presentation, interactive lecture, class discussion	1
27	Assertive Language	<ul style="list-style-type: none"> • Using assertive language • Use appropriate ways saying 'no' politely 	<ul style="list-style-type: none"> • Assertive body language • Assertive words, phrases and sentences • Practicing assertiveness 	Pair work, group work, dramatization, video, PPT presentation	1
28	Positive Communication Language	<ul style="list-style-type: none"> • Use positive words and language towards communication in English 	<ul style="list-style-type: none"> • Positive words and language • Empathetic communication 	Presentation, lecture, group work, pair work, questionnaire, self-reflection	1
29	Speaking/Written Test	<ul style="list-style-type: none"> • Demonstrate reading, writing, listening and speaking skills • Demonstrate proper body language and attitude • Give feedback 	<ul style="list-style-type: none"> • Expressing yourself using the techniques taught in the classroom 	Classroom discussion, activities and assessment	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 by **Program Monitoring and Evaluation Committee (PMEC)**.

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

Cover Page

Acknowledgement

Acronyms

Abstract

Table of Contents

- 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.
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
A. Term Paper Report		
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
	Full Marks	35
B. Term Paper Presentation		
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
	Full Marks	15

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. In order to be eligible for award of certificate in BAT training, successful completion of KYC module by each officer trainee is mandatory.

Format of the KYC Report

Cover Page

Acknowledgement

Acronyms

Table of Contents

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
C. KYC Report		
1	Presentation of Information	3
2	Study Design	10
3	Analysis of Information	10
4	Findings and Conclusion	5
5	Recommendation and Applicability	7
	Full Marks	35
D. Presentation		
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
	Full Marks	15

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.

EXTRA AND CO-CURRICULAR ACTIVITIES (ECCA)

ECCA has been envisioned as an integral component of residential programme. 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 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 25th 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.

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.

Visit to Disaster Management Training School (DMTS)

Officer trainees shall be provided opportunity to learn about the disaster management competencies and efficiency of Armed Police Force (APF) located at Kurintar. This program aims to closely observe and acquaint officer trainees in the sensitivity of the disaster born calamities in Nepal and status of our authorities to cope with them.

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 and ensure biometric attendance 10 minutes before every session time. The punching time lasts up to 5 minutes from the session start time. No attendance shall be considered valid after 5 minutes' threshold time.
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 activity 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 Concerned Ministry 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.

- a. Provide necessary training for the employees of the Government of Nepal and public enterprises,
- b. 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
- c. 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. Himal Gautam, First Position & Best Performance in Module Learning Test 31st 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-32 *(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)*

It is a great honour for me to receive the Executive Director Gold Medal in Nepal Administrative Staff College and gave me tremendous joy and encouragement. I believe that this award is a powerful message to those many individuals who dream and believe in learning new things. I, one of the newly appointed trainee officers, am deeply touched that NASC for a great platform to transform me and recognize the values of respect, learn, transform myself to courteous, practical, positive, dedicated person and to pursue values to make a difference with its designed training course. I am highly indebted to NASC that solved my thousands of questions about service, fear about future and laid strong foundation of practical and theoretical knowledge needed at work place by class work, teamwork, group discussion, interactive sessions, sharing, classroom sessions, field visits, tests, physical and mental wellness sessions, informal sessions and all other activities. These all developed my personality, made me better person, sharpened my knowledge and gave a great insight for effective service delivery as a section officer. I am extremely pleased to have highly academic and experienced resource person, expert guest lectures, qualified governmental officials in various modules, hospitality, support and courtesy from coordinators, learning environment and enthusiasm by friends of Mechi and other groups, trained physical and Yoga Gurus, experts educational directors and co-ordination by respected Executive Director an entire NASC family for strong support bestowed on me. Finally, I would like to say "Be optimistic because I have never seen rich pessimistic" and thank NASC Family to build a bridge of relationships between University education and world of work. ***(Bijay Kumar Sharma-Executive Director Gold Medal Winner, BAT 33, NASC)***

The word BAT 33 carries a lot of emotions with it. The foundation of our professional life is laid down by NASC which is very important. NASC has given me many things, i. e it has made me more confident and knowledgeable. Time at NASC was even somehow challenging but those were challenges which made me stronger and more focused towards my goal. Every experience gained at NASC has been enriching and will remain within my memory forever. Resource persons and coordinators at NASC were brilliant who never hesitated to facilitate us. Environment at NASC always motivated me to dream high and the precious moment was when I was announced as topper of fundamental course at BAT 33. NASC offers complete package of personality development, Socialization and entertainment. Though the time we spend at NASC was golden and colorful I still believe the best is yet to come in everyone's life. Whole NASC family, especially Swoyambhu group will remain in my memories forever and I wish all the very best to the trainees of BAT34. (Suman Shrestha, BAT 33 Fundamental course topper)

NASC is a divine place where I learned and experienced so many things in short span of Basic Administration Training which has enriched my life in many ways. From the 5AM whistle of Physical training to the virile *Tandava* dance in Yoga class, from the dressing etiquette to dining etiquette, this training taught us the moon and back. The slothful part of my body became active by exercises and Yoga. I thereafter committed to do Yoga every morning for at least half hour a day. Academic Excellence is no doubt the prima facie, the faculties are immensely good.

Moreover, some external resource person is far from our imagination. I sometime faced goose bump. Sometimes they made feel us that all things in the world are myth and sometimes they give us the jingoistic feelings. I can remember the rush for attendance and the relief breath after the "thank you" voice from the E-attendance Machine. The compound, the fresh air and everything in NASC is laudable. With the plenty of outdoor and indoor games, one can get his (her) childhood back. I have lost my cold feet of presentation before audience. Know Your Country (KYC) is the best part of the modules to roam and relax you. Don't dip yourself in rigorous study at this time. Feel free and enjoy this time. This time will never come back in your life. Life at NASC is a lifetime experience and I made the most out of. I felt at home there. Beside this, it's a great opportunity to make friends. I found some very close friends at NASC, who were awesome. Because of them, I realized I still had a lot to learn. These experiences are truly irreplaceable due to which I call it as the best experience of my life. Overall, NASC is the place where I dream of going time and again.

(Gajendra Bhattarai, BAT 33, Khaptad group topper)

My days at NASC became an important milestone in my life's journey. It was a transformation to the extent that I became a totally different person. Prior to getting into NASC, I didn't follow any routine. Entering into NASC, I felt its immediate impact on me like a shock because it brought regularity, discipline and settlement into a life which I had not anticipated before to be so. I witnessed myself going through a difficult metamorphosis for months only to emerge like a butterfly with a sense of freedom, joy, wisdom and strength. I was no longer a weakling with a mind that ruled my life, tossing it incessantly from one thing to another.

In BAT-33, I was one of the 365 trainee officers out of which 32 were in Lumbini House where I belonged to. All these fellow trainee officers gave me an opportunity at NASC to learn that we were all connected and I was not alone. They taught me to become a better person without ever trying to teach anything directly. The course of study was, of course, instrumental in this, working silently in the back ground. It taught me leadership without being ambitious for it. Who would have expected it to happen to a person like me? The training with all its diverse activities had been so designed that it was capable of changing ordinary persons into responsible leaders and I became a living example of it. The practical sessions like diplomacy etiquette, dining etiquette, dress etiquette, conducting meetings, preparing cabinet proposals and many other things were very new for me and very useful in my professional as well as day to day life.

The first 3 months of classroom training followed by a month-long residential training with all its extra-curricular activities like sports, music, dance, yoga etc. and a week-long tour to see and know my country all went into making me a confident person. I had a deep insight of service delivery mechanism and geo-cultural status of Nepal through Know Your Country program as I had an opportunity to witness the service delivery system. I realized KYC was too short a period of time to be familiar with our country and service delivery, but I still consider it to be very much fruitful to know the exact condition of the country. I observed and knew so many new things. I think it is a complete training package; and the team involved in providing the training is capable in its own way to produce efficient administrative man power for the nation.

All the staff of NASC directly involved in BAT 33 training, or either way, was very much supportive and cooperative. I got homely environment during the training period. Everybody helped us

whenever we needed help and support. I am grateful to all the staffs of NASC. I learnt lots of new things observing hospitality of NASC and their working culture. I am proud to be a part of BAT 33, and I felt myself as the luckiest one as I (belong to Judicial Service, government attorney) for the first time got the chance to get rolled in NASC. My experience in BAT 33 was very good and unforgettable.

I found the training module to be of high standard as it covered all the parts to make a person a perfect civil servant. If you asked me what I found to be the best part of the training, I would say it to be yoga. It changed the way I looked at the world and it brought clarity into my way of thinking. Every other item taught was no less important, though. Extra-curricular activities like various types of matches, gym, music class and fine art course were the attraction of this training course. They all instilled in me courage, confidence, knowledge, skills, calmness and hope for which I shall remain ever thankful to everyone involved, right from the top to the bottom of NASC. I hope, NASC will go on delivering the same level of training or even higher than this in future.
(Sita Adhikari, Lumbini Group topper BAT-33 3 months' course)

COORDINATION TEAM

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